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INTERDISCIPLINARY APPROACH FORMING BUSINESS COMMUNICIAN SKILLS IN FOREIGH LANFUAGES

S.T. Kalandarova

RENESSAINCE EDUCATIONAL UNIVERSITY

Department of ”FOREIGH LANGUAGES and LITERATURE”

ASSOCIATE PROFESSOR

Abstract: This article outlines some recommendations that can be applied to the culture of business communication in English classes in an interdisciplinary context, including the subject of information technology.

Keywords: professional and business communication, professional training, professional culture, professionalism, pedagogy, linguistics.

Резюме: В данной статье изложены некоторые рекомендации, которые можно применить к культуре делового общения на занятиях по английскому языку в междисциплинарном контексте, включая предмету об информационных технологиях.

Ключевые слова: профессионально деловое общение, профессиональная подготовка, профессиональная культура, профессионализм, педагогика, языкознание

Rezyume: Ushbu maqolada ingliz tili darslarida ishbilarmonlik muloqot madaniyatini fanlararo bog‘liqlikda, jumladan axborot texnologiyasi fani misolida qo‘llaniladigan ayrim tavsiyalar ko‘rsatib otilgan

Tayanch so‘zlar: kasbiy ishbilarmonlik muloqoti, kasbiy tayyorgarlik, kasbiy madaniyat, professionalizm, pedagogika, lingvistika

Communication skills such as public speaking, networking, listening, writing, negotiating are especially crucial in the workplace if you want to move up your career ladder as fast as possible. The peculiarity of mastering business communication skills in non-linguistic Universities is to focus on acquiring professionally relevant language material. Formation of communicative competence of non-linguistic students involves preparation for intercultural business communication in the professional sphere, which, consequently, highlights the expediency of updating the interdisciplinary / cross-curricular links of the foreign language and professional cycle courses. Interdisciplinary foreign language teaching in non-linguistic Universities should go hand in hand with the principle of integration, which is defined as a basic one in ESP program and built on an assessment of purposes, needs and functions for which English is required ESP concentrates more on language in context than on teaching grammar and language structures. The central focus point in teaching English in non-linguistic Universities is to integrate it into a subject matter area important to the learners, therefore, combining them effectively. Such combination is a highly motivating one, since students have opportunity to apply what they learn in their English classes to their major area of study, whether it is computer science, engineering, or law. Thus, interdisciplinary approach is oriented at integrating knowledge from different disciplines, simultaneous development of proper communicative, professional, academic and social skills. In our view, however, the

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implementation of cross-curricular links in teaching foreign languages is still somewhat episodic. This shortcoming is explained, first of all, by the lack of coordination between the foreign language and other disciplines curricula, which makes it impossible for the students to consciously transfer the acquired academic and professional knowledge to the sphere of foreign language.

As well English can rightfully be called the professional language of IT-specialists. Without knowledge of the English language and its IT terminology, it is impossible to read a passport for computer equipment, pass an international certification exam or find out the latest news from manufacturers of hardware and software. Other arguments which we suggest as motivational key factors include:• most programming languages are based on English keywords;

• in most cases the interface is presented in English only;

• almost all reference materials and technical specifications are written in English;

• many foreign companies actively use the services of IT specialists from other countries, and in order to

accurately understand the needs of customers, it is necessary to know English well;

• programmers need to keep abreast of all the news and updates and it is not a secret that the latest books and articles in the IT field are published in English;

• in the Internet there are hundreds of free training courses in English by widely known specialists in programming alongside with fee-paying ones where it is possible to get an international certificate – an essential addition to the IT specialist's CV;

• competent specialists are constantly required at IT giants most of which are located in the USA, but in order to communicate with colleagues and management at these companies, one must know English. In Table 1 we present our view on the curricula of teaching English to IT specialists introduced through the prism of various communicative activities on the basis of interdisciplinary approach.

Table 1 The content of profile subjects and foreign language integration for development IT students' business communication skills.

