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The Contextual Approach to Fostering Integrated Professional Communicative Competence in Future Economists

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Abstract
The article addresses the issue of the contextual approach application to formation of foreign language communicative competence in future specialists exemplified by the students majoring in economics. Currently, in higher educational institutions the traditional emphasis is placed on acquiring theoretical knowledge at the expense of practical skills development that leads to imbalance demonstrated by the graduates struggling to apply theoretical knowledge effectively in professional settings. According to the contextual approach, teaching-learning process is taken as a situation simulating a professional activity and developing business communication. Having based their hypothesis on the theoretical foundations of Integrated Professional Communicative Competence (IPCC) formation, the authors conducted an experimental study aimed at investigating the demands of future economists with foreign language proficiency, evaluating the existing system of IPCC formation, implementing the proposed course model in practice, and analyzing the dynamic of the various indicators of IPCC formation. The authors identified the principal conditions for model's implementation that include real world problem situations arising through professional activity of future economists, collaborative groups activity of students focused on problem-solving and based on the competitive nature of group work. It was stated that group success can be achieved provided the collective effort and active participation of all members. Being involved in the simulated context of future professional activity within the framework of the

educational process, the learners can implement their course of actions and behavior for future professional activity.

Keywords
Integrated professional communicative competence, foreign language teaching, higher education, problem solving, emotional intelligence

Introduction

Higher educational institutions are tasked with the critical responsibility of cultivating young professionals who can navigate the intensely competitive landscape of the contemporary job market and adapt to its dynamic conditions. As the domestic market becomes increasingly intertwined with the global economy, the significance of foreign language proficiency has grown substantially. Corporations are progressively opting to forego the services of interpreters, instead leveraging the linguistic capabilities of their internal workforce. Consequently, foreign language competence has emerged as a pivotal determinant of employability in the globalized labor market (Rusanov, 2011).

Educational institutions confront numerous challenges in training future specialists. Andrei Komarov (2025), Co-Chairman of the Committee on Vocational Training and Professional Qualifications of the Russian Union of Industrialists and Entrepreneurs (RUIE), has reported that, according to data from the Ministry of Education and Science of the Russian Federation, currently up to 80% of educational institutions' programs do not adequately address employers' needs.

A prominent factor contributing to the inadequate professional competence of future specialists is the traditional emphasis on the acquisition of theoretical knowledge at the expense of developing practical application skills. This imbalance often results in the situation when graduates who, despite possessing a strong theoretical foundation, struggle to apply their knowledge effectively in professional settings. To address this issue, it is crucial to enhance the practical focus of education and integrate theoretical learning with hands-on training. One effective strategy to achieve this is through a contextual approach to learning, which embeds the acquisition of knowledge and skills within the framework of future professional activities and socio-economic contexts.

Theoretical Background

The theoretical foundation of this study is grounded in scholarly works examining the nature of integrated professional communicative competence (IPCC) and the contextual approach to learning (Sokolova, 2024). Several studies addressing the challenges of training specialists in higher education have been conducted by researchers such as Markova A.K. (Markova, 2015), Postnikov P.G. (Postnikov, 2005), Solovova E.N. (Solovova, 2013), and Rusanov E.K. (Rusanov, 2011), among others.

The issue of formation of integrated professional communicative competence in future specialists has been investigated in the works of Nedbaeva S.V. (Nedbaeva S.V. et al., 2017), Galimzyanova I.I. (Galimzyanova, 2024), Khomyakova N.P. (Khomyakova, 2015), Surgutskova G.A. (Surgutskova, 2021), Patyaeva N.V. (Patyaeva, 2007), among others.

The theory and methodology of contextual learning have been extensively covered by a significant number of pedagogs-researchers. Broad aspects of contextual learning have been addressed by scholars such as A.A. Verbitsky (Verbitsky, 2017), M.M. Bakhtin (Bakhtin,

2016), V.M. Monakhov (Monakhov, 2006), V.G. Kalashnikov (Kalashnikov, 2012), I.V. Gladkaya (Gladkaya, 2015), A.F. Morozova and others. (Morozova et al., 2015).

The scientific works of M.I. Klyueva (Klyueva, 2018), N.V. Starostina (Starostina, 2014), M.G. Shvetsova (Shvetsova, 2023), and others focus on the application of the contextual approach in foreign language teaching. Thus, within the framework of the contextual approach, L.I. Sirota and M.G. Makarchenko (Sirota & Makarchenko, 2006) advocate for "the integration of educational, scientific, and professional-practical activities of future specialists". Similarly, Z.R. Tanaeva (Tanaeva, 2004) emphasizes "the organization of the educational process to simulate the subject and social content of future specialists' professional activities, thereby creating conditions that facilitate the transformation of students' learning activities into future professional practices".

