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# DEVELOPMENT OF COMMUNICATION SKILLS FOR MANAGEMENT STUDENTS

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**Abstract:** Effective communication is vital for any business professional. Effective communication skills not only help to share ideas with others but they also foster good relationships among employees. Whether it is verbal or non-verbal communication both have equal importance. Therefore, keeping in mind the relevance of this subject for students, the present study was conducted. The study aimed to find management students' perceptions regarding the importance of business communication course. This article discusses the problems in the development of professional communication in a foreign language of management students of non-philological higher education institutions and the ideas expressed for its solution. Non-philological higher education institutions ensure their rapid intellectual development, in-depth, specialized teaching, taking into account the interests and abilities of management students.

**Key words:** urgent tasks receptive vocabulary, psychological feature, etymology, lexicography, comparative method.

## INTRODUCTION

Since past many years, it has become extensively acceptable that the "lingua franca of international business is English" (Charles, 2007) with potentiality of communication driving dramatic changes in organizations along with their environments. In the present scenario, high significance has been assumed by business communication which is defined as communication used in conducting business (Reinsch and Shelby, 1996) has assumed. B-schools have materialized into hubs catering to communication requirements of the upcoming business elite

in the basic principles of sustainable development. Still, there is difficulty in getting business students to take business education classes with seriousness as realized by most business communication instructors - thus concluding into the requirement of an effective business communication course, which challenges the students. In this scenario, it is of extreme importance to analyze how the management students perceive the course of business communication? What are the problems faced by the students? Do the skills of the students need to be improved? What is their present communication level? What are the benefits of studying business communication course?

In the context of globalization of education, there is a mismatch between the field of education and the growing social needs of society. The education system is facing new, urgent tasks, such as the formation of a harmoniously developed personality, reducing the imbalance between education and the labor market, and expanding access to information technology. Students majoring in management education are given in-depth training to be able to apply foreign language professional communication in free practice and to teach perfectly. In order to train personnel that meet today's requirements, our students need textbooks and manuals that meet the requirements of the time. Over the past few years, a program for teaching foreign languages and several textbooks have been created for non-philological higher education institutions, but they are still not in almost complete demand. Students majoring in management education aim to learn foreign languages as well as develop a culture of professional communication in a foreign language. The activation of a competent approach to education in world pedagogy has made the development of communicative competence in the formation of professional competence of future professionals in higher education, the development of their professional speech in the process of preparing students for professional activity.

It is important for today's specialist to be able to communicate effectively in his work in order to meet international standards, be competent and competitive.

During the years of independence, special attention has been paid to language education in our country, in particular, to the sectoral study of professional communication in foreign languages. One of our current problems is the lack of a

culture of professional communication in any foreign language by employees in the field of management, as well as representatives of industry, economy, tourism, banking, education and other fields. is one. In this regard, the organization of language training of management students in a career-oriented manner, the development of professional communication skills of future professionals is of great scientific and practical importance.

Managers are in good demand in today's labor market. A number of different terms are used for "manager" including "director", "administrator" and "president". The term "manager" is used more frequently in profit-making organizations, while the others are used more widely in government and non-profit organizations such as

universities, hospitals and social work agencies. Development of the educational process to know the mechanism of formation and use of the theory of pedagogical technology for the development and teaching of professional communication of students of management in a foreign language and allows the identification of the most effective forms and methods of management, the significance of which is not only theoretical but also practical. This can be seen in the implementation of a number of decisions and programs adopted in our country after independence to improve education in higher education. Non-philological higher education institutions ensure their rapid intellectual development, in-depth, specialized teaching, taking into account the interests and abilities of management students. Students will have the opportunity to increase their knowledge in their chosen field and master the basics of certain disciplines in depth, perfectly. Students of management specialties of non-philological higher education institutions are provided with in-depth training for the perfect teaching of foreign language professional communication.

In order to train personnel that meet today's requirements, our students need textbooks and manuals that meet the requirements of the time. Over the past few years, a program for teaching foreign languages (ESP, English specific for purpose) and several textbooks for technical higher education institutions have been created, but they are still not in almost complete demand.