Discipline	Subject under Consideration	Year of study	Foreign Language Class Contextual Activity Based upon Interdisciplinary Integration
Programming Essentials in C+	1) Introduction to computer programming. 2) Fundamental concepts and techniques used in object-oriented programming. 3) Strings processing, exceptions handling,	1	1) Team contest Quiz. Questions are given within the following sphere: machine and high-level programming languages, compilation process; machine code: compilation process; simple programs; variables; integers: values, literals, operators; characters: values, literals, operators; input/output operations. Each team of the contestants makes a list of FAQs in the given sphere. In

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	namespaces, classes and objects, class hierarchy and inheritance.		the course of the contest the teams have to be ready to ask and answer their opponents' questions. 2) Brain-ring "Object-oriented programming". 3) Mini Project "Dictionary Research". It is given as a home assignment and followed by the further representation at the lesson. Students work in groups of 3-4 and make up a list of vocabulary on the given topic providing thorough definitions and illustrating examples of use in the specific sphere.
Web Design	1) Basic website: incorporating a text, sound, images, hyperlinks, plug-ins, and social media interactivity. 2) Skills and techniques. 3) Homepage design.	1	1) Podcast "How To Create a Website in a Weekend!" As a home assignment, students create their podcasts with detailed instructions and represent them to the class. To choose the best podcast at the final stage voting is held (collectively developed criteria are taken into account). 2) Poster presentation "Page layout". Students must produce a clear and concise poster presentation for this activity. To do this they must get to grips with the topic and think carefully about how to solve problems. [18]. 3) Project "Effective homepage design techniques and ideas for your website".
Programming Essentials in Python	1) Data types, variables, basic input-output operations, basic operators.	1	1) Quiz "Facts". The class is divided into three or four groups. As a home assignment each group create their quizzes based on the given area of questions, where there is one correct and three incorrect answers, and represent them to the class. The other teams in turn choose the answer getting points for right choices. If
	2) Modules, packages, string and list methods, exceptions.		no team takes the right one, the point goes to the team which asked (on the condition that the question was reasonably posed). The teams continue to exchange questions from their quizzes. To choose the winner at the final stage all the points are summed up. 2) Team contest "FAQ".
Office Software	1) General representation. 2) Office Suite components, classification and	1	1) Watching scenes from "Pirates of Silicon Valley" (1999), an American biographical drama film which explores the impact that the rivalry between Jobs (Apple Computer) and Gates (Microsoft) had

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	modern requirements for office suites. 3) Possible office software problems.		on the development of the personal computer. It is preceded by the before watching series of exercises and followed by the discussion based on the questions prearranged by the teacher. 2) Mini Project "Dictionary Research" 3.1) Customer Service Role Playing "How to solve a problem with faulty software". There is a lead actor (student) who is a representative of Hardware And Software Maintenance Service. His/her task is to deal with clients (the rest of the students) who have various problems with their software. The lead actor is substituted after solving 2-3 problems. Possible problems are prearranged and given to students beforehand to get prepared. 3.2) Writing exchange letters. An assistant of Hardware And Software Maintenance Service writes a letter to a system engineer in his/her department asking how to eliminate a software glitch. The system engineer gives deliberate instructions in his/her letter.
Web Development Technologies	1) Browsers. 2) Programming languages. 3) Web development frameworks.	2	1) Browsers. 2) Programming languages. 3) Web development frameworks.
Data Bases	1) Terminology. 2) Overview. 3) History of database development. 4) Database interaction.	3	1) Mini Project "Dictionary Research". 2) Watching scenes from "The Matrix" (1999), an American-Australian science fiction action film which depicts a dystopian future in which humanity is trapped inside a simulated reality, the Matrix, created by intelligent machines to distract humans while using their bodies as an energy source. 3) Team contest "FAQ (Frequently Asked Questions)". 4) Presentation of database languages (DCL, DDL, DML, DQL, etc.)
Operating Systems and Data Safety	1) Internals and design principles. 2) Malicious Software. 3) Defences. 4) Intelligent Systems	3	1) Mini Project "Dictionary Research" 2) Podcast "How to Provide Data Safety".3 3) Presentation of Compile-time and Runtime Techniques. 4.1) Watching scenes from "Ex Machina"

