


DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCES OF STUDENTS'

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Abstract

In our republic in the process of preparing students for professional activity one of the urgent tasks is considered to be the development of their professional speech. It is very important for today's specialist to be competent, competitive and able to communicate effectively in his future activity. However, the main problem is the teaching of professional culture and the holistic development of professional communicative competences. The aim of the article is to develop recommendations and methodological guidelines to ensure the cultural communication of future professionals. In particular, the experiment proves that the student should feel the benefit of learning a foreign language in the future and get used to independent work on the subject, and gradually the motivation to learn the language will appear. The study highlights the role of foreign language teaching in the interdependence of 'language - communication - profession - culture', the interdependence of language and culture in the development of language skills, the systematic approach to the study of professional terms. It is a well-known fact that students, in addition to acquiring lexical and grammatical knowledge of a foreign language, should also have a perfect command of the culture and values of their country and of the country where the language is learnt. In order to effectively implement the business communication situation in the classroom, it is desirable for the student to 'understand the foreigner', to study and master the culture of the foreign country, the accepted rules and values. While doing research, the methodological recommendations and instructions for the systematic organization of foreign language teaching are given.

Keywords: English for Specific Purposes, professional communicative competence, communication, business situations.

Introduction

Recent developments in Uzbekistan's socio-economic landscape, political environment, and its integration into the global community have enhanced international relations and fostered connections among individuals of various nationalities across management, business, economic, social, and political domains at multiple levels. In today's globalized society, contemporary educational settings should prioritize the cultivation of personal intellectual capabilities, critical thinking, and communication skills, which are vital for appreciating cultural diversity and collaborating with representatives from a range of multinational organizations.

Enhancing professional communicative competence equips graduates from Uzbek economic universities with a competitive edge in the international finance job market. One of the key objectives of the targeted program for Research and Development in Priority Areas of Advancement in Uzbek Scientific and Technological fields is to align higher education curricula with global market standards and requirements. Achieving this goal necessitates the adoption of contemporary learning methods, while the application of a competence-based approach is equally significant in today's educational landscape. In the process of professionally-oriented foreign language education, all goals and tasks should be oriented to the development of professional communicative competence of students. The President of the Republic of Uzbekistan Shavkat Mirziyoyev - posited that any meaningful advancement in a field is contingent upon the practical application of scientific achievements and innovative technologies. These tasks include the training of personnel with extensive and up-to-date knowledge, the improvement of their qualifications,

and the assimilation of foreign experience. In order to achieve these goals, it is essential to improve the quality of education in higher educational institutions specializing in the agrarian sector. Furthermore, it is crucial to establish close cooperation with prestigious educational institutions of developed countries, to improve the activities of scientific institutions in the field of seed production, and to enhance the breeding and veterinary affairs. The aforementioned tasks are currently underway (Mirziyoyev, 2022).

A novel approach to the training of professionals from various fields and their personalities is a prerequisite for modern social development. Professionals in this field must possess critical thinking, independent problem-solving abilities, the capacity to innovate, and communicative competence. It has been demonstrated once again that innovation itself is about collaboration. When an innovation is successful, it is based on foreign experience, taking into account national conditions. It can be concluded that a specialist who is fluent in foreign language, information and communicative communication and knowledgeable in their field can engage in intercultural communication and competition. This will lead to improvements in the economy, an improvement in people's welfare and the completion of useful work in all respects. Consequently, this vision should be instilled in the younger generation. It is important to recognize that time is of the essence in integrating professionalization, competence and specialization (Ilieva, 2020).

The credit-module system revealed certain factors that impede the holistic development of students' professional communicative competences. The inadequate pedagogical conditions for the lack of sufficient formation of psychological aspects such as

cultural communication have a negative impact on the quality of education. It has been demonstrated that intellectual, cognitive, and volitional qualities are essential for the participation of future specialists in international professional activity.

It can be demonstrated that the effectiveness of the developed rules of statistical processing of experimental testing results, improvement of students' professional and cultural training, integrative and creative teaching of English in the credit-modular system, and improvement of professional training can be evidenced. Furthermore, the development of foreign language teaching materials on a credit-modular system for the national audience based on foreign experience and presented with the help of modern technologies has been shown to result in increased student motivation, language development, and the acquisition of social, cultural, and professional competencies.

The study highlights the role of foreign language education in the interdependence of 'speech - communication - profession - culture', the interdependence of language and culture in the development of speech competences, the systematic approach to the study of professional terms. New in the process of training specialists of various fields and their personality approach is a necessary requirement of modern social development. Professionals in this field, capable of competing, need critical thinking, independent problem solving, ability to innovate and communicative competence.

