



DEVELOPING PROFESSIONALLY ORIENTED COMMUNICATIVE COMPETENCE IN FUTURE ECONOMISTS

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ABSTRACT: This article deals with the issues based on analyzing the mechanisms for developing professionally oriented communicative competence in future economists. The research highlights the importance of integrating linguistic, socio-cultural, and professional components in teaching foreign languages for specific purposes (ESP). Particular attention is paid to task-based learning, simulation methods, and interdisciplinary integration. A comparative analysis of global best practices demonstrates that communicative competence is essential for economic specialists to function effectively in international environments. The study proposes a flexible, multi-level model for the systematic development of professional communication skills through authentic materials and digital technologies.

Keywords: professional communication, communicative competence, future economists, ESP, interdisciplinary approach, simulation learning, task-based instruction, digital tools.

INTRODUCTION

In the age of globalization and digital transformation, the demand for highly qualified economists with strong communication skills has significantly increased. Language training in higher education, particularly in economic fields, must go beyond general language proficiency and focus on developing professionally oriented communicative competence. This competence not only includes mastery of foreign languages but also the ability to operate in multicultural and professional contexts, engaging in negotiations, presentations, and written correspondence in the language of international economics.

Modern educational systems are gradually transitioning from traditional language instruction models to communicative and interactive ones, where students are viewed as active participants in the learning process. Professionally oriented communicative competence is formed as a synthesis of language skills, professional knowledge, and communicative strategies specific to the field of economics. The development of such competence plays a crucial role in preparing future professionals who are capable of functioning in international companies, participating in economic forums, and conducting intercultural business communication.

Given this background, the article aims to analyze existing approaches to developing POCC among future economists, assess international experiences, and propose a model suited for implementation in higher education institutions in Uzbekistan and other post-Soviet countries.

LITERATURE REVIEW

Contemporary scholars emphasize the multi-component nature of communicative competence. Canale and Swain (1980) define it as a system comprising grammatical, sociolinguistic, discourse, and strategic competences. This framework has served as the basis for designing ESP curricula in many European and Asian universities.

Savignon (2002) emphasizes the significance of communicative language teaching (CLT) that integrates authentic tasks and real-world communication scenarios. In the post-Soviet educational context, researchers like Solovova (2004) and Minyar-Beloruhev (2006) have explored the adaptation of CLT and task-based learning to Russian-speaking learners, pointing out challenges in transitioning from traditional grammar-based methods.

More recently, Makarova (2018) and Bogomolova (2021) advocate for the inclusion of content and language integrated learning (CLIL) and interdisciplinary collaboration to enhance the real-world relevance of language instruction for economists. Hymes D. (1972) introduced the concept of communicative competence as a broader perspective than Chomsky's linguistic competence. His theory emphasized the role of sociolinguistic and contextual appropriateness in communication, forming the foundation for language instruction approaches that focus on functional use. Hutchinson and Waters (1987) focused on the specific needs of ESP learners and suggested that material design should consider target situation analysis. Their contributions led to needs-based language teaching strategies, especially for professionals in fields like economics and engineering. Dudley-Evans and St John (1998) emphasized the role of professional context in ESP education. They advocated for authentic materials and task-based instruction tailored to the workplace, influencing how communicative competence is taught in business and economics contexts. Vygotsky's (1978) sociocultural theory underpins the interactive nature of communication. His Zone of Proximal Development (ZPD) highlights the importance of scaffolding in developing learners' communicative competence through social interaction and support. Littlewood (2004) argued for a balanced approach that integrates language form and function. He proposed communicative activities that allow learners to practice target structures in meaningful contexts. Widdowson (1978) distinguished between competence and capacity, asserting that learners must not only know how language works but also apply it in specific communicative situations.

In Germany, the ESP programs for economists often include project-based learning with real-time case studies from the EU economy. In Finland, business communication is taught through simulation modeling and cross-cultural negotiation role-plays. The UK and USA prioritize digital tools in ESP, using platforms like Moodle and Google Workspace to facilitate collaborative writing and economic forecasting simulations. In China and South Korea, e-learning modules and mobile-assisted language learning (MALL) are widely applied to enhance learner autonomy and build communication skills through gamified tasks. Across many European institutions, internships abroad and tandem programs are considered vital tools in building POCC.

DISCUSSIONS AND ANALYSIS

The key challenges in developing POCC include the lack of discipline-specific materials in target languages, insufficient cooperation between language and economics departments, and limited exposure to real professional communication situations. Moreover, in many institutions, ESP teaching is still grammar-focused, which restricts students' ability to operate effectively in authentic business contexts.

To address these gaps, the study suggests a shift toward a modular teaching model that blends language instruction with economic case analysis. Digital simulations of business meetings, economic report writing, and presentation delivery in English can offer future economists practical experience in communication. Interdisciplinary co-teaching by economists and language instructors can also foster deeper understanding and vocabulary development.

The implementation of digital platforms and tools (e.g., Padlet, Kahoot, Canva) allows students to engage in asynchronous and synchronous communication, reflecting real-life business correspondence practices. The integration of authentic resources such as IMF reports, World Bank briefings, and OECD newsletters is also essential for building vocabulary and critical thinking.

CONCLUSION

Professionally oriented communicative competence is a key component in the training of future economists. Its development requires a strategic approach based on interdisciplinary integration, authentic content, and the use of digital technologies. International practices demonstrate that successful models prioritize learner engagement, contextual language use, and cross-cultural communication. The proposed multi-level implementation model emphasizes flexibility and learner autonomy, paving the way for better-prepared economic professionals capable of

navigating global markets. Further research should focus on evaluating the long-term impact of ESP programs on graduates' professional success and communication effectiveness in real business settings.

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