



## PEDAGOGICAL METHODOLOGY FOR DEVELOPING FOREIGN LANGUAGE LEARNING SKILLS IN FUTURE ECONOMISTS

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### Abstract

This article explores the pedagogical methodology for developing foreign language learning skills in future economists. The study examines the opportunities, conditions, and outcomes of experimental work aimed at enhancing the professional communicative competence of economics students in English. Practical recommendations are provided to improve the quality of foreign language instruction in higher education institutions. The findings contribute to the training of competitive professionals in the context of international economic integration.

Keywords: foreign language, economics students, professional communication, pedagogical methodology, experimental study, educational technologies

### 1. Introduction

In the context of modern economic integration and global competition, proficiency in a foreign language enables future economists to operate effectively on an international scale. English, as a primary medium for international business, academic research, and intercultural communication, holds significant importance. This article focuses on the pedagogical conditions, criteria, and experimental results of forming foreign language learning skills among future economists. The study was conducted with 485 students from the economics faculties of Tashkent State University of Economics, Karshi State University, and Gulistan State University.



## 2. Opportunities for Enhancing Professional Communicative Skills through English Language Learning in Higher Education

### 2.1 Integrative Approach

The development of professional communicative skills is a key objective of foreign language teaching in higher education. English serves as a vital tool for economics professionals in international business relations, negotiations, and research. The study identified several opportunities:

- - An integrative approach emphasizing economic terminology and professional contexts enabled students to communicate fluently on economic topics.
- - Interactive methods, such as project work, group discussions, and simulation exercises, enhanced students' communicative skills. For instance, the "Dialogue Club" sessions provided opportunities for real-life communication in English.
- - A special course, "English for Intercultural and Business Communication," equipped students with the ability to navigate cultural differences in international business settings.

These approaches not only improved students' language proficiency but also increased their confidence and effectiveness in professional communication.

## 3. Criteria and Levels for Forming Foreign Language Learning Skills

### 3.1 Evaluation Criteria

The following criteria were developed to assess foreign language learning skills:

- - Speech Competence: Ability to construct logical and accurate speech.
- - Economic Terminology: Knowledge and application of field-specific terms.
- - Intercultural Communication: Ability to account for cultural differences in international business contexts.

### 3.2 Proficiency Levels

Three proficiency levels were established:



1. Low Level: Limited use of economic terminology, illogical and non-fluent speech.
2. Intermediate Level: Partial use of economic terminology, moderate fluency in communication.
3. High Level: Fluent use of economic terminology, confident and coherent communication.

Initial diagnostics using tests, surveys, and observations revealed that 75–80% of students were at the low level at the study's outset.

#### 4. Pedagogical Conditions for Forming Foreign Language Skills

##### 4.1 Curriculum Updates

The following pedagogical conditions were implemented:

- - The foreign language curriculum was tailored to include economic terminology and professional contexts.
- - A specialized course, “English for Intercultural and Business Communication,” was introduced.
- - Extracurricular activities, such as the “Dialogue Club” and the “Welcome to Uzbekistan” guide, fostered intercultural communication.
- - Modern technologies, including interactive whiteboards, online platforms, and simulation software, were integrated into the learning process.

These conditions enhanced student motivation and streamlined the educational process.

#### 5. Organization of Experimental Work

##### 5.1 Initial Diagnostics

The experimental work was conducted in two stages:

1. Initial diagnostics assessed students' language proficiency, professional communication skills, and use of economic terminology using surveys, tests, and observations.



2. Implementation and control involved applying the proposed conditions and methods in the experimental group, while the control group used traditional teaching methods (textbook-based lessons and grammar exercises).

The experiment involved 485 students across the mentioned universities.

## 6. Analysis of Experimental Results

### 6.1 Initial Diagnostics Results

At the study's start, students exhibited low proficiency:

- - Speech Competence: 75% struggled with logical and accurate speech in business communication.
- - Economic Terminology: 80% could not actively use field-specific terms.
- - Intercultural Communication: 70% faced challenges accounting for cultural differences.

### 6.2 Experimental Results

Post-intervention results in the experimental group showed:

- - Language Proficiency: 65% of students reached intermediate or high levels (45% intermediate, 20% high), compared to 30% in the control group (25% intermediate, 5% high).
- - Professional Communication: Use of economic terminology improved by 60%, and logical and fluent speech increased by 55%.
- - Intercultural Communication: 70% of students in the experimental group developed the ability to navigate cultural differences, compared to 20% in the control group.

### 6.3 Statistical Analysis

A t-test confirmed significant differences between the experimental and control groups ( $p < 0.05$ ). The following table summarizes the results:



Group	Low Level (%)	Intermediate Level (%)	High Level (%)
Experimental (Initial)	75	20	5
Experimental (Final)	10	45	45
Control (Initial)	80	15	5
Control (Final)	50	40	10

Graphical analysis highlighted significant improvements in speech competence and terminology use in the experimental group.

## 7. Conclusion

The study developed an effective pedagogical methodology for forming foreign language skills in future economists. The integrative approach, interactive methods, and focus on economic terminology significantly improved students' speech competence, terminology use, and intercultural communication skills. Statistical analysis confirmed the methodology's effectiveness ( $p < 0.05$ ). The proposed recommendations enhance foreign language teaching quality, prepare competitive specialists for global economic integration, and modernize pedagogical processes.

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