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PEDAGOGICAL CONDITIONS FOR DEVELOPING FUTURE SPECIALISTS' PROFESSIONAL COMMUNICATIVE COMPETENCE IN ENGLISH

Annotation

This article examines the pedagogical conditions required to develop future specialists' professional communication competence in English. The conditions are grouped into organizational-pedagogical, didactic-methodological, and psychological-pedagogical categories, their influence on students' competence formation is substantiated, and practical recommendations are proposed for higher education practice.

Key words: Pedagogical conditions, professional communicative competence, English language teaching, future specialist, competence-based approach, didactic conditions, learning environment, motivation.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ БУДУЩИХ СПЕЦИАЛИСТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация

В статье анализируются педагогические условия, необходимые для развития профессиональной коммуникативной компетенции будущих специалистов на английском языке. Условия разделены на организационно-педагогические, дидактико-методические и психолого-педагогические группы, обосновано их влияние на формирование компетенции студентов и разработаны практические рекомендации.

Ключевые слова: Педагогические условия, профессиональная коммуникативная компетенция, обучение английскому языку, будущий специалист, компетентностный подход, дидактические условия, учебная среда, мотивация.

BO'LAJAK MUTAXASSISLARNING INGLIZ TILIDAGI KASBIY KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI

Annotatsiya

Maqolada bo'lajak mutaxassislarining ingliz tilidagi kasbiy kommunikativ kompetensiyasini shakllantirish va rivojlantirishning pedagogik shart-sharoitlari tadqiq etiladi. Tadqiqot jarayonida mazkur shart-sharoitlar tashkiliy-pedagogik, didaktik-metodik hamda psixologik-pedagogik guruhlarga ajratilib, ularning talabalarda kasbiy kommunikativ kompetensiyani rivojlantirishdagi pedagogik imkoniyatlari va samaradorligi ilmiy-nazariy jihatdan asoslanadi. Shuningdek, ingliz tilini o'qitish jarayonida aniqlangan pedagogik shart-sharoitlarni samarali tashkil etish va amaliyotga tatbiq etish bo'yicha metodik tavsiyalar beriladi.

Kalit so'zlar: Pedagogik shart-sharoit, kasbiy kommunikativ kompetensiya, ingliz tilini o'qitish, bo'lajak mutaxassis, kompetensiyaviy yondashuv, didaktik shartlar, o'quv muhiti, motivatsiya.

Introduction. Ask most English language teachers what prevents their students from using English effectively in professional contexts, and grammar is rarely the first answer. More often, the issue is related to the conditions in which language learning takes place. It depends on whether the classroom provides students with a genuine reason to communicate, whether the learning materials resemble situations that future engineers, economists, teachers, or other specialists may encounter in their professional careers, and whether students feel confident enough to make mistakes in front of their peers. Professional communicative competence, understood as the ability to use English purposefully and effectively in the context of one's future profession, does not develop simply because a course covers appropriate vocabulary and grammar. It depends on a combination of pedagogical conditions that need to function together. Identifying these conditions and understanding their role in the development of professional communicative competence is the main focus of this article.

The concept of pedagogical conditions is used here in accordance with its established interpretation in didactics. It refers to a set of circumstances that are deliberately created or

maintained within the educational process and that can either facilitate or hinder the achievement of a particular learning outcome. In relation to professional communicative competence, these conditions operate at several levels. They include the organization of the curriculum, the teaching methods and materials employed, and the psychological environment in which learning takes place. Considering these aspects separately may lead to an incomplete understanding of the learning process because they can reinforce or weaken one another in practice.

The purpose of this article is to identify and classify the pedagogical conditions that are most relevant to the development of future specialists' professional communicative competence in English, examine how these conditions function in the educational process, and determine through empirical investigation which of them are perceived by students and teachers as particularly important. The findings are intended to contribute to curriculum development and methodological decision making in higher education, where a considerable gap may still exist between theoretical approaches to competence development and everyday classroom practice.

