

## FOREIGN LANGUAGE COMPETENCE OF FUTURE ECONOMISTS

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### ABSTRACT

The development of foreign language professional and communicative competence is the necessary component of the professional training of economic universities' students and the urgent condition for the formation of professional who is capable to communicate with specialists from other countries in the multicultural space in conditions of international mobility. Creating conditions for the competitive advantage in the world is the main condition for the economic and social stability in Uzbekistan. Expected changes are possible only if the increase in labor productivity, which depends on the presence of highly qualified specialists in the domestic labor market today. Consequently, any transformations in the economy are impossible without educational reforms and modernization of training competitive professionals. The ability to compete at the labour market in the globalized environment is increasingly connected with various competencies of the specialist, so the competency-based approach of forming a competitive professional is extended to the language training of graduates. The Council of Europe has identified the list of five key competences to teach young Europeans in terms of expanding and integrating labour markets, increasing migration, unemployment and, as a consequence, increasing social inequality.

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For the development of foreign language competence, students must be practiced involved in all foreign language skills, but for students who are going to work in the international companies, it is important to have the monologue and dialogue skills too. For students of economics, for example, the important aspect is an ability to give the presentation, to run the meeting and to participate in the negotiation. Important

prerequisite is to have listening skills, namely to hear the content of oral utterances in the foreign language on professional subject.

Thus, to master language is not only to understand and know, it is to have an ability to mobilize acquired language skills to solve certain communicative problems in different contexts, situations, areas of educational, scientific and professional activity. In addition, not every knowledge is logically transformed into the skill, but the latter is usually formed through knowledge.

Linguistic competence should be understood as the linguistic knowledge of the individual and its ability to process them. Linguistic competence includes linguistic knowledge (lexical, grammatical), language skills (phonetic and spelling) and relevant socio-cultural knowledge (country and linguistic studies). The speech competence implies the ability to form and express the opinion through linguistic means, the ability to perceive and formulate the speech in the foreign language. The speech competence includes four types of communication: listening, speaking, reading and writing. The competence in speaking is the competence in dialogical and monologue speech. The speech competence, in our opinion, is knowledge of the rules of linguistic behavior, the choice of language forms and means, their use according to the communicative situation of participants in the process of professional communication. The ability to compete at the labour market in the globalized environment is increasingly connected with various competencies of the specialist, so the competency-based approach of forming a competitive professional is extended to the language training of graduates. The Council of Europe has identified the list of five key competences to teach young Europeans in terms of expanding and integrating labour markets, increasing migration, unemployment and, as a consequence, increasing social inequality.

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