

## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### IMPROVING THE IMPLEMENTATION OF PROFESSIONALLY ORIENTED DIFFERENTIATED EDUCATION IN PREPARING STUDENTS IN THE FIELD OF ECONOMICS IS A NECESSARY TOOL FOR ACHIEVING SUCCESS IN THE MODERN LABOR MARKET

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#### ABOUT ARTICLE

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**Key words:** economist, differentiated education, vocational education, English language, differentiated approach, education system, ESP (English for Specific Purposes).

**Received:** 04.01.24

**Accepted:** 06.01.24

**Published:** 08.01.24

**Abstract:** In recent years, Uzbekistan has undergone important socio-economic changes. The state's desire to liberalize and internationalize the economy increases the demand for qualified specialists in the field of economics, who not only have a thorough knowledge of their subject, but also have the practical skills necessary in the modern labor market. However, the current education system in Uzbekistan needs to prepare graduates not only with theoretical knowledge, but also with the practical skills necessary to succeed in the modern labor market.

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#### INTRODUCTION

In the conditions of Uzbekistan, where there is an urgent need for economists who can adapt to a rapidly changing business environment, differentiated professional education can significantly improve the quality and relevance of economics curricula. By including practical, industry-specific content, students can better prepare for their future careers. This approach can cover areas such as market analysis, financial planning, data analysis and international business practices - all of which are very important for the growth and development of the Uzbekistan economy. In this context, research in the field of English for specific purposes plays a very important role.

#### MATERIALS AND METHODS

The global nature of today's economy requires that English is a key skill for economic professionals. English is the language of international business [1], and knowledge of this language is

essential for effective communication and negotiations, as well as access to a variety of international resources. Therefore, professionally oriented methodology is used in many works as a practical example of teaching English and shows how professionally oriented differentiated education in the field of economics can be implemented.

When talking about professionally oriented education, we must definitely mention the study of languages for special purposes or ESP. English for Specific Purposes (ESP) is a term used to describe the teaching and learning of English language skills that are tailored to the specific needs of students in a particular field or profession. One of the most important reasons why ESP is important is that it can help students develop language skills that are most relevant to their specific field or profession. ESP has a long and interesting history, dating back, some would say, to the Roman and Greek Empires. Foreign or second language movement. ESP has absolute and variable characteristics [3-4].

1. Absolute characteristics:

ESP is designed to meet the specific needs of the learner;

ESP uses the core methodology and activities of the disciplines it serves;

ESP focuses on the language (grammar, vocabulary), skills, discourse and genres relevant to the activity.

2. Variable characteristics:

ESP may be related to or intended for specific disciplines;

Specific ESP teaching situations may use a different methodology from General English; ESP is likely to be aimed at adult learners, either in higher education or working in a professional occupation;

ESP can be an effective tool for improving communication and performance in a wide range of professional contexts;

ESP can help students develop the language skills that best suit their career goals;

ESP can also be an important means of promoting intercultural communication and understanding.

By focusing on the vocabulary, grammar, and communication strategies most commonly used in their field of work, students can become more confident and effective communicators and better understand and engage with the content and context of their work. Another reason why ESP is important is that it can help students develop the language skills that best suit their career goals. By focusing on the language skills that are most in demand in their field or profession, students can increase their employability and career prospects, and better position themselves for success in their chosen field.

The modern education system of Uzbekistan faces a number of problems in adequately preparing students for a profession in the field of economics [1]. The traditional lecture-based approach often does not provide students with the practical experience needed to apply economic theories in practice. Additionally, the English language barrier is a significant barrier for many students, limiting their access

to valuable international resources and opportunities. This combination of factors reduces the overall competitiveness of Uzbek graduates in the global labor market.

Differentiated professionally oriented education can effectively solve these problems [2]. Moreover, including English language proficiency as an integral part of this approach can significantly enhance students' employability. Bilingual professionals who can communicate effectively in English are in high demand in the global job market. Teaching English as part of the economics curriculum can bridge this linguistic gap and open up international career opportunities for Uzbek graduates.

## RESULT AND DISCUSSION

A differentiated approach to ESP is an approach to language teaching that focuses on the specific language needs of students in a particular field or profession and aims to develop their language skills in a way that suits their professional or academic goals. The successful implementation of professionally oriented differentiated education in the field of economics requires the coordinated efforts of educational institutions, the public and private sectors. Curriculum development, teacher training, and provision of practice resources are all critical components of this approach.

Professionally oriented methodology of applying vocationally oriented differentiated education to prepare students in the field of economics, in particular, the lens of English language teaching, gave a number of notable practical results. This innovative approach has paved the way for a more holistic, personalized and efficient education model, the implications of which extend beyond economics and language learning.

1. Enhanced language proficiency: The study's implementation of vocationally oriented differentiated instruction showed a significant improvement in students' English proficiency. By adapting English language learning to the specific needs and contexts of the business sector, students have improved their ability to communicate in written and spoken English in a professional field.

2. Real-life relevance: that has shown that students can better understand and engage with the practical applications of economics when taught through a career-oriented approach. By connecting economic theories with real-world use of English, students are better prepared for future careers in economics, bridging the gap between academia and the workforce.

3. Individualized Learning Paths: The use of differentiated instruction has allowed teachers to adapt their teaching methods to the individual needs of students. This personalized approach has resulted in a more professionally oriented, differentiated and productive classroom environment where students of all skill levels and learning preferences can thrive.

4. Improved critical thinking: that has shown that students exposed to vocationally oriented differentiated education have improved critical thinking skills. By solving economics problems in English that directly reflect real-world problems, students become adept at analytical thinking, problem solving, and decision making—important skills for any aspiring economist.

5. Long-term career readiness: Perhaps most importantly, research has shown that students who receive this type of education are better equipped for long-term career success. Graduates report an easy transition into the professional world where they can apply their economic knowledge and English language skills confidently and effectively.

6. Flexibility: The methodology explored here is not limited to the field of economics and English language teaching. The results show that vocationally oriented differentiated education can be adapted and extended to other disciplines, facilitating tailored learning experiences in different fields.

### CONCLUSION

In a word, the use of professionally oriented differentiated education in preparing students in the field of “Economics” is not only relevant, but also very necessary in the conditions of Uzbekistan. It has the potential to bridge the gap between theoretical knowledge and practical application, equipping graduates with the skills and language skills needed to succeed in the global economy. As Uzbekistan continues on its path of economic development, applying this methodology can be a transformative step towards a brighter future.

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