It has been confirmed once again that innovation is linked to cooperation. An innovation is successful when it is based on foreign experience and takes into account national conditions. To achieve high results in the future and become competent, a specialist must learn foreign language well in addition to their field. This will enable them to make independent investments at home and pursue a career in their chosen field. It is concluded that a specialist who is proficient in foreign language, information and communicative communication, and their field can engage in intercultural communication and competition. This can lead to an improvement in the economy, people's welfare, and useful work in all respects. Therefore, this should be the vision for the young generation. It is worth noting that time demands the integration of professionalism, competence, and specialization (Ilieva, 2020).

A competence-based approach in development of professional communicative competence

The traditional Uzbek education system, which consisted of a fixed number of classroom hours and a specific list of subjects, has been overhauled and replaced with a new model that utilizes a standardized credit system commonly found in European education (Frolova *et al.*, 2016).

The ability to make decisions and work flexibly are key priorities in contemporary Uzbek education. There's been a noticeable transition from a focus on knowledge to one centered around competencies. Irina

A. Zimnyaya points out several reasons for emphasizing a competence-based approach and the necessity of integrating this approach into the educational system, including:

- trends of European and global integration as well as the globalization of the world economy;
- shifts in educational paradigms;
- standards established by local education authorities (Zimnyaya, 2004).

A key distinction between the competence-based approach and the traditional knowledge-based model is its emphasis on reflective assessment and an awareness of the limits of professional competence. The competence-based approach connects the educational process with understanding, fostering students' professional identity and a positive attitude toward learning. The central concept of this approach is that simply acquiring isolated facts and skills isn't the primary goal of higher education; instead, it focuses on an individual's ability and readiness to perform effectively in various situations. Furthermore, many universities today are adopting the competence-based approach by employing active and interactive teaching methods, such as business meetings, role-playing, case studies, and psychological training sessions (Vasbieva & Kalugina, 2016).

Transitioning to a competence-based education system offers advantages for both students and teachers:

- it defines clear performance standards for teachers and students, allowing for better decision-making and enhanced effectiveness in their efforts;
- it equips students for active participation in society, encourages lifelong learning, fosters independence, and promotes self-education and reflection;
- it fosters a mutual understanding of what proficiency entails when students exhibit it, along with more relevant feedback on what they need to do to advance;
- it establishes dependable two-way communication between teachers and students.

Components of professional communicative competence

Many Uzbek scholars have made significant contributions to the evolution of this concept. Below, we will highlight a few of these scholars whose theoretical insights and empirical research have notably influenced the field of professional communicative competence.

I.V. Novgorodtseva professional-communicative competence is characterized as a personal attribute. It encompasses the skills, abilities, and knowledge required for effective communication, as well as the individual personality traits essential for addressing challenges in a professional setting (Novgorodtseva, 2008). According to the scientist professional-communicative competence contains the following components: motivational, cognitive, technological, personality, reflective.

M.A Erofeeva, O.A. Zhelnova understood professional communicative competence as an integrative pattern of personality traits, the unity of the professional culture and the necessity of professional knowledge, skills and

competence (Erofeeva, Zhelnova, 2011). In their opinion the structure of professional communication competence consists of professional and socio-cultural knowledge, professional communication skills, personality values and motivation.

According to E.B. Solovyova, professional communication competence contains particular personality traits (empathy, kindness, tolerance, sociability, responsivity); professional communication skills (*knowledge* of community speech norms, *business* etiquette, ability to use appropriate communication patterns); communication skills (ability to start a conversation, develop your ideas and finish your speech effectively, dominate the *conversation and outcome*, *consider the fluency*) (Solovyova, 2001).

B. Ospanova, T. Timokhina and N. Kassenova highlight the key structural elements of communicative competence:

- a linguistic competence;
- a sociolinguistic competence;
- a discourse competence;
- a strategic competence;
- a sociocultural competence;
- a social competence

(Ospanova, Timokhina, & Kassenova, 2013).

All these concepts are characterized as the knowledge and skills required for practical application. This indicates that scholars, particularly in the realm of applied linguistics, have come to a consensus after extensive theoretical and empirical studies on professional communicative competence. They agree that an effective language user must not only have knowledge of the language but also the ability and skill to utilize that knowledge in communication scenarios. Nonetheless, while defining, observing, and assessing the foundational knowledge that constitutes communicative competence is relatively straightforward, comprehending, describing, and evaluating the capacity for practical application is more complex (Bagarić & Djigunović, 2007).

Thus, professional communication competence can be described as a multifaceted and dynamic system that combines personal and professional skills. This enables finance professionals to effectively engage in communication activities aimed at addressing communication challenges within the financial sector (Vasbieva & Kalugina, 2014).

