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 Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

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**ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРБ МУАММОЛАРИ**

№ 5 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Укташ Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматовиҷ – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Раја Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўқтамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Сайдалохонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Ҳатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Ҳамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яҳшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Файбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Сайдова Камола Усканбаевна – фалсафа фанлари доктори, "Tashkent International University of Education" халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тибиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехruz Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салаҳутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти хузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти хузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Ҳуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти хузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Файбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти хузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судъялар олий кенгаши хузуридаги Судъялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич - юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Ҳавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна - педагогика фанлари доктори, Тошкент ахборот технологиялари университети хузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашурновна - педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохида Зайневна - педагогика фанлари доктори, доцент;

Жуманиёзова Мұхәйё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна - педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Хайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна - психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Карамаддиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;
Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;
Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Махкамаси хузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:
(99) 602-09-84 (telegram).

07.00.00 – TARIX FANLARI

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ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF ECONOMICS STUDENTS IN ENGLISH LANGUAGE TEACHING

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Abstract. This article discusses the development of the professional competence of future economists in the teaching of English in the higher education system with the help of modern methods and technologies. Also, the essence of the concept of professional competence and ways of its development, the importance and role of educational technologies, the role of a foreign language in preparing for professional activity and its role in the formation of sectoral communicative competence are highlighted.

Key words: education, foreign languages, professional competence, communicative competence, future economists.

INGLIZ TILINI O'QITISHDA IQTISOD YO'NALISHI TALABALARINING KASBIY KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH

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Guliston davlat universiteti o'qituvchisi va doktoranti

Annotatsiya. Mazkur maqolada oliv ta'lIM tizimida ingliz tilini o'qitishda bo'lajak iqtisodchi mutaxassislarining kasbiy sohaviy kompetentligini zamonaviy metodlar va texnologiyalar yordamida rivojlantirish haqida so'z yuritilgan. Shuningdek, kasbiy kompetentlik tushunchasining mohiyati va uni rivojlantirish yo'llari, bunda ta'lIM texnologiyalarining ahamiyati va roli, chet tilining kasbiy faoliyatga tayyorlashdagi hamda uning sohaviy kommunikativ kompetentlikni shakllantirishdagi o'rni yoritib berilgan.

Kalit so'zlar: ta'lIM, xorijiy tillar, kasbiy kompetentlik, kommunikativ kompetensiya, bo'lajak iqtisodchilar.

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Today, the educational system of Uzbekistan is setting great goals and achieving some achievements in this regard. To ensure that education continues to be an instrument for advancement, enlightenment, and the empowerment of people and societies while simultaneously evolving quickly in the modern world, it is imperative that we continue to investigate new approaches to education with the goal to achieve the higher goals of the future. These days, every field should and does have high ambitious targets. Today, Uzbekistan has established itself the objective of fundamental education system reform, as have all developed countries, and has made impressive progress in this direction. The ability to hold positions of leadership in the global community is dependent upon the advancement of education. It is critical to the advancement of our society that each field has competent workers and succeeds in its own right. As a concrete outcome of this, we can state that language acquisition has, first

and foremost, been brought up as an urgent need so that representatives of every direction and field can freely share ideas and collaborate with representatives of other nations. It is essential for the advancement of our society that each field has competent workers and succeeds in its own right. As a concrete outcome of this, we can state that language acquisition has, first and foremost, been brought up as an urgent need so that representatives of every direction and field can freely share ideas and collaborate with representatives of other nations. It is nevertheless imperative for everybody in businesses and organizations to possess the necessary level of English language proficiency. As a consequence, figuring out a foreign language is now an essential skill for future specialists to develop their professional competence in order to be able to withstand intense competition on a global scale and to be able to present ambitious and innovative concepts during the process of mutual exchange of ideas and experiences. The development of the society and the country depends on the mutual solidarity of the states and on maintaining a harmonious relationship with each other, exchange of ideas and economic experience. For the development of the state, first of all, the perfection of the education system is necessary, and secondly, the economy is considered as an important factor. Economics specialists who are mature, informed, and skilled are essential to the development of the economy in many ways. Strong knowledge in a specialist is the foundation of the nation's prosperity. This requires a great deal of work and diligence from our economists, who are specialists in the field. The definitions of the terms "economy" and "economist," according to dictionaries, shall be examined here. A person who oversees these processes directly is an economist. Economics is the study of the production, distribution, and trade of goods as well as the use of services. [5]

