



Strategies for learning and improving business English communication skills

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Annotatsiya

this article is about strategies for learning and improving business communication skills in English, and the conditions created in Uzbekistan are widely covered by modern business.

Kalit soʻzlar:

cross-cultural approach, professional English, logistics education, communication strategies, global business environment

Today, a number of systematic works on improving the work carried out in the teaching of the Uzbek language are being carried out. In our state, the main focus in modern conditions is the development of various branches of language teaching, the development of innovative forms, methods and means of teaching and gaining interest in reading Uzbek as the state language and foreign language in the population, including students, as an important task. Language is a great blessing, a powerful force that has built not only a person, but also a society of personality, caused its development and, even today, connects different countries. Therefore, great attention has always been paid to the issues of language learning, the development of the most effective intensive methods of language education, language teaching methods have been systematically improved. The issues of developing the most effective intensive methods of language education in the study of languages have always been paid great attention, language teaching methods have been systematically improved. Teaching methods determine how the activities of the teacher and the student in the educational process should be carried out, how the teaching process should be organized, in what way. Today, when a teacher enters every activity, there is always a question in front of him how to organize a lesson, in which way to use didactic material, which techniques will be effective to use when passing this topic. In achieving the educational and educational goals envisaged in the lesson, the deep knowledge of the teacher within his specialty, the intellectual potential itself is not enough. Today's teacher will need to be well versed in the requirements of the established state standards in his subject,

effective methods of ensuring effectiveness in the implementation of these requirements, and the criteria for assessing the level of competence of the educational institution. Also important in the development of language teaching methods is the introduction of modern pedagogical technologies, the expansion of interactive teaching methods. These techniques help develop students' independent thinking, their ability to solve problems. Ensuring active participation of students in the course of the lesson, applying activity-oriented approaches to their language acquisition, and working on the basis of interaction and cooperation are one of the main principles of effective teaching. At the same time, a personal approach to learning a language, taking into account the individual characteristics of students and adapting the learning process to their needs will help make the methods more effective.

Communication plays a central role in language learning, and communicative language teaching strategies aim to develop language learners' ability to communicate effectively in life situations. Role - playing and simulation exercises offer language learners a playful but effective way to practice language in context. Communication plays a central role in language learning, and communicative language teaching strategies aim to develop language learners' ability to communicate effectively in life situations. Role - playing and simulation exercises offer language learners a playful but effective way to practice language in context. Posing as a customer in a restaurant or negotiating a business deal, these activities allow students to apply language skills in realistic scenarios and develop fluency and spontaneity. Teachers should take into account not only the level of knowledge of students when choosing methods, but also their learning methods. For example, some students prefer teaching based on more visual materials or practical exercises, while others learn better through hearing and communication. Therefore, personalized teaching methods and interactive approaches aimed at increasing student activity significantly increase teaching efficiency. In doing so, students develop their skills by exchanging ideas with each other, solving problems, and using the language in practice. In addition, an important aspect of the methods is the constant desire to improve the quality of communication between the student and the teacher in the process of learning the language. Effective communication gives teachers the opportunity to quickly identify student achievements and difficulties, thereby quickly adapting teaching methods. In doing so, students develop their skills by exchanging ideas with each other, solving problems, and using the language in practice. In addition, an important aspect of the methods is the constant desire to improve the quality of communication between the student and the teacher in the process of learning the language. Effective communication gives teachers the opportunity to quickly identify student achievements and difficulties, thereby quickly adapting teaching methods. Speaking is a productive type of speech activity through which (oral) communication is carried out. The content of speech is the expression of thought in an oral form. Speech is based on pronunciation, lexical and grammatical abilities. The purpose of teaching speech is to form speech skills that allow the language learner to use in extra – curricular speech practice at a generally accepted level of everyday communication. The implementation of this goal is associated with the formation of the following communication skills in students

a) to understand and create statements in English in accordance with the specific state of communication, speech function and communicative intention;

b) implementation of their verbal and nonverbal behavior, taking into account the rules of communication and the national-cultural characteristics of the country of the language under study;

c) the use of rational methods of language acquisition, its independent improvement. The most important way of speaking is communicative speech. understand and create statements in English in accordance with the specific state of communication, speech function and communicative intention;

d) implementation of their verbal and nonverbal behavior, taking into account the rules of communication and the national-cultural characteristics of the country of the language under study;

e) the use of rational methods of language acquisition, its independent improvement. The most important way of speaking is communicative speech. The communicative situation is a four-factor approach to teaching speaking:

- 1) the reality conditions under which communication is carried out;
- 2) relationship between representatives of formal and informal communication;
- 3) speech motivation

4) The implementation of the communication movement itself, which creates a new situation, the stimulation of speech. The term typical communicative situation is understood as a real communication model, in which the speech behavior of the interlocutors is carried out in their typical social and communicative roles. Examples of a simple communicative (speaking) situation: a conversation between a buyer and a seller, a spectator with a theater cashier, a student with a teacher, etc. The importance of communication-based methods in teaching Uzbek as a foreign language is enormous. The main goal in teaching Uzbek as a foreign language is to develop the ability of students to use the language not only in theory, but also in practice. Communication-based methods, on the other hand, give students the opportunity to use language in real life, that is, in everyday communication. The main approach of these techniques is to teach students how to use language effectively in communication, not just learning. Communicative approaches are central to communication-based methods. In the course of teaching, it is necessary to develop students' communication skills, to teach them how to use the language in a social and cultural context, and not just grammatically and lexically. These techniques include student activation, group work, interactive exercises, and the use of real-life situation-based exercises. The role of the teacher is also very important, as it should encourage students to participate in communication and direct them correctly. In order for communication to be effective in teaching Uzbek as a foreign language, students' needs, interests and motivation to learn the language are taken into account. In the process of teaching, it is necessary to take into account the personal and social contexts of students, establish effective communication with them, give students the opportunity to freely express their thoughts. It is also important to connect lessons with the daily lives of students, to show them how to use the language in real-world situations. It develops the ability of students to use Uzbek not only as knowledge, but also in practice. In addition, the role of intercultural communication in teaching Uzbek as a foreign language is also special. In