This learning process has its own emphasis and priorities and is an effective way of teaching a foreign language. ESP is an approach to teaching a foreign language where all aspects of teaching, including content and methods, are based on the students' motives for learning. The focus is on the goal for which students learn the language, rather than the linguistic features. In practice, distinguishing between GE and ESP can be challenging during the foreign language learning process. ESP relies on the common and scientific base of the English language. Effective teaching of ESP requires identifying its specifics, which primarily involves updating, expanding, and

deepening students' basic language skills (speaking, reading, listening, writing) based on the material of their specialty. The teacher of the ESP course must not only be an English language specialist, but also possess knowledge in the field of special disciplines that underlie the students' future profession. The problems of language for special purposes are multifaceted and limitless, requiring a synthesis of various methodological aspects. It is clear that expertise in this area is essential for success. The problems of language for special purposes are multifaceted and limitless, requiring a synthesis of various methodological and linguodidactic aspects as well as the theory of intercultural. The students' motives for learning foreign language.

Thus, the focus of teaching a foreign language is the goal for which students learn the language, and not the linguistic features. In practice, in the process of learning a foreign language, it is sometimes difficult to clearly distinguish between GE and ESP. It should be noted that with all its specificity, ESP cannot but rely on the common and scientific base of the English language.

Therefore, for effective teaching of ESP, it is necessary to identify its specifics, which consists, first of all, in the fact that the basic language skills (speaking, reading, listening, writing) of students are updated, expanded and deepened based on the material of the specialty. Hence, the teacher of the ESP course must not only be an English language specialist, but also have knowledge in the field of special disciplines that underlie the students' future profession (Murtazaeva, 2023).

From this we can conclude that the problems of language for special purposes are very multifaceted and limitless. It includes a synthesis of various methodological and linguodidactic aspects: lexicology, the theory of intercultural communication, functional stylistics of speech, interdisciplinarity and, of course, the availability of trainees (Djumaniyazova, 2024).

The role of foreign language in the development of their professional competences is incomparable in the training of industry specialists who are able to participate in the competition, which is considered to be relevant at the moment, including in the field of agriculture. In co-operation with developed countries, the future specialist must first of all master his/her field, master a foreign language, especially English at a sufficient level (communication and culture are taken into account), develop international co-operation, IT (Information Technology). The period requires the acquisition of necessary information. At this stage, it is necessary to organize the integration of a number of subjects taught in higher education institutions. This integration is based on the strengthening of mutual cooperation, i.e. industry experts + professors and teachers of foreign language (EMI/English as a medium of instruction) + employer + creation of interdependent IT programs and plans, it is advisable to establish communicative relations, solidarity, unity during training in production companies, during the internship period or in the laboratory.

Materials and Methods

In the course of the research, the documents of non-philological educational institutions on the problem were studied, analyzed and instructions were given. The process of English language teaching was observed with the help of research methods, including lesson analysis and a comparative method based on the achievements of information technologies. Questionnaires and interviews were conducted, as well as an experiment-test, test, and mathematical statistical methods were used.

The main purpose of the course 'Foreign Language (Academic and Technical Communication in English/German)' for students studying at Tashkent Chemical Technological Institute is to prepare students to effectively use a foreign language in everyday life, scientific and professional activities. Such an approach enables students to cultivate a sense of patriotism, logical thinking, independent research skills, knowledge and skills, the ability to prepare and conduct presentations on universal and industry-specific topics, the capacity to write scientific articles and so forth.

The analysis of the academic literature indicates that professional communicative competence must be integrated and multi-dimensional, featuring a complex structure.

- A sociolinguistic competence (SLC) implies the ability to select and to use adequate linguistic forms and means depending on the aim and situation of communication, social roles of communication participants;

- a discourse competence (DC) implies the ability to understand various types of communicative statements, to build integrated, coherent, logical statements of various functional styles (Osanova, Timokhina, & Kassenova, 2013);

- an acme logical competence (AC) reflects priorities of personal achievements of high level of professionalism through communication (includes determination, emotional stability, reflective thinking and empathy);

- a foreign language competence (FLC) deals with knowledge of the foreign language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. It is best developed in the context of activities or tasks where foreign language is used for real purposes, in other words, in practical applications, see 'Figure 1'.

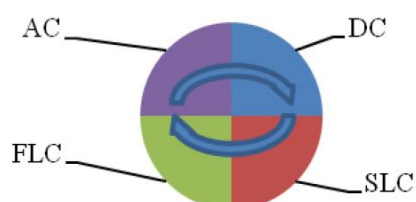


Figure 1. Professional communication competence structure of higher schools' students.