The foundation of contextual learning is not merely a "piece of information" but rather a problem situation in all its subject-related and social complexity and contradiction. This approach creates a "storyline of the modeled professional activity" and transforms the static content of education into a dynamically evolving process. Problem situations thus serve as a bridge between academic knowledge within the subject and professional knowledge (Starostina, 2014).

Thus, the contextual approach fosters a holistic understanding of future professional activity by integrating the subject and social dimensions of the future profession through problem situations within the learning process. According to the theory of the contextual approach, both external and internal conditions, including individual psychological characteristics, knowledge, and experience of the learner, evolve during the transformation of learning activity.

Contextual learning assumes the active participation of students and accordingly, emphasizes principles such as student activity, collaborative engagement between teachers and students as well as among students themselves, problem-based educational content, the integration of education and personal development, and the psychological and pedagogical support for the personal and meaningful involvement of students in learning activities (Curry & Docherty, 2017). This support considers the individual psychological characteristics of students and consistently models learning activities to reflect the evolving content. Special attention is devoted to facilitating a gradual, step-by-step transition for students to higher-ranking activities: from academic learning to quasi-professional activities (business and didactic games) and ultimately to educational-professional activities (internships) (Levchenko, 2015).

Drawing upon the theoretical foundations of Integrated Professional Communicative Competence (IPCC) formation, the concept of the contextual approach, and relevant didactic research, we conducted an experimental study aimed at addressing the following tasks:

1. Investigating and analyzing the demand for economists with foreign language proficiency on the current job market;
2. Examining and evaluating the existing system of IPCC formation for students at the Faculty of Economics;
3. Implementing in practice the educational and organizational model of the developed course based on the contextual approach to IPCC formation for future economists;
4. Studying and analyzing the dynamics of IPCC formation indicators (substantive, communicative, personality).

Materials and Methods

For realization of the set tasks, the following materials and methods were used.

Task 1. At the initial stage of the experimental work, an investigation was conducted to assess the demand for economists with foreign language proficiency and to evaluate the alignment of the existing foreign-language professional training system for future economists with the requirements of their professional activity. An analysis was conducted on employer's job advertisements for specialists with foreign language proficiency on prominent job portals, including Avito.ru, HeadHunter.ru, "Work.ru", and www.workoteka.ru. Also, the authors have conducted the analysis of normative-legal materials that comprised the State Educational Standard of Higher Professional Education, curricula, and working programs.

Task 2. To assess whether the level of preparation of young economists for professional activity aligns with the required standards, interviews were conducted with nine senior students from the Faculty of Economics at I.N. Ulyanov Chuvash State University and six graduates of the same faculty who are currently employed as specialists in leading banks of the Chuvash Republic, including Sberbank, Alfa-Bank, VTB, and Rosselkhozbank. To establish the criteria for assessing the levels of IPCC formation, we examined the professional duties of an economist and the sphere of their business communication.

Table 1

A Suite of Methods for Assessing the Level of IPCC Formation among Future Economists

Criteria	Indicators	Diagnostic methods
Communicative component	Proficiency in conducting various types of business communication	testing on grouping speech utterances by types of business communication
	Ability to present tables and diagrams effectively	The sentence completion technique
	Active listening skills	Listening comprehension with subsequent verification (paraphrasing sentences, formulating questions, identifying the main idea)
Substantive component	Knowledge of a foreign language	English language proficiency assessments
	Knowledge of professional terminology	Testing Professional English by the method of A. Pohl (Pohl, 2002)
	Ethics of business communication	Testing on fundamental communication etiquette
Personality component	Analytical thinking when working with large amounts of material	A test to investigate analytical thinking under time constraints
	Creative approach to solving non-standard situations	Torrance Tests of Creative Thinking
	Emotional intelligence	Emotional Intelligence Diagnostic Methodology developed by M.A. Manoilova (Manoilova, 2003)

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Prior to the experimental stage, a diagnostic assessment of the initial IPCC level was conducted among second-year students at the Faculty of Economics of I.N. Ulyanov Chuvash State University. The testing involved 34 participants.

To facilitate the diagnostic process, testing was conducted on the LearningApps.org platform (Figure 1), except for tasks that required drawing.

