

METHODOLOGY OF USING PROFESSIONAL AND DIFFERENTIATED EDUCATION IN TEACHING STUDENTS IN ECONOMICS FIELD (AS AN EXAMPLE OF ENGLISH LANGUAGE TEACHING)

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Abstract: *The current thesis provides information about the second language acquisition and the experience of the researchers that proposed different perspectives on the focused issue. There can be seen the basic connection of the acquisition of the first language with different periods of life and creates logical flow for the reader by giving contrasts.*

Keywords: *professional competence, educational motivation, innovative thinking, future economists, a contextual approach, ICT, communication, self-confidence, internal motivation, external motivation.*

The relevant context is an important factor determining human behavior in a postmodern society. It emerges in a globalized society when home, social, and industrial situations are unpredictable or unclear. It is critical in this regard to align educational conditions with those in the workplace. Contextual learning, which combines both methodical-educational components and real-life experiences, has previously proven to be beneficial. The majority of students also demonstrate the component of communicative professional competence known as "functions and activities." Their level, however, is no higher than ordinary. The component reveals itself in the ability to solve professional economic difficulties using unique linguistic skills. The instructional prerequisites for building communicative professional competence in economics students are scientifically justified in this study. They are as follows: simulating likely professional communicative circumstances in the educational process; assuring communicative professional orientation of information and communication technologies; and enhancing students' subjective position throughout communicative professional training. These findings are consistent with current educational deconstruction guidelines. As is commonly known, practical components of educational deconstruction (which appears to be fairly natural in a postmodern world) establish narratives and intents while developing environments together. Students can "have their favorite issues to investigate that are inside their comfort zone" by drawing on their own experiences and values-based orientations (Burnham et al., 2008).

According to some scholars' point of views, using modern technologies in the educational process will foster personal growth and help students develop the required professional skills and a foreign language in a postmodern society (Canale, 1980; Flyvbjerg, 2006; Honan, 2002). 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.

Regarding technology, 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). It should be emphasized that

informatization has had a significant impact on economic education during the last 30 years (marketing, customer data management, worldwide market networking, remote customer care) (Dholakia, 1996). The term "information and communication technologies" refers to techniques of dealing with information in the educational process via computers and worldwide computer networks. In a broad sense, it reinforces Conlon's (2002) assertion that IT technologies in education have long been associated with handicrafts and practical courses.

The issue of establishing communicative professional competence as a component of general professional competence takes on added significance in the preparation of economic experts. Under the following pedagogical conditions, it is feasible to enhance communicative professional competence in economics students: using a contextual approach; employing ICT; and increasing positive educational motivation in economics students. These teaching settings serve as the foundation for an experimental study to create structural components of communicative professional competence in economics students. Motivation and objectives, orientation and cognition, functions and actions, assessment and correction are all interconnected components of communicative professional competence. Internal and external motivations are portrayed in many motives in the "motivation and objectives" component. The component "orientation and cognition" is given as a collection of information concerning professional tasks, communication, and language. It has been identified and scientifically validated that effective instructional conditions for building communicative professional competence in economics students exist. These are the identities: 1) simulating likely professional communicative situations in the educational process through contextual learning technologies; 2) ensuring communicative professional orientation of information and communication technologies (electronic dictionaries, translators, reference books, specialized sites for learning Uzbek and English); 3) strengthening students' subjective position during communicative professional training (due to the concept of joint solutions to educational problems and the internal motivation theory).

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