Professional communication competence levels.

The levels of professional communication competence, as outlined by the current research methods and theoretical insights, can be classified into low, medium, and high-performance levels, following the framework established by the INCA project, and the Interagency language roundtable skill level descriptions for intercultural communication.

At the low proficiency level, learners demonstrate suitable posture and behavior during brief polite exchanges, such as greetings and farewells, but struggle to handle unexpected situations. They often miss signs of miscommunication and typically cannot resolve misunderstandings when they arise. They generally find it challenging to engage in less predictable or spontaneous interactions, like open-ended discussions or negotiations. At the medium proficiency level, learners can express opinions on abstract topics in a limited manner, offer advice within familiar contexts, and comprehend instructions or public announcements. They are capable of writing letters and taking notes based on predictable needs. At the high-performance level, known as the analytical level, learners can effectively participate in meetings related to their field of work, maintain casual conversations with considerable fluency, manage abstract expressions, and confidently respond to challenging questions. They can comprehend documents, correspondence, and reports, including nuanced aspects of complex texts, and are proficient in writing letters on any topic and accurately taking comprehensive meeting notes. Therefore, it is crucial for learners to develop medium to high levels of sociolinguistic competence, discourse competence, logical reasoning competence, and foreign language proficiency. Consequently, there is an urgent need to implement innovative technologies in the educational process, emphasizing a strong interaction between theoretical and practical learning forms that align with contemporary educational demands.

The program defines educational outcomes, including the development of skills and competencies in oral and written expression on topics related to socio-cultural and domestic activities. It also aims to enable students to use all language skills orally and in writing for effective professional communication and cooperation. Additionally, the program seeks to instill in students the ability to learn terms and terms used in scientific and professional activities. Furthermore, it aims to cultivate in students the capacity to work independently on scientific and branch topics, etc. For example, the content of the program which is aimed to train specialists on management, business, economy and technology. Vocabulary development is also a key component of the program, with students expected to gain proficiency in professional language. Reading and speaking skills are also developed through the program, with a focus on lexical words. It also includes writing exercises and assignments for independent study. For instance, an excursion to industrial enterprises of the republic.

In an interview with the chief management about production productivity at the enterprise, preparation of a dialogue on the topics 'Interview with the head of the enterprise about employment', etc. English for Specific Purposes (ESP) educational program includes its own verbal topic, means of expressiveness - language material, community participants (interactors) and others.

The methodological approach of ESP originates from the English for Science and Technology (EST) system (Swales, 1985). ESP is a necessity in situations where an individual is required to communicate in a particular context, such as when speaking with customers or colleagues in any industry.

According to Sokolova, the modular organization of the educational process for the development of professional direction of management and business communications in a foreign language forms the communicative competence of a specialist. Skills and competences used to solve complex professional problems in business situations: a) remote communication (written communication), b) oral communication in situations of high professional responsibility (presentation, discussion, agreement, etc.), c) development of personal qualities, knowledge and skills of cooperation and communication with representatives of other cultures. Subjects should have the ability to carry out professional activities at a sufficiently high level, to study and master the rules of a foreign language in order to predict its development and avoid mistakes that lead to communication failures (Sokolova, 2007).

At all stages of English language teaching, modern advanced methods, techniques and tools, forms of language teaching, all terms and concepts related to science should serve to optimize and accelerate the learning process. This is undoubtedly due to its communicative and professional orientation, to the independent work of the students in the classroom, at home, in the laboratory, outside the classroom, as well as to the constantly increasing techniques of work applied in the classroom (in pairs, in groups or in individual performance). This is carried out through situational roles to the extent that the language learnt is appropriate to the requirements of the time. Teaching and methodological complexes based on the formation of communicative and methodological skills of a future professional are an integral part of oral and written language teaching. These are textbooks, workbooks, dictionaries, audio and video materials used for the transition and completion of a given topic. Creative tasks in the field (experimental laboratories, warehouses, garages) should include:

- the development of safety rules and a comparison of these with existing ones, with an explanation of the differences (formulate safety instructions in the field (experimental laboratories, warehouses, garages) and compare the instructions with existing instructions, explaining the differences);
- in order to gain an understanding of the most

consumed agricultural products among the population, a social survey should be conducted. This information should then be discussed in a group setting. The integrated presentation of exercises and assignments in the classroom, which covers relevant and necessary current issues related to the foreign language and the profession and field, with effective use of interactive and innovative methods, further enhances the quality of education (Holiyorov, 2021).

