

Akhmedova Khalima Tuxtaevna

Termez State University

Senior Lecturer, Interfaculty Department of Foreign Languages

Fatullaev Shahriyor Farhod ugli

Student. Department of Management, Termez State University

CASE STUDIES AND BEST PRACTICES IN DEVELOPING COMMUNICATIVE COMPETENCE IN ECONOMICS STUDENTS

Abstract: Developing communicative competence is a vital component of English language education, particularly for economics students who must operate in a globalized environment. This article explores case studies and best practices that demonstrate effective strategies for enhancing communicative competence in this specialized field. The findings underscore the importance of context-specific teaching methods, interdisciplinary collaboration, and technology integration in fostering students' linguistic and professional abilities.

Keywords: Communicative competence, English for Specific Purposes (ESP), economics students, task-based learning, interdisciplinary content, technology-enhanced learning, globalized education.

IQTISODIYOT YO'NALISHI TALABALARDA KOMMUNIKATIV KOMPETENSIYALARNI RIVOJLANTIRISH BO'YICHA KEYSLAR VA ENG SAMARALI TAJRIBALAR

Annotatsiya: Kommunikativ kompetentsiyani rivojlantirish ingliz tilini o'qitishning muhim tarkibiy qismidir, ayniqsa globallashtirilgan muhitda ishlashi kerak bo'lgan iqtisod talabalari uchun. Ushbu maqola ushbu ixtisoslashgan sohada kommunikativ kompetentsiyani oshirish uchun samarali strategiyalarni ko'rsatadigan amaliy tadqiqotlar va eng yaxshi amaliyotlarni o'rganadi. Natijalar

o'quvchilarning til va kasbiy qobiliyatlarini rivojlantirishda kontekstga xos ta'lim usullari, fanlararo hamkorlik va texnologiya integratsiyasi muhimligini ta'kidlaydi.

Kalit so'zlar: Kommunikativ kompetentsiya, Maxsus maqsadlar uchun ingliz tili (ESP), iqtisod talabalari, topshiriqlarga asoslangan ta'lim, fanlararo kontent, texnologiya takomillashtirilgan ta'lim, globallashtirilgan ta'lim.

ИССЛЕДОВАНИЯ СИТУАЦИЙ И ЛУЧШИЕ ПРАКТИКИ В РАЗВИТИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У СТУДЕНТОВ ЭКОНОМИКИ

Аннотация: Развитие коммуникативной компетенции является жизненно важным компонентом обучения английскому языку, особенно для студентов-экономистов, которые должны работать в глобализированной среде. В этой статье рассматриваются исследования ситуаций и лучшие практики, демонстрирующие эффективные стратегии повышения коммуникативной компетенции в этой специализированной области. Результаты подчеркивают важность контекстно-зависимых методов обучения, междисциплинарного сотрудничества и интеграции технологий в развитии языковых и профессиональных способностей студентов.

Ключевые слова: коммуникативная компетенция, английский для специальных целей (ESP), студенты-экономисты, обучение на основе задач, междисциплинарный контент, обучение с использованием технологий, глобализированное образование.

Introduction. The formation of communicative competence in teaching English has gained increased importance for economics students, who require proficiency in both general and professional communication to succeed in global markets. Communicative competence encompasses not only linguistic accuracy but also the ability to convey ideas effectively within specific professional contexts. This paper aims to examine case studies and identify best practices that contribute to achieving this goal.

Methods A qualitative approach was adopted to gather data from multiple case studies conducted in diverse educational settings. The studies focused on English for Specific Purposes (ESP) programs tailored to economics students. Data collection methods included classroom observations, interviews with instructors and students, and analysis of course materials and assessments. The findings were analyzed to identify recurring themes and effective strategies.

Results. The analysis of case studies revealed three key practices that significantly enhance communicative competence in economics students:

1. **Task-Based Learning in Real-World Contexts.** Case studies from universities in Europe and Asia demonstrated the efficacy of task-based learning activities. Students participated in simulations of business negotiations, presentations on economic topics, and collaborative problem-solving tasks. These activities allowed students to practice language skills in realistic scenarios, increasing their confidence and fluency.

2. **Integration of Interdisciplinary Content.** Successful programs integrated economics-specific content into language instruction. For instance, students analyzed economic reports, debated market trends, and composed professional emails. This approach not only improved their language proficiency but also deepened their understanding of economic concepts.

3. **Technology-Enhanced Learning.** Digital tools such as virtual meeting platforms, language learning apps, and online discussion forums were widely adopted. One case study highlighted the use of a virtual stock market simulation, where students practiced discussing market strategies in English, combining linguistic and professional skills.

Discussion. The findings highlight the importance of aligning language teaching with the professional needs of economics students. Task-based learning encourages active engagement, while interdisciplinary content ensures relevance to students' academic and career goals. Technology offers innovative opportunities for practice and collaboration, especially in remote or hybrid learning

environments. However, challenges such as varying levels of language proficiency and cultural differences must be addressed to ensure inclusive and effective instruction.

Conclusion. The case studies and best practices analyzed in this paper underscore the critical role of context-specific strategies in developing communicative competence for economics students. Educators should focus on creating authentic learning experiences, integrating professional content, and leveraging technology to prepare students for the demands of a globalized workforce. Further research could explore longitudinal impacts of these practices on students' professional success.

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