The first thing to note is that when we define "competence" and "professional competence," we are referring to the English words "ability" and "skill," which refer to the efficient application of theoretical knowledge in a given task. To be considered a high-level professional, one must be able to exhibit competence, skill, and talent. The term "communicative competence" describes the capacity to use language responsibly and successfully in a variety of social circumstances in order to accomplish communicative objectives. Grammar correctness is only one aspect of it; other competencies include discourse, sociolinguistics, language, and strategy. [1.5] For instance, linguistic competence refers to the vocabulary, syntax, grammar, and pronunciation skills required to construct correctly grammatical phrases and effectively communicate meaning. By guaranteeing that messages are communicated in a clear and understandable manner, linguistic competence serves as the cornerstone of effective communication. In addition, sociolinguistic competence corresponds to the comprehension of social and cultural norms that impact language usage in various settings. It entails understanding proper language registers, manners, social standards, and dialect and accent variances. The ability to modify language and communication style to meet the standards and expectations of particular social contexts and cultural settings is known as sociolinguistic competence. On the other hand, discourse competence refers to the capacity to create and comprehend lengthy, coherent linguistic passages like written texts, presentations, tales, and conversations. Rhetorical techniques, organization, coherence, and cohesiveness are all included. Effective communication structure, cohesiveness, and the ability to rationally and persuasively present complicated ideas and arguments are all made possible by discourse competency. Using communication methods to overcome barriers and accomplish

communication objectives in real-time encounters is a key component of strategic competency. This covers methods for resolving conflicts in communication, handling communication challenges, elaborating on meaning, and negotiating meaning with other people. Speakers that possess strategic competency are able to adjust their communication tactics with flexibility in order to overcome obstacles and produce effective communication results. Exposure to real language usage, chances for purposeful communication practice, evaluation of one's own language proficiency, and contemplation of communicative encounters are all necessary for the development of communicative competence. Activities like role-plays, simulations, talks, debates, presentations, and real-world tasks that demand language use in actual circumstances can help language learners improve their communicative ability. These elements should be included in effective language training so that students can improve their communication competence in a comprehensive and engaging way.

Having the ability to speak successfully in a professional situation, whether in the workplace, business reasons, academic, or any other professional track, is known as professional communicative competence. In addition to linguistic proficiency, it includes the attitudes, methods, and understanding required to interact effectively and politely in work-related contexts. Proficiency in language abilities, encompassing speaking, listening, reading, and writing, is essential for professional communicative competence, as it is for general communication competence. The language requirements of professional communication in a certain field or industry should, however, be taken into account when assessing one's ability with these skills. Apart from proficiency in language, experts also require a thorough comprehension of the terms, ideas, and customs specific to their industry. This covers industry standards, laws, best practices, and technical jargon as well as specific language. Communicating with coworkers, clients, and industry stakeholders successfully is made possible by a professional's proficiency in domain-specific knowledge. Being able to establish and maintain good relationships with people in a professional situation is a necessary component of professional communicative competence. Interpersonal abilities including empathy, respect, diplomacy, active listening, and dispute resolution are included in this. Effective cooperation, teamwork, and interpersonal communication are made possible in the workplace by having strong interpersonal skills. Professionals need to be able to communicate in writing in an understandable, succinct, and professional manner. This entails accurately, coherently, and professionally composing emails, reports, memos, proposals, and other business papers.

