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eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 7

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London 2026.

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THE IMPORTANCE OF FORMING PROFESSIONAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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Abstract. This article examines the importance of developing professional communication skills in foreign language teaching. It highlights the role of professional communication in preparing future language teachers to interact effectively with students, colleagues, parents, and the wider academic community. The study emphasizes that communicative competence is an essential component of teachers' professional competence and contributes to successful classroom management, collaboration, and intercultural understanding. Furthermore, the article discusses contemporary teaching approaches, digital technologies, and learner-centered methodologies that facilitate the development of professional communication skills. The findings suggest that integrating communicative and professional tasks into teacher education programs enhances both linguistic proficiency and pedagogical effectiveness, ultimately improving the quality of foreign language education.

Key words: professional communication, foreign language teaching, communicative competence, teacher education, professional competence, digital technologies, learner-centered approach, pedagogical effectiveness

This article focuses on the key concepts of professional communication, communicative competence, professional competence, foreign language teaching, intercultural communication, teacher–student interaction, digital communication, collaborative learning, learner-centered approach, and reflective practice. Professional communication refers to the effective exchange of information, ideas, and attitudes in educational and professional settings. Communicative competence is defined as the ability to use a foreign language accurately, appropriately, and effectively in various social and professional contexts.

Professional competence encompasses the knowledge, skills, values, and professional qualities required for effective teaching. Foreign language teaching is the process of developing learners' linguistic knowledge and communicative skills through the application of modern pedagogical approaches and instructional methods. Intercultural communication promotes effective interaction among individuals from different linguistic and cultural backgrounds based on mutual understanding and respect.

Furthermore, teacher–student interaction plays a significant role in enhancing language learning outcomes, increasing learners' motivation, and encouraging active participation in the educational process. Digital communication enables the integration of information and communication technologies (ICT) and online





platforms into teaching and learning, thereby strengthening professional interaction and collaboration. Collaborative learning and the learner-centered approach foster active learner engagement, independent thinking, and the development of communicative competence. Reflective practice involves the continuous analysis and improvement of teachers' professional activities through critical self-reflection.

These concepts constitute the theoretical foundation for the development of professional communication among prospective foreign language teachers and serve as essential factors in improving their professional competence and the overall quality of foreign language education.

Preparing the younger generation for life and work is a very important task. The question "Who am I?" is one of the main problems for every young man and woman. The whole subsequent life of a person depends on solving this problem. The right choice of profession helps to achieve the highest performance in labor and social activities, and satisfaction with the labor process and its results allows for the maximum manifestation of creativity, to be in the best emotional mood, to more or less fully realize all life plans of both an individual and society as a whole.

The use of advanced pedagogical technologies in teaching foreign languages, as well as computer technologies, accelerating the learning process, and active use of video and audio resources can be a good tool for achieving the above-mentioned goals.

Teaching students to conduct written communication in a foreign language on a professional basis will be more effective and socially oriented if it is based on reading specially selected authentic and methodologically correctly organized authentic texts, and based on appropriate exercises.

The abbreviation ESP (English for Special Purposes) is currently a term that has entered the scientific circle of theorists and practitioners of professional English teaching. Teaching English as "English for Special Purposes" requires a new approach not only to its methodology, but also to the content of the foreign language.

Professional English teaching does not mean teaching English to learners in a way that is appropriate to their specialization. Because students' knowledge of specialized vocabulary cannot guarantee that they will be able to communicate in English in real conditions. Despite the fact that any professional course has its own specifics, the processes of learning a foreign language should not differ from those of a general education course.

According to experts, every person has to update professional knowledge and skills five to six times during his life. It is precisely this system of knowledge that forms the basis of any professional activity, helps to develop general abilities and professionally important qualities, ensures the understanding of dozens of different occupations, quickly develops skills, and allows, if necessary, to change the field of activity.

From the above, it follows that a person's suitability for a profession is a variable characteristic. The formation of suitability for a profession is not only the





development of certain qualities in a person, but also requires changing working conditions and means of production.

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