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Results and discussion

We identified the following as key factors in the development of students' professional communication skills:

- the globalization of education and academic mobility;
 - the need for knowledge of foreign languages and communication at a cultural level in order to broaden students' professional activities and communicate with representatives of different countries;
 - awareness and independence in making responsible decisions;
 - the introduction of information technologies in professional activities;
 - the need for continuous improvement of education and qualifications in order to maintain the competitiveness of professionals in the global market.
- Znikina notes that, professional communication skills are provided by as an additional functional support system for professionals:
- national functions of a specialist, expressed in willingness and abilities;
 - organization of communicative activities in various professions;
 - organizing communication with groups and representatives of different cultures;
 - understanding the manifestation of the level of professionalism in professional activity;
 - achievement of goals through the national professional communicative skills of the specialist, which provides an effective choice of actions (Znikina, 2005).

The main objective of the model which is recommended by Tomareva is to direct the educational process towards a) understanding of the other culture and oneself in the dialogue of cultures; b) spiritual upbringing of students on the basis of the new culture in dialogue with their national culture. In other words, the new culture is learnt in comparison with the local culture known to the students. Achievement of purely pragmatic goals - to quickly raise the cultural level of students / future managers,

to teach them the rules of speech communication, to teach them to communicate in their native and learnt languages, to control speech generation and interaction - to teach them how to use it as a means of concealment (Tomareva, 2006).

The development of academic and professional communication of students in a foreign language, the gradual transfer of the educational process in higher educational institutions of our republic to the credit-module system in recent years, ensuring academic mobility of students, expansion of independent learning, normative base of education to raise the content and quality to the international level. Intellectual, cognitive and volitional qualities are necessary and important for the future specialist to participate in international professional activity.

As a result of our research, we have developed a structure for improving student learning activities. According to this project, the improvement of students' educational activities was studied in two stages. In particular, in the static stage, the Educational methodological support and its components (educational and methodological support, subject program, syllabus, textbook, study guide, exercises and text), in the dynamic stage educational process (workshop/ lesson, independent study, activities, training, current/ intermediate/ final controls) is reflected. Statics and dynamics are used in all fields, including physics, medicine, culture, art, and others (Majidova, 2023).

Conclusions

Additional studies on the enhancement of professional communicative competence will involve a more precise definition of what this competence entails, examining its various developmental stages, and identifying effective methods for achieving a high level of proficiency. In the 21st century, professional communicative competence is essential and plays a critical role in shaping students' mindset and character. The aforementioned conclusions have been reached as a result of our experimental work, research and long-term observations.

The advantages of foreign language is manifest in the following ways: (1) the students' memory is strengthened, as are thinking, speech, talent and culture; (2) the competitiveness of personnel is improved; (3) a specialist who is fluent in a foreign language was able to learn foreign experience independently; (4) as a result, they became fluent in communicating with partners, etc. The research conducted on the teaching and learning of foreign language within the Credit-modular system resulted in the following conclusions:

1. The current stage of foreign language teaching in higher institutions of chemical-technological direction is analysed, the expediency of choosing

the content of education and establishing processes of interdisciplinary cooperation is shown.

2. The peculiarities of foreign language teaching, i.e. the identified problems are the shortage of teaching hours, insufficient provision with teaching materials, technical means (in rural areas), slowness of aspiration to master the language of students and the teacher should remember of all them.
3. Suitable for specialisation in a foreign language in the field of management, business, economy and education. According to the results of the analysis of the need for training without ESP, future specialists should be able to carry out professional communicative competences (can-speak), critical thinking, communication, group work and information exchange. Critical thinking method is developed on the basis on individual, pair, group and share.
4. In educational institutions in the implementation of experimental work, it is proved that the materials, exercises and tasks for teaching the terms related to the field were selected correctly and the training organised on the basis of integrative approach showed effectiveness.
5. The linguodidactic bases of the development of the culture of professional communication in a foreign language have been studied and analysed.
6. Methodological recommendations for the systematic organisation of language training of the profession have been developed.

Based on the aforementioned findings, recommendations and suggestions for enhancing the educational activities of students at higher education institutions were formulated. These included:

1. The development of a new educational literature designed to facilitate the acquisition of professional communicative competencies by students within the credit-modular system.
2. The strengthening of international cooperation, the organisation of seminars and training programmes that contribute to the development of students' professional communicative competencies.
3. To enhance their professional competence by organising a range of socio-cultural events, competitions and practical projects in which students can participate directly.
4. Preparation of training manuals and textbooks describing the characteristics of business cultures and improving them in accordance with the requirements of DTS based on the best foreign experience of social and cultural content.
5. Development of methodological recommendations, scientific and practical approaches to apply a systematic approach to improve the communicative and professional competences of students.

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