

ENHANCING PROFESSIONAL COMPETENCE OF FUTURE ECONOMISTS THROUGH ENGLISH SESSIONS

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Abstract. *The analysis of educational standards makes it possible to identify competencies that can be developed through foreign languages, specifically English, and distribute them according to the appropriate blocks of educational and methodological support, taking into account the dominant component in their structure. The professionally oriented electronic educational and methodological complex developed under this model made it possible to implement the integration of a foreign language and an economics course as one of the pedagogical conditions.*

Keywords: *ESP, competence, technique, motivates, development of students*

Annotatsiya. *Ta'lim standartlarini tahlil qilish chet tili yordamida ishlab chiqilishi mumkin bo'lgan kompetensiyalarni aniqlash va ularni o'quv-uslubiy ta'minotning tegishli bloklari bo'yicha, ularning tarkibida ustunlik qiluvchi komponentni hisobga olgan holda taqsimlash imkonini beradi. Ushbu modelga muvofiq ishlab chiqilgan kasbiy yo'naltirilgan elektron o'quv-uslubiy majmua pedagogik shartlardan biri sifatida chet tili va iqtisodiyot kursining integratsiyasini amalga oshirish imkonini beradi.*

Kalit so'zlar: *ESP, kompetentsiya, texnika, motivatsiya, talabalarni rivojlantirish*

Аннотация. *Анализ образовательных стандартов позволяет выявить компетенции, которые можно развивать средствами иностранного языка, и распределить их по соответствующим блокам учебно-методического обеспечения с учетом доминирующего компонента в их структуре. Разработанный в соответствии с этой моделью профессионально-ориентированный электронный учебно-методический комплекс позволил реализовать интеграцию иностранного языка и курса экономики как одного из педагогических условий.*

Ключевые слова: *ESP, компетентность, методика, мотивы, развитие учащихся.*

The structure of the module is presented as follows: tasks for activating students' knowledge (in the form of a test or questions for reflection); structured theoretical material for study; tasks for imitative, search-executive, or creative independent work; tests for self-control; glossary. It is this kind of construction of the learning process that contributes to the development of analytical and creative abilities of students, since the stages of the lesson and the structure of the module of the educational and methodological complex correlate with the stages of analytical and creative activity.

When creating the EUMC, the task of connecting the capabilities of the e Author program with thematic modules was completed, i.e. creating interactive tasks with choosing the right answer, tasks for comparison, classification, analysis, ordering, filling in gaps, which in addition to professional competencies contribute to the development of intellectual abilities as the basis for the development of professional competence of students. The EUMC is an open trans-disciplinary resource containing an optimal combination of authentic professional materials and language exercises, expanding the educational environment, and taking it beyond the traditional educational resources.

The use of this EUMC in foreign language classes has shown that most students positively perceive the introduction of electronic educational resources into the educational process, note the advantages of using electronic complexes over traditional ones, the possibility of using them both in classroom classes and for independent work, emphasize the importance of integrating economics and a foreign language course. Students especially noted interactive tasks for the ordering of parts of business writing and the classification of terms (balance sheet assets) associated with dragging the necessary elements on the screen and building a certain hierarchy. The active form of classes motivates students to study their professional activities in more depth, supports interest in the profession, and contributes to the development of professional competence.

The basic level of professional competence development through a foreign language is characterized by the formation of minimal knowledge, skills, and elementary communication skills. Students who have reached this level are limited by their ability to complete individual simulation tasks. This level assumes knowledge of a minimum of lexical units of a terminological nature, students can prepare a presentation using a plan and key expressions, are familiar with business correspondence, and can write a business letter according to a given pattern; they have a lexical minimum for describing graphic information. The interest in self-education is situational. The skills and abilities of working with the original text of an economic nature are poorly developed. Students of this level can communicate according to given patterns. Participation in projects is possible according to the schemes set by the teacher. This level differs in that students perform work under the guidance of a teacher and are not autonomous.

The productive level involves knowledge of terms, their free use, the ability to prepare a report or presentation on a given topic, the skills to extract information from the original text, the skills to express their thoughts in a foreign language, the ability to conduct business correspondence in the professional field. Students of this level demonstrate the ability to calculate financial indicators according to a given description in a foreign language, describe graphical information in detail, and build a graph according to a given description; they are capable of independent project activities. Interest in self-education is shown regularly.

The creative level is characterized by the ability of students to assess the level of their knowledge, independently study the necessary additional aspects, and offer solutions in non-standard professional situations with their explanation in a foreign language. Self-education is carried out on an ongoing basis. Students are autonomous in choosing presentation topics, have a field of scientific interests, have developed thinking, critically evaluate information, and possess goal-setting and goal-fulfillment skills. Knowledge of financial documents is of a deep theoretical nature, which allows you to carry out financial consulting. The skills of project activity are fully developed. The importance of electronic interaction and participation in network projects is due to the need to present information in an accessible form effectively and in a short time. When evaluating presentations by students of this level, the following criteria must be taken into account: the presence of clearly defined concepts and terms, an analytical approach to presentation, the structuring of the presented material, and a critical attitude to information sources.