Literature Review and Methodology. The concept of pedagogical conditions has a long history in Russian and Uzbek pedagogical thought. Babanskiy's research on the optimization of the pedagogical process considered pedagogical conditions as controllable factors through which teachers could improve the effectiveness of instruction without simply increasing teaching time or the amount of learning material [1]. Slastenin developed this perspective in relation to professional training and argued that competence in an applied field develops more effectively when organizational, content related, and personal factors are addressed in an integrated manner [2]. Bepalko's concept of pedagogical technology provides another useful distinction between conditions that determine the content of instruction and those that influence the organization and management of the learning process [3]. This distinction is relevant to the classification proposed in the present study.

Based on the reviewed literature, three groups of pedagogical conditions were identified for analysis: organizational pedagogical, didactic methodological, and psychological pedagogical conditions. Organizational pedagogical conditions include curriculum structure, the integration of professional content into English language courses, and institutional support for the use of authentic materials. Didactic methodological conditions involve the selection of teaching methods, the use of interactive and technology supported tasks, and the alignment of assessment with communicative rather than exclusively grammatical outcomes. Psychological pedagogical conditions include the classroom atmosphere, learner motivation, tolerance of errors, and the teacher's role as a communicative model.

At the beginning of the study, diagnostic assessment was conducted to determine the initial level of students' professional communicative competence. The assessment was based on three components: linguistic competence, professional competence, and communicative competence. The assessment criteria were aligned with relevant CEFR descriptors. The diagnostic results indicated that the two groups had broadly comparable initial levels of competence, which provided a basis for comparing changes observed after the instructional intervention. The students were assessed again at the end of the instructional period. In addition to the competence assessment, an attitudinal survey was administered to examine students' motivation, perception of the importance of English for their future profession, confidence in using English, difficulties with professional terminology, and attitudes toward problem based learning activities.

The study also included semi structured interviews with English language teachers and students as well as classroom observations. These additional sources of data were used to provide a broader interpretation of the quantitative findings. The combination of assessment results, survey responses, interviews, and classroom observations allowed the researchers to compare perceived and observed changes in students' professional communicative competence. A methodological limitation should be acknowledged. Participants' perceptions of what contributes to effective learning do not necessarily correspond directly to objectively measured learning outcomes. Students may attribute their progress to an engaging teacher, for example, when increased exposure to English or additional practice may also have contributed to their development. For this reason, survey findings were considered together with competence assessment results and classroom observation data rather than being treated as sufficient evidence on their own.

Research Methodology. The findings indicate that organizational pedagogical conditions play an important role in the development of professional communicative competence. This role was particularly evident in courses where professional

content was explicitly integrated into English language instruction. Case materials, guest lectures conducted partly in English, and joint assignments developed in cooperation with specialty departments helped students understand the practical purpose of learning English. In such contexts, students were more likely to perceive English as a tool for their future professional activities rather than simply as another academic subject. Where this integration was absent, students were more likely to regard English as a separate subject with limited relevance to their major. This finding is consistent with Slastenin's view that the development of professional competence requires the content and organization of education to function in an integrated manner [2].

In the experimental component of the study, problem based learning was implemented through professionally oriented case scenarios. Examples included "Financial Reporting: Company in Crisis", "Business Negotiation: Supplier Contract", "Marketing Strategy Presentation" and "Crisis Management". Each task required students to analyze a professionally relevant problem, discuss possible solutions, negotiate within groups, and present or defend their decisions in English. In this way, English was used as a means of solving a professional problem rather than being treated only as an object of language study. Assessment practices represented an important challenge. Teachers frequently expressed a preference for communicative approaches while continuing to assess students through isolated grammar and vocabulary tasks because institutional examination formats often emphasize these aspects. Such a mismatch between teaching methodology and assessment practices can reduce the effectiveness of communicative instruction. Aligning assessment criteria with communicative objectives may therefore represent one of the most feasible areas for institutional improvement.

Analysis and Results. The empirical results were obtained from the 324 first year Economics students who participated in the study. The experimental group consisted of 173 students, while the control group included 151 students. At the diagnostic stage, the two groups demonstrated comparable levels of professional communicative competence. In the experimental group, 18 students were rated as excellent, while 21 students in the control group received the same rating. The remaining students were distributed across the good, satisfactory, and unsatisfactory levels in broadly similar proportions. The initial similarity between the groups provided a reasonable basis for comparing the changes that occurred during the instructional period. The attitudinal survey provided additional information about students' perceptions of English and their confidence in professional communication. At the beginning of the study, 48% of the students agreed that English was important for their future profession. Only 21% reported that they felt able to express their ideas freely in English, while 57% indicated that they experienced difficulties with professional terminology.