addition to teaching the language to students, it is necessary to introduce them to Uzbek culture, traditions, to teach caution in communication with other cultures. This will help not only learn the language, but also develop intercultural communication. In conclusion, communication-based methods have a large role in increasing students' interest in language, ensuring that they can apply language not only in theory, but also in practice. At the same time, the role of intercultural communication in the process of language learning should also not be overlooked. In conclusion, communication-based methods have a large role in increasing students' interest in language, ensuring that they can apply language not only in theory, but also in practice. At the same time, the role of intercultural communication in the process of language learning should also not be overlooked. Teaching students not only the grammar and lexicon of the Uzbek language, but also its cultural characteristics, teaching caution in communicating with other cultures, develops their ability to effectively apply the language in real life. Communication-based techniques increase the effectiveness of Language Teaching and activate students, thereby encouraging them to use language fluently and correctly. These methods serve to develop not only language skills, but also the communicative abilities of students in the process of language learning.

Intercultural dialogue is the process of exchanging information, thought, emotion, and values between representatives of different cultures, and involves not only linguistic knowledge, but also mutual understanding between cultural codes, traditions, habits, and worldviews. Due to the acceleration of globalization processes in the modern world, the development of international migration, tourism, trade and technology, relations between representatives of different cultures are becoming more and more widespread. For this reason, intercultural communication is of great importance not only in personal, but also in social, economic and political aspects. The main task of the intercultural approach is to ensure harmony and mutual understanding between representatives of different cultures. In this process, it is important to understand cultural differences, appreciate them and treat them with tolerance. Intercultural communication includes not only the use of language, but also non-speech means of communication (mimicry, gestures, cultural habits). The importance of this type of dialogue is that it prevents conflicts between representatives of different cultures, strengthens social cohesion and serves to ensure peace and stability in the global community. In particular, for professionals working in global fields such as logistics, the ability to intercultural communication is not only a professional success, but also a fundamental condition for the effective implementation of international cooperation. The cross-cultural approach holds an important place in the modern educational system, and it is aimed at preparing students for the multifaceted and culturally diverse conditions of the global world. This approach implies not only the acquisition of knowledge and skills in the educational process, but also the development of students' ability to appreciate cultural diversity, deeply understand different cultures and effectively communicate with them. The role of the intercultural approach in education is that it trains students to have a deep understanding and respect for not only their own culture, but also other cultures. This process serves to increase the cultural competence of students, expand their worldview and prepare them for solving global problems. In particular, in modern education, through an intercultural

approach, students are given knowledge of the values, traditions, non-speech communication methods and cultural codes of different cultures. The importance of this approach in education is manifested in the following aspects:

1). Appreciation of cultural diversity: in the educational process, it is taught to understand the differences between representatives of different cultures and appreciate them. It helps to develop the characteristics of tolerance and open-mindedness of students.

2). Formation of Global competencies: an intercultural approach helps students develop the skills necessary to successfully work in the global world – intercultural communication, cooperation and problem-solving skills.

3). Strengthening social cohesion: Contributes to social cohesion and stability by improving communication between people from different cultures.

4). Increasing professional training: in particular, training based on an intercultural approach for professionals working in global fields such as logistics is the main condition for success in international cooperation. The cross-cultural approach is aimed at developing in education not only theoretical knowledge, but also practical skills. For example, students are taught ways to communicate with representatives of different cultures, eliminate cultural stereotypes and solve cultural conflicts. This process is carried out through textbooks, teaching materials, simulations, role-play and international projects. Professional English communication refers not only to the grammatically correct use of the language, but also to effective and purposeful communication with representatives of different cultures. In the modern world, English is the main means of global communication, but in communication between representatives of different cultures, only language knowledge is insufficient. Intercultural competence is the ability to understand the characteristics of different cultures, treat them with respect, and communicate effectively with them. The importance of intercultural competence in professional English communication is that it facilitates the process of communication between representatives of different cultures and makes it more effective. In particular, for professionals working in global fields such as logistics, this competence is the main condition not only for the successful implementation of international cooperation, but also for the Prevention of conflicts in contracts, negotiations and other professional processes. Teaching professional English in Uzbekistan is one of the priorities of the state education policy. In order to improve the quality of education in the country and prepare competitive professionals in the international labor market, great attention is paid to English. Especially in recent years, the introduction of English courses and programs specializing in professional areas has been observed. On the basis of the decree of the president of the Republic of Uzbekistan dated May 19, 2021 "on measures to improve the system of learning the English language", new educational programs for professional English were developed. Also, on the basis of resolution PQ-1875 "on measures to further improve the system of teaching foreign languages" of 2013, foreign languages, including professional English, were made compulsory in higher education institutions. Currently, the teaching of professional English in universities and engineering educational institutions of Uzbekistan is based on the following principles: - an integrative approach – to teach students not only general English, but also special terminology in

their specialty. - communicative competence-the focus is on practical training so that professionals can communicate effectively in international business communication. - cross-cultural approach-the formation of skills of doing business with people of different nationalities. Special courses such as "Business English", "English for Logistics", "Professional Communication in Logistics" have been established for professionals working in logistics. - There are English language courses in logistics and international transport relations at a number of universities such as Tashkent State University of transport, University of world economy and diplomacy, Polytechnic University of Turin.

Foydalanilgan adabiyotlar

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