## **MATERIALS AND METHODS**

We know that the main purpose of developing and teaching professional communication in a foreign language is to teach the student to speak that language fluently. In technical higher education institutions, a foreign language is a practical goal, in which students are taught to communicate in that language, for which students must master the vocabulary. Without mastering the vocabulary of the language, they can neither listen nor understand, nor speak or write. Learning vocabulary in a language broadens students' worldviews, increasing their knowledge in the field.

One of the main tasks facing students aiming to learn foreign languages in non-philological institutions of higher education this year is that this year's pedagogical experience has shown that the basic qualities of receptive lexical skills (skills, abilities) are not well formed in students. Although the quality of foreign language teaching has improved significantly in recent years, teaching this subject poses certain challenges.

As an example, we can cite students' poor mastery of vocabulary. **Students do not have enough vocabulary to make professional communication**, they do not know how to spell or translate simple words, cannot pronounce them correctly, and so on.

Therefore, we believe that if students in non-philological institutions are allowed to work with specialized terms based on their chosen field, these difficulties will be solved and practical help will be provided in teaching a foreign language. Students will be able to speak texts, technical instructions and we think they would have understood the structures of their proper use without difficulty. Mastering the words related to the field in English forms the skills of students of non-philological higher education institutions to work independently and increases the vocabulary of the student.

- a) teaching field terms to develop professional communication in English in non-philological higher education institutions;
- b) insufficient availability of textbooks in non-philological higher education institutions that provide teaching of field terms and glossaries;
- c) lack of scientific study of the development of field terms and methods of field texts in non-philological higher education institutions;
- g) the special role of technology in the specialization of terms by students to speak fluently in the language being studied.

The above issues are not yet well addressed in the methodology of teaching English in non-philological institutions of higher education, so we consider the development of professional communication of students in English classes in non-philological institutions and the teaching of relevant terms is one of the most pressing issues today.

It is necessary to develop a methodology for teaching and using relevant terms in speech to develop professional communication in English on the basis of studying and analyzing the psychological characteristics of students of non-philological institutions, language experience, linguodidactical bases of foreign language teaching. Taking into account the conditions of non-philological higher education institutions, the process of teaching English terms, words and phrases to students of non-philological institutes and universities is an important factor. Non-philological higher education institutions consist of the creation of educational terminological dictionaries in the teaching of methodological manuals, textbooks and terms for the development of professional communication in a foreign language for students of management. Based on these problems, we put forward the following scientific hypothesis:

- Textbooks for foreign language classes (ESP), textbooks, dictionaries in the field are used in English as an informative material and are used to develop students' vocabulary and speech culture:

- Accordingly, the development of special textbooks for non-philological higher education institutions to ensure the effective mastery of management terms, texts and phrases in English in foreign language classes for Uzbek and Russian groups in the field of teaching English professional expressions, dialogues, texts and terms the goal can be achieved and the following tasks have to be performed in order to test the proposed scientific hypothesis:

1. Study and analysis of textbooks and manuals and field terms written for students of management of non-philological higher education institutions;

2. To study the psychological characteristics of students majoring in management of non-philological higher education institutions;

3. To study the language experience of students majoring in management of non-philological higher education institutions;

4. Conducting a survey among students majoring in management of non-philological institutions of higher education;
5. Analysis of non-philological higher education institutions in terms of psychological, linguistic experience of students in the study of technical terms in English by management students;
6. Systematic approach and analysis of teaching terms related to the development of professional communication in a foreign language;
7. Development of educational terminological dictionaries for working with technical terms in a foreign language;
8. Development of effective methodology for the development of professional communication and teaching of sectoral terms in foreign languages for students of management in non-philological institutions of higher education and testing its effectiveness in the classroom;

## **RESULT AND DISCUSSION**

Study and analysis of textbooks and manuals in the field, as well as modern pedagogical, psychological and methodological literature for students majoring in management of non-philological institutions of higher education; study of documents of educational institutions; targeted monitoring of foreign language teaching; lesson analysis and comparative method based on the achievements of information technology; conducting surveys and interviews; experimental testing; test; an approach within the framework of the recommendations and conclusions of mathematical statistics and lexical teaching methodological manuals.