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	– Machine Intelligence.		(2014), a British science fiction film where a young programmer is selected to be the human component in a Turing test to determine the capabilities and consciousness of a new artificial intelligence robot. 4.2) Debates "Artificial Intelligence: pros and cons".
Computer Networks	1) Social networking sites around the world.	3	1.1) Watching scenes from "The Social Network" (2010), an American biographical drama about the founding Facebook. 1.2) Debates "Facebook vs Instagram"
Data Visualization	1) Characteristics of effective graphical displays. 2) Types of big data visualization categories. 3) Common data visualization tools.	3	1) Podcast "What makes data visualization effective?" 2) Presentation of various types of diagrams/charts tables/geospatials used for data visualization. 3) Round table on the theme "Data Visualization Tools That You Cannot Miss in 2020".
Enterprise information system	1) Overview on enterprise information systems. 2) Enterprise information system development.	4	1) Quiz "What is EIS?" 2) Scientific conference "The emerging role of enterprise information systems".
Software Project Management	1) Software project manager. 2) Project Management Framework. 3) Software Project Management Activities.	4	1) Round table on the theme "The role and responsibility of a software project manager". 2) Debates "The best agile project management methodology: Scrum, Kanban, Extreme Programming (XP), Feature-Driven Development (FDD), Dynamic Systems Development Method (DSDM), Crystal: Pros and Cons". 3) Presentation of activities in Software Project Management (Project planning and Tracking; Project Resource Management; Scope Management; Estimation Management; Project Risk Management; Scheduling Management; Project Communication Management; Configuration Management).
Java Programming	1) The Java language.	4	1.1) Podcast "My experience of dealing with Java applets". 1.2) Debates "Using the alternatives to Java: Microsoft's C# and Adobe Flash".

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Interdisciplinary approach to designing a foreign language course in a non-linguistic University is generally considered to be a way to achieve the goal of mastering a foreign language in the field of professional activity. Taking advantage of interdisciplinary studying a graduate is ready for networking with representatives of foreign cultures on professional subjects, getting acquainted with the latest international sources for achieving the purpose of professional development. It is of crucial importance that the interdisciplinary approach combines language and vocational training, students are aware of ways of expressing a complex of professional material in a foreign language. Interdisciplinary covers all procedures for designing a foreign language course in the professional sphere of communication, namely, the ways of selecting didactic units and texts directly for teaching, methods and techniques for placing foreign language material and their implementation in teaching practice. Interdisciplinary links are displayed both at the contents level of integrated curriculum and at the level of technology used to improve students' foreign language skills for communication. Interdisciplinary approach reveals the synthesizing relationships between objects, which is reflected in the learning process, namely in the content, technologies, forms of the educational process. It is essential that reliance on interdisciplinary studying is possible only through appreciating the language as a unique means of communication, principle way of representing knowledge about the world. That is why the analysis of ways of updating interdisciplinary links shows the necessity for careful selection and systematic consideration of language material in close connection with the disciplines of the professional cycle.

The implementation of interdisciplinary is based on the following constituents: in-depth understanding of the types of interdisciplinary connections between the subject of a foreign language and disciplines of the professional cycle; reliance on interdisciplinary connections, actualizing students' foreign language skills and expanding their ability to solve applied problems in the field of professional learning focus; close contact with the departments of profile subjects, consulting with specialists and reading industry-specific literature in order to provide opportunity for identifying more relevant content, framework for communicative activities, social norms of behavior essential for future specialists' successful business communication in a foreign language. Interdisciplinary approach to our research allowed creating interdisciplinary-functional approach to building professional communication skills as a tool to bridge ESP, professional disciplines and major engineering functions and to develop integrated interdisciplinary communication activities. It is of paramount importance that all the proposed experimental program of interdisciplinary activities is based upon such principles as functionality, selectivity, interactivity. Functionality provides future specialists with the ability to perform their functional duties by selecting necessary language material for negotiating or professional communication.

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