

IMPROVING THE METHODOLOGY TO DEVELOP PROFESSIONAL AND COMMUNICATIVE SKILLS OF FUTURE ECONOMISTS

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Abstract: *The current thesis targets to provide useful information about the role of Communicative skills of future economists and second language acquisition that accepted as the one of the vital competence to possess in theoretical contexts. The paper comprise several sub-topics helps to understand the concept of Communicative skills, the significance of a contextual approach in the development of professional oral skills of students, and the importance of providing adequate instructions about how to develop speaking skills in Second language acquisition courses which shows the necessity of these course in teaching reading critically.*

Keywords: *professional skills, educational motivation, future economists, a contextual approach, ICT, communication, self-confidence, economic growth.*

The educational events of the last 2 decades have prompted significant reforms in the Uzbek education system. Through the training of specialists in a range of fields, key competencies consistent with postmodern tendencies in Uzbek society are being fostered. The challenge of cultivating communicative professional competence as a subset of general professional competence takes on new significance when teaching economic specialists. Multiculturalism and multilingualism both serve as reflections of current social conditions. Mentoring students who want self-determination and oppose unilateral transmission of knowledge with subsequent uncritical learning is central to the idea of innovation in education.

According to Frohmann (1994), the politics of postmodern information science and communication technologies have transformed the nature of human subjectivity. They have, in fact, changed social and professional interactions, which increasingly rely on bottom-up initiatives. As a result, the hierarchy of authority and reliance among subjects is a relative one, and individual spontaneity in decision-making assumes a key role. In this regard, it is clear why there is such a strong emphasis on the professional competency of aspiring specialists: a number of issues exist in both the social and economic realms. Additionally, the advancement of professional communicative skills has been given priority as part of our nation's integration into the International sphere. Therefore, the topic's central problem—the postmodern socio-cultural paradigm—is one that still has an impact on education in our country today.

Economic professionals undertake both technical and communicative tasks, as evidenced by the postmodern society. Economic experts have a variety of responsibilities in their line of work, including gathering, providing, storing, systematizing, analyzing, and synthesizing information. Specialists should be sufficiently skilled in their fields to carry out these tasks efficiently. It is also crucial to implement innovative educational tools in order to help future economists to strengthen their professional communication skills. Its speed is a result of the rapid updates to educational information, the scarcity of instructional time and resources, and the resistance of teachers to adopt new educational technologies.

The following factors also contribute to the topic's relevance:

- 1) As a result of globalization processes, it is essential for specialists to have a solid command of the English language in order to collaborate effectively with national and international businesses and to further their own professional development;

2) The dynamic development of education in various countries offers a significant number of educational products (curricula, methodological complexes, and educational technologies), which, in turn, calls for their more thorough analysis and implementation in the educational process;

3) Communicative professional competence of economics students has not yet been thoroughly analyzed and calls for a more detailed study in terms of its content, as well as effects.

It is essential to mention that acquired knowledge, sensory experience and the ability to come up with non-standard solutions to industrial problems are considered as an emphasis. All of this is preserved in students' long-term memory as awareness, intuition, and the ability to model and recognize new correlations between the altered object's constituents. As a result, one may conclude that contextual learning in the context of economics students' communication appears to be promising in terms of developing and implementing training methods.

Innovative thinking was first aspired for in the social sciences and humanities. Simultaneously, one could see how strongly the humanities and socioeconomic sciences merged. The "teacher-student-knowledge-curriculum" system saw significant modifications, as the student, as well as relevant practical knowledge developed and internalized by them in educational discourse, became the focal point of an educational activity (Zhao-hui, 2003).

Future economic specialists must reform professional consciousness, improve digital and multilingual competencies, and be prepared to act and make judgments in real time. As noted by Steyn (1996), postmodernism challenges classical views on every-day and professional communication, whose goals and tools are characterized by total uncertainty and corporative participation by interests and intentions.

In particular, researchers ignore the role of innovative technologies in the development of communicative professional competence in future economists, as well as in the definition of structural components, levels and indicators of such competence. These findings demonstrate the value of a student-centered educational process, particularly in terms of building multi-channel educational and professional communication. In a postmodern multimodal culture, personality- and group-oriented contextual learning is regarded to be the most successful.

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