The threshold level, accordingly, presupposes the reproduction of terms by students, and the ability to explain and compare physical phenomena. The average level is characterized by the ability to identify the relationship between phenomena, identify the main factors influencing certain patterns, and purposefully apply laws in practice. The high level is characterized by the ability to develop and propose a research plan, formulate conclusions, and assess the significance of the proposed project.

Similarly, the characteristic of the levels of development of socio-cultural competence of students in the conditions of the educational process in the study is presented: the normative-base level is determined by the formation of knowledge, skills, experience of educational and cognitive activity, the ability of students to carry out individual assignments for the abstract analysis and examination of works of art, to participate in projects under the guidance of a teacher; the productive-search level is characterized by the ability of students to create a product of activity, participate in cultural events; The problem-creative level presupposes high achievements in mastering educational standards.

The scientific novelty lies in the fact that the consideration of a foreign language as a factor in the formation of professional competence of future economists for the first time became the subject of a special didactic study: the main approaches to the organization of the educational process in an economic university at the present stage of socio-economic development of society, including a competence approach, an activity approach, a problem approach, are identified; the main principles of the organization of the process of teaching a foreign language as a factor in the formation of professional competence of an economist are highlighted: the principle of integration of linguistic and economic training of a specialist; the principle of professional orientation of the content, forms and technologies of learning a foreign language; the principle of combination and interdependence of the formed competencies of a future specialist, a set of pedagogical conditions for the formation of professional competence of future economists in foreign language classes has been developed, the elements of which are carefully developed methodological support for the learning process, innovative activities of a foreign language teacher, as well as taking into account the step-by-step nature of the formation of a professionally competent economist.

As a result of the analysis of various teaching tools, the educational and methodological manual "The World of Economy" was developed conciliatingly to the process of forming the professional competence of students at the initial stage of study in foreign language classes at an economic university. This manual seems to us to be optimal from the point of view of solving the tasks set within the framework of this study, since it meets the following didactic requirements:

- promotes the development of the social and moral activity of students, the expansion of their professional horizons; is the basis for tasks to develop professional communication skills;
- has information content and motivation, contributes to the development of intellectual and professional needs in reading foreign language literature in the specialty;
- corresponds to the level of development of the language and professional skills of the trainees; the internal structure of the manual reflects the thematic ordering of its material and professional content.

The use of a variety of materials in foreign language classes is limited, on the one hand, by the level of development of students, and their willingness to perceive such complex phenomena, on the other, which is also important, by the personal and professional qualities of the teacher. Thus, to maximize the effect of such activities, the following conditions for ensuring the innovative nature of teachers' activities were considered in this study:

- continuous improvement of professional skills, expanding the understanding of the subject side of learning. In this regard, an educational and methodological seminar on "How to work with authentic sources" was developed and conducted (see appendix);
- consideration of the motivational component of the learning process, consideration of ways to increase the internal and external motivation of students;

- definition of the basic principles of teaching a foreign language in the light of the formation of professional competence of future economists.

The third, highest level of professional competence is free orientation in narrowly specialized issues of a purely practical nature, the ability to comprehensively analyze the situation, full compliance with the functions of professional activity, and specific requirements of the position and is expressed in the formation of students' creative approach to solving the problem, the ability to choose the most effective means and methods of successful activity.

Solving the tasks of step-by-step formation of professional competence of future economists largely depends on how optimally the basic conditions for effective training of specialists interact. The results obtained as a result of the experimental study allowed us to state the correctness of the hypothesis put forward.

Although the issues of improving the professional training of future specialists are quite widely represented in the psychological and pedagogical literature, the process of forming professional competence through the discipline of "Foreign language" has not been adequately reflected in the works of scientists developing this problem. The present work was devoted to the study of this issue. The theoretical analysis of the literature made it possible to determine the psychological, pedagogical, and social grounds for the formation of the professional competence of a specialist, which determines the qualitative level of training of a specialist for the implementation of his chosen professional activity.

Analyzing this phenomenon concerning the process of training specialists in economics, several sources of both psychological pedagogical, and sociological nature were studied, as a result of which the increasing role of the discipline "Foreign language" in the process of forming professional competence of future economists at the present stage was identified and proved.

Within the framework of this study, an attempt is made to consider the discipline "Foreign language" as one of the factors that directly affect the content and quality of modern economic education and hence the formation of a competent specialist. The validity of this approach is due to the increasing importance of a foreign language for the professional growth of a specialist, the development of world experience, effective and creative activity, the correct assessment of one's role in the system of performing work duties together with other people, interaction with them in the process of regulating one's own and their activities, the formation of a common professional culture, adaptation to new professions, the development of a broad, a holistic, encyclopedic view of the modern world.

Thus, the relevance of the study is due to the requirements of providing a new competence-based approach to the training of future economists. This largely depends on the establishment of optimal connections between subjects and on students mastering the necessary characteristics, which can be achieved through carefully developed methodological support for the learning process in combination with the innovative activity of the teacher and taking into account the step-by-step nature of the implementation of pedagogical interaction.

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