Maintaining professional connections, recording decisions, and communicating complex information all require effective written communication abilities. Professionals need to have strong verbal communication skills in order to communicate information, express ideas, and participate in talks and presentations. This entails presenting presentations with impact and clarity, adjusting communication style to suit various audiences, and speaking persuasively, confidently, and clearly. Professionals frequently collaborate with partners, clients, and coworkers from different cultural backgrounds in today's globalized society. Understanding and accepting cultural differences, modifying one's behavior and communication style to fit various cultural standards, and skillfully managing cross-cultural contacts in a courteous and inclusive way are all components of cross-cultural competence. Additionally, when interacting with others, specialists must follow norms of conduct and professional decorum. Professional

values like timeliness, honesty, integrity, confidentiality, and regard for other people's time and opinions are all part of this. Following the rules of professional etiquette promotes credibility, trust, and successful collaboration. Experts need to be proficient in digital communication as well, given the growing dependence on digital tools and platforms. Among other digital communication tools, this includes knowing how to use social media, instant messaging, video conferencing, email, and other platforms efficiently and professionally. In addition to developing language skills through continuous practice, feedback, and reflection, professional communicative competence also calls for the expansion of domain-specific knowledge, the improvement of interpersonal effectiveness, and the adaptation of communication methods to various professional contexts and audiences. In today's constantly changing and linked work contexts, professional relationships, effective cooperation, and career success all depend on efficient professional communication.

A number of efficient techniques for learning a second language were mentioned by American linguist Stephen Krashen in his research paper "Principles and Practice in Second Language Acquisition". This important work in the field of second language acquisition summarizes the theories and theories that have influenced the acquisition of second languages by Krashen. The book offers insights into the processes behind second language acquisition by combining theoretical viewpoints and research findings from linguistics, psychology, and education. [4.10] According to Krashen, learning a language happens when a learner is exposed to intelligible input, which is defined as language that is only a little bit difficult for them to understand at this point. This theory suggests that comprehension of input that is only marginally more complex than what the learner is already familiar with aids in language acquisition. The importance of emotive elements like drive, fear, and self-assurance in language learning is underlined. According to the Affective Filter Hypothesis, students who are motivated, at ease, and experiencing little fear are more likely to pick up language. Additionally, it is not necessary to have a lot of grammatical knowledge in order to develop and master the ability to speak a foreign language; instead, you should use a variety of resources, including emails, videos, messages, and internet content, to help you master the language. Try to comprehend and analyze; don't be scared to make mistakes because doing so will improve your knowledge; don't hesitate; instead, develop your confidence; enjoy communicating in a foreign language; and learn as much as you can about the subject of interest in a foreign language. [2.4] As evidence for these viewpoints, we may also point out that a student, or student learning a language in general, can acquire knowledge about his field of study in a foreign language, and he should make an effort to communicate this knowledge in that language. If the student follows these procedures voluntarily rather than out of duty, he will accomplish his goal twice as quickly because he choose this expertise on his own terms.

It takes a complex approach that integrates language proficiency with economic knowledge and communication techniques to help economics students in English language instruction develop their professional communicative competence. Students majoring in economics must have an adequate knowledge of the English language, including reading comprehension, writing, speaking, listening, and grammar and vocabulary. [3.38] Proficiency in language establishes the basis for efficient communication within professional environments. Students are acquainted with language use in the real world of economics through the inclusion of authentic materials such as academic papers, reports, case studies, and

economic magazines in the curriculum. In the context of their field, analyzing and debating these information improves their comprehension and communication abilities. Students are acquainted with language use in the real world of economics through the inclusion of authentic materials such as academic papers, reports, case studies, and economic magazines in the curriculum. In the context of their field, analyzing and debating these information improves their comprehension and communication abilities.

The factors listed above lead to the conclusion that learning a second language and approaching it through various modern technologies is desirable during the development of professional competence. In other words, this process can be improved through a variety of methods and techniques. Individuals who possess the ability to communicate at a high level in another language are in high demand across all industries during this period of growing international information interchange.

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