### **It consists of the following Methods:**

- Development of developed requirements for electronic and educational terminological dictionary of terms in the field of development of professional communication of foreign languages of management students in non-philological higher education institutions;
- To determine the conditions for students of management to learn industry terms in the implementation of professional communication skills;
- Development and implementation of methodological recommendations for the development of professional skills of management students in the field of foreign language. Management of non-philological institutions provides a methodology for

the use of auxiliary literature in the field of technical terms in foreign language classes, as well as active communication in foreign language professional activities for students of Uzbek and Russian groups studying in non-philological institutions. selective demonstration of phraseology and practical-creative methods and scientific-theoretical recommendations to overcome the difficulties in teaching technical terms.

A foreign language is considered in terms of the relationship between the development of professional communication and a systematic approach to the teaching of text, dialogue, vocabulary and terminology related to the field.

Theoretical and practical systems of mastering technical subjects in English will be developed. The leading role in English lexicography in the mastery of English words is played by the first structured explanatory dictionaries. The following dictionaries are also of great importance in the study of lexicon in a language: etymological, word-forming, orthographic, phraseological, synonyms, antonyms and homonyms, and other dictionaries. Along with foreign language lexicography, Uzbek and Russian lexicography are also developing, and the publication of an explanatory dictionary of the Uzbek language will be of great importance in enriching the vocabulary of Uzbek and Russian languages.

It is known that employees of industrial and economic management communicate in Uzbek, Russian and English during their service.

Therefore, the main novelty of this PhD is to help develop a culture of professional communication in a foreign language by demonstrating the basic terms used in management and economics as well as business and working on texts in their study.

Now in Uzbekistan, knowledge of English and Russian, along with the native language, is a great help in the field of specialization and expands the study of achievements in the field. Due to the fact that most of the professional information comes in Russian and English, today the priority for the specialist is to know these languages, to get the necessary information from English-language information, text and communication.

### **Objectives of the Study**

- To analyze management students' perceptions regarding the importance of business communication course.
- To evaluate management students' perceptions regarding their communication skill level.
- To identify the reasons behind students not taking the required interest in communication classes.
- To suggest possible solutions to improve the communication skills of the management students.

### **CONCLUSION.**

The development of professional communication is called the difficulties in translating terms related to the field, and it shows the method of students' independent work with vocabulary. In the implementation of professional communication, the teaching of sectoral textbooks, manuals, relevant texts and terms in a foreign language is associated with the gradual implementation of their skills, as well as the teaching of translation of words and phrases. In non-philological higher education institutions, it is important to teach management terms and develop communication skills in management students.

Overall, some contradiction existed between the perceived importance of communication skills for management students and the possession of these skills by them. The skills which were thought to be more important were possessed less by the students. In consistency with previous research (Pittenger, Miller and Allison, 2006) it was found that possession of written communication skills was lower than the possession of same components in the oral skills. Students were weak in possession of written skills as can be concluded from studies based on students across the globe, in India as well as abroad. In spite of the fact that most of the delivery of the business communication course is pre-dominated by written skills alone. In order to understand this fact and act accordingly there is a need to further conduct such studies. The study also identified that the business management students feel that instead of teaching the course in just one semester, the course of business communication should be taught in either two or four semesters in Business Schools. Students also proposed that the business

communication classes were not taken very seriously by them and the most important reasons for it as felt by them were that it takes a lot of time in improving communication skills.

### **Suggestions**

The following suggestions need to be implemented in order to improve communication skills among management students:

1. Students should actively take part in all activities during business communication classes.
2. Teachers should pay more attention to students who are shy and feel less confident.
3. Group activities should be organized so that the student learns to coordinate and cooperate with others.
4. Attention should be paid to oral communication as it is the first point of communication.

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