Figure 1
LearningApps.org platform

Task 3. The formative stage was conducted at the Faculty of Economics of I.N. Ulyanov Chuvash State University. The sample for the control group (CG) (13 students) and the experimental group (EG) (15 students) consisted of second-year students, totaling 28 participants. The work in the control groups was conducted based on the existing teaching experience at the Faculty of Economics, which had been accumulated up to the forming stage of the experiment and continued until its conclusion. In the experimental groups, the formation of Integrated Professional Communicative Competence (IPCC) in future economists was facilitated through the educational and organizational model of the lesson developed by us, which is grounded in the contextual approach to learning.

At the preparatory stage of addressing professional problem situations, students were divided into groups. The group division at each session was conducted in various ways, either by choice or by random selection through drawing name sheets. During this process, the working conditions for the entire group and each individual participant were discussed. Additionally, at this stage, students received instructions from the educator for effective solution of the posed problem. Challenging vocabulary and grammatical constructions relevant to the task were

addressed. Participants were provided with visual materials such as tables, textual content, templates, and clich é expressions for the upcoming presentation of their work. If necessary, participants of the training meeting were granted access to the Internet.

During the procedural stage, students solved the problem following the constructed algorithm presented as the meeting's tasks. Given the time constraints, the competitive dynamics of group work played a crucial role at this stage, fostering the engagement of all group members. The instructor circulated among the groups, monitoring their progress, assisting in role distribution to ensure each participant could fulfill their responsibilities, answering questions, providing missing information, encouraging independent decision-making, and keeping track of time.

During the presentation stage, group representatives presented the outcomes of their problem-solving efforts. Essentially, this was a small project, with the format chosen by the student groups. Options included a brief report on the problem-solving process, a dialogue simulating a business conversation or negotiation with partners, a telephone conversation, a business letter, or the creation and presentation of a table or schematic representation at a business meeting. Due to time limitations, participants presented their projects in groups, dividing responsibilities among themselves. Following each presentation, trainees were encouraged to ask questions.

Task 4. At the second stage of the experimental work, activities focused on IPCC formation were integrated into the educational process, during which students—future economists—were equipped with the substantive, communicative, and personality components of IPCC.

At the conclusion of the training meeting, the minutes were recorded, corresponding to the reflection stage in a traditional classroom setting. During this phase, all students collectively reviewed the proceedings of the meeting and documented the results in the provided protocol form. This exercise enables future specialists to immerse themselves in their profession, gain a comprehensive view of the meeting, and learn how to keep minutes.

In the final stage of the training meeting, students voted on decisions related to the agenda items.

During the training meeting, the instructor's role was to:
- Leverage the competitive dynamics of group work to engage participants actively in the meeting by formulating questions, expressing opinions and suggestions, and contributing to the development of solutions (encouraging activity and involving those who may be reticent);
- Manage time effectively, including the overall duration of the meeting, the allocation of time for addressing specific issues, and the time for participant comments and interventions;
- Summarize the meeting by highlighting key issues and decisions made, evaluating the meeting's effectiveness, identifying positive and negative aspects as well as areas for improvement, and providing feedback on the work and engagement of participants.

Having stated the outset and conclusion of the experiment, the level of Integrated Professional Communicative Competence (IPCC) formation in future economists in both the control and experimental groups was assessed.

Results and Findings

Having investigated and analyzed the demand for economists with foreign language proficiency on the current job market, the authors' findings revealed that in major cities such as Moscow, approximately one in five employers requires candidates to possess foreign

language skills. Conversely, in smaller towns, the demand for specialists with foreign language proficiency is relatively low. Furthermore, the study indicated that the demand for specialists with language skills varies significantly across different sectors. Over the past few years, the IT industry has exhibited the highest demand for language skills, followed by the banking and investment sectors. The top ten industries where vacancies requiring English language skills are prevalent include trade, marketing, logistics, finance, audit, accounting, healthcare, insurance, tourism, human resources management, and construction. These are areas where knowledge of international standards is crucial and where professional activities impact the international market. Thus, economists with foreign language proficiency are in demand across various professional spheres in the labor market.

An analysis of normative-legal materials, including the State Educational Standard of Higher Professional Education, curricula, and working programs, has revealed that over the past decade, the duration of foreign language training in higher education has been significantly reduced, while the requirements for graduates have remained unchanged. According to the working programs for the discipline “Foreign Language” for economic specialties, future specialists are expected to be “able to conduct business communication in oral and written forms in the state language of the Russian Federation and in foreign language(s) (UK-4)” upon completion of the course (Rusanov, 2011).