Following the instructional period, the results demonstrated noticeable changes in these indicators among the students participating in the problem based learning intervention. The proportion of students who considered English important for their future profession increased from 48% to 82%. The proportion of students who felt confident expressing their ideas freely in English increased from 21% to 68%. At the same time, the percentage of students reporting difficulties with professional terminology decreased from 57% to 19%. Students' attitudes toward problem based learning also changed considerably. At the beginning of the study, 28% of respondents described problem based tasks as engaging. By the end of the instructional period, this proportion had increased to 81%. Similarly, the percentage of students who considered

professional discussion in English difficult decreased from 62% to 14%. The changes in students' attitudes were accompanied by improvements in measured professional communicative competence. At the end of the instructional period, students who

achieved excellent or good results constituted the majority of the experimental group across the three assessed components: linguistic competence, professional competence, and communicative competence.

Table 1. The level of development of students' professional communicative competence at the end of the experimental work

Competence	Group	Total	Excellent	Good	Satisfactory	Unsatisfactory
Linguistic competence	Control group	151	25	49	55	22
	Experimental group	173	58	72	32	11
Professional competence	Control group	151	27	53	50	21
	Experimental group	173	60	68	34	11
Communicative competence	Control group	151	30	47	54	20
	Experimental group	173	56	75	29	13
Professional communicative competence	Control group	151	27	50	53	21
	Experimental group	173	58	72	32	11

Source: developed by the author based on the experimental research results.

The control group also demonstrated some improvement, but the change was considerably smaller. The mean overall competence score in the experimental group increased from 3.17 at

the beginning of the study to 4.02 at the end. In the control group, the mean score increased from 3.40 to 3.55.

Table 2. Dynamics of the efficiency indicators of the level of development of professional communicative competence

Stage	Control group $\bar{X}_n$	Experimental group $\bar{X}_t$	Efficiency coefficient – K	Relative efficiency, %
Beginning of the experiment	3.40	3.17	0.93	-6.8
End of the experiment	3.55	4.02	1.13	13.2

Source: developed by the author based on the experimental research results.

These results correspond to an effectiveness coefficient of 1.13 and a relative efficiency gain of 13.2% in favor of the experimental approach. To determine whether the difference between the groups was statistically significant, Pearson's chi square test was applied to the final distribution of competence levels. The calculated value was $\chi^2 = 22.20$. This value was higher than the critical value of 7.815 at three degrees of freedom and a significance level of $\alpha = 0.05$ [9]. Therefore, the null hypothesis of no statistically significant difference between the groups was rejected. The result indicates that the difference observed between the experimental and control groups is unlikely to have occurred by chance.

Conclusion. The findings of the study suggest that the development of future specialists' professional communicative competence in English depends on the coordinated implementation of organizational pedagogical, didactic methodological, and psychological pedagogical conditions. No single condition is sufficient on its own. The effectiveness of professional language education depends largely on how these conditions interact within the educational process. The empirical results provide support for this conclusion. From a practical perspective, higher education institutions should consider several interconnected measures. First, professional content should be integrated into English language

courses so that students can see a clear connection between language learning and their future occupations. Second, assessment practices should be aligned with communicative and task based learning objectives rather than focusing exclusively on isolated grammar and vocabulary knowledge. Third, teacher development programs should address classroom climate, student motivation, and constructive approaches to error correction alongside lesson planning and methodological competence. The findings also suggest that problem based learning can provide an effective framework for integrating the three groups of pedagogical conditions. Professionally oriented cases and problem situations create a meaningful context for communication, encourage students to use professional vocabulary, and provide opportunities for collaboration, negotiation, presentation, and decision making in English.

Overall, the findings indicate that the systematic organization of pedagogical conditions can contribute substantially to the development of future specialists' professional communicative competence in English. The combination of professionally relevant content, interactive problem based methodology, appropriate assessment, and a supportive classroom environment provides a practical basis for improving the effectiveness of English language education in higher education.

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