In the process of training specialists, the study of foreign languages in higher education is applied in nature and is a dominant discipline within the core curriculum. This is because high-quality specialist training cannot be achieved without adequate proficiency in a foreign language, particularly the language specific to the profession.

It is noteworthy that proficiency in foreign languages constitutes a competitive advantage during the hiring process. However, in the hierarchy of employers' values, it ranks second, following professionalism and work experience. Nevertheless, an experienced professional with strong English language skills is consistently in demand, irrespective of their specific professional sphere (Sokolova & Bystrova, 2021).

An analysis of the professional standard outlined by the Ministry of Labor revealed that an economist is a specialist who analyzes, plans, and forecasts the financial performance of businesses. Analysis involves data collection and calculation to determine production profitability. Forecasting entails developing algorithms for the organization's future growth to optimize costs or achieve greater profits, based on the study of economic trends and patterns in current and future periods. Planning involves preparing budget and financial models for specific timeframes, as well as evaluating, comparing, selecting, and developing interim and final indicators for their realization (Liba, Chernychko & Rybchak, 2019). An economist must be proficient in presenting all aspects of their work to management.

The interviews revealed several challenges faced by young economists in their professional activities. While the knowledge gained during higher education aids in understanding the specifics of their chosen profession, practical skills are primarily acquired on the job. In situations where a clear course of action is not established, young specialists may experience uncertainty. Participants noted that while foreign language proficiency is not the primary tool for conducting work, there are instances where it is necessary, particularly when interacting with foreign residents at the bank. The question “What types of business communication can you conduct in a foreign language?” proved to be particularly challenging. Many participants

reported that their ability to communicate in a foreign language (English) is largely limited to conversations on general topics.

The concept of "business communication" for an economist includes the ability to analyze, perform calculations, create and interpret tables, compare data, draw conclusions, present and argue findings, justify recommendations, develop plans, deliver presentations and reports to groups, conduct business meetings and negotiations, engage in business correspondence, and communicate effectively by telephone.

This indicates that in the process of training future economists, it is essential to develop their Integrated Professional Communicative Competence (IPCC). Given that communicative competence is linked to the psychological preparedness to navigate challenges that emerge during interaction (Sadovets & Bidyuk, 2018), and is understood in psychology as a multifaceted personal trait encompassing communicative abilities and skills, knowledge of communication psychology, personal attributes, and psychological states accompanying the communication process, it is advisable to include not only substantive and communicative components within the IPCC framework but also a personal component.

The substantive component encompasses theoretical knowledge of the specialty, proficiency in the language and professional terminology, and communicative culture. The communicative component comprises the ability to conduct business conversations in a foreign language across various types of business communication, present problems in a reasoned manner, substantiate one's position, listen actively, and pose questions to the interlocutor.

The personal component involves the demonstration of qualities such as analytical thinking, the ability to manage large volumes of material, defend one's point of view, maintain stress resistance in non-standard situations, swiftly identify optimal solutions, and understand the emotions of the interlocutor to effectively manage behavior during communication (Nedbayeva, Nedbayev & Tkachenko, 2017).

Thus, the substantive, communicative, and personal domains were be considered the criteria for assessing the levels of Integrated Professional Communicative Competence (IPCC) formation in future economists. This is because solving these tasks requires knowledge of language and subject matter, the ability to employ communicative strategies, navigate a large amount of information, and demonstrate analytical thinking.

After examining the peculiarities of economists' professional activities, business communication, and the issues identified through the survey, we developed a training and organizational model for the lesson based on the contextual approach. Given that meetings are the most frequent form of communication in the professional activities of future specialists, we focused on studying their characteristics:

Table 2 below demonstrates that a meeting bears a strong resemblance to a training session in its characteristics: both entail group interaction aimed at resolving practical professional tasks and possess a similar organizational structure. It is important to note that a business meeting integrates diverse types of communication, which are also present in a training session. Thus, both forms of communication encompass oratorical monologue (opening and closing remarks by the meeting leader and instructor, participants' speeches, reports, and the teacher's informative and instructive narration), conversation (instructional dialogue preceding task

performance during the training session and the exchange of information and discussion of ideas during brainstorming at the meeting), and discussion.

Table 2
Features of a business meeting and a practical training session

	Business meeting	Practical training session
Communication mode	A meeting is a communicative interaction between a manager and his subordinates – specialists	Practical training is a structured form of purposeful interaction (activity and communication) between teacher and student, systematically employed to collectively address educational, developmental, and upbringing challenges.
Aim	Development of a concrete solution to an actual problem or task.	The development and reinforcement of practical skills, both educational and professional, essential for students' subsequent professional activities.
Objectives	- to explain and discuss current organizational issues, consider different opinions, hold a discussion and find a common solution; - report on the company's performance: its achievements and failures, inform about current affairs	- To instruct students in systematizing, consolidating, and deepening theoretical knowledge - To ensure the cognition of methods for solving practical problems, including professional tasks (such as performing calculations, creating graphs and schematics, and analyzing industrial situations)
Structure	- welcoming speech of the manager - summarizing the results for a certain period of time (quarter, month, week); - highlighting the issue, substantiating its relevance for the company; - organization of brainstorming on its solution; evaluation of all available options; - accumulation of options for resolving the issue; - voting or another option to make a decision on the use of specific tools to eliminate the issue; - defining the boundaries of troubleshooting: timeframes, responsible persons, methods.	- Purpose of the practical session - Assignment of tasks - Identification of essential knowledge and skills required for the work - Instructional discussion on the methodology of work, including a demonstration of techniques - Initial performance of operations with error analysis - Independent student activity through exercises to reinforce skills and abilities - Reflection (final discussion with documentation of results, analysis, and evaluation of the work performed and the level of mastery of the intended skills by the students).

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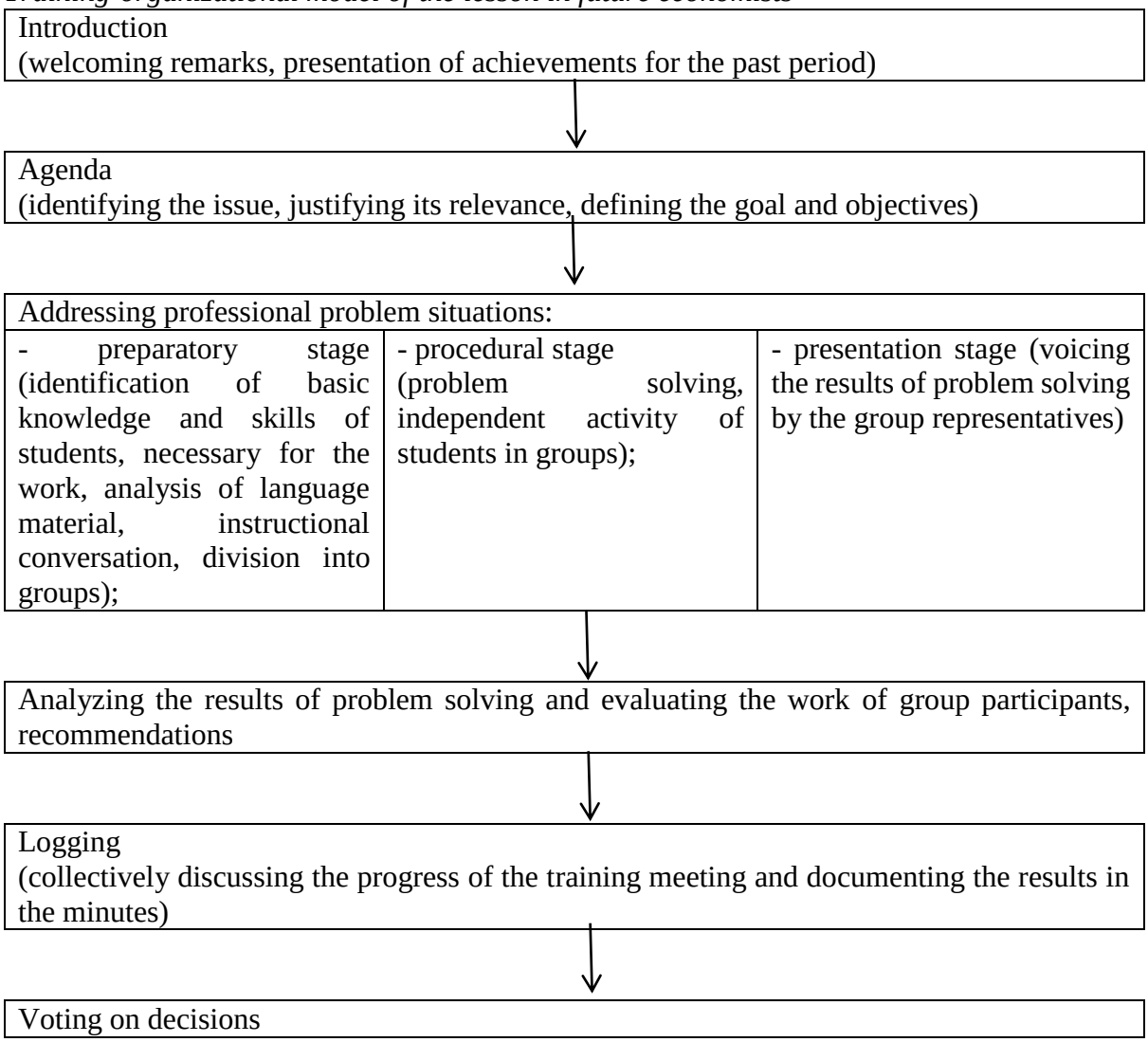
Based on the substantive and structural similarity between a business meeting and a training session, we developed an educational and organizational model of a training session for future specialists in economics (Figure 2). The essence of this model is to impart the structure and content of a business meeting to the training session. Concurrently, we incorporated a practical component into such a training meeting to address professional problem situations, wherein we combined various types of business communication.

Figure 2
Training-organizational model of the lesson in future economists



The primary objective of the work in the experimental group was to emphasize professional and personal values during professional training and to enhance awareness of their activities.

Throughout the classes, we adhered to principles ensuring the effectiveness of each lesson. Specifically, we considered the group's preparedness level and the individual characteristics of each student. This was reflected in the selection of tasks with an appropriate level of complexity. For less prepared groups, we employed visual aids such as cards with expressions for argumentation and presentation, and descriptions of graphic schemes. The protocol form, displaying the problem field, remained visible to students throughout the training meeting. This helped future specialists stay focused on the topic and understand the main proposals made by participants. In structuring the lessons, we followed the principle of gradually increasing the

difficulty of tasks and problems to foster positive motivation for mastering independent activity skills.

The practical training session commenced with an introduction, which included welcoming remarks, a roll call of attendees, and an announcement of achievements from the past period. Acknowledging these achievements served to motivate the students for the upcoming work. Successful task completion, teacher praise, and group recognition all contribute to enhancing self-esteem, fostering a positive attitude towards both cognitive and professional activities, and guiding students towards further success.

The agenda incorporated the problematic topic of the forthcoming professional activity of economists, with a justification of its relevance, and a clear delineation of the goal and objectives.

For instance, when the agenda featured the topic “Expansion of International Contacts,” students delivered reports as representatives of foreign companies. Their presentations included information about their companies, products, and catalogs, along with price lists. Notably, at this stage, students who presented their reports supported their speeches with printed texts to assist less proficient students. After listening to all the presenters, the problem, goal, and objectives of the delivered presentations were defined. This process was conducted through brainstorming—an individual-collective gathering of opinions regarding the problem, goal, and objectives. Each student recorded their ideas, and the group collectively selected the most appropriate and concrete options. Less emphasis was placed on interaction procedures, with a greater focus on generating ideas that were later refined into a specific problem, goal, and objectives. This sequential combination of individual and group work, where individual ideas are either directly contributed or transformed into group discussions, enables even reticent students to participate. Thus, this approach integrates a problem-oriented content focus with an emphasis on including each student in the dynamic and engaged group discussion of the problem.

Thus, within the framework of the meeting titled “Expansion of International Contacts,” the problem of establishing business relations with foreign partners for business development was examined. The goal was to select a promising foreign company for cooperation. The tasks included familiarizing with foreign companies, studying catalogs and price lists, conducting a comparative analysis of goods and prices, justifying the choice of the target company.

In some training meetings, the problem-focused topic was addressed not through student speeches, but through audio and video recordings. For example, for the topics “Negotiation” and “Meeting,” students listened to video recordings from websites such as en.islcollective.com and talkenglish.com. Following the listening activity, the problem highlighted in the video and the tasks necessary to resolve the highlighted problem were identified.

It is important to note that the completion of these tasks aims to develop the substantive, communicative, and personal components of Integrated Professional Communicative Competence (IPCC) in future economists.

Following the project presentations, the results of each group's problem-solving efforts were analyzed, and the work of individual participants was evaluated, with subsequent recommendations provided. This evaluation primarily focused on language analysis and the

ethics of business communication, as we approached the content of the presentations as a creative initiative. Through this approach, we have empirically validated that such projects activate and realize the creative research potential of student. Moreover, the implementation of the project method based on cooperative learning enabled some typically passive students to express themselves. This pedagogical strategy facilitated the involvement of each student in cognitive activities. During the project preparation, each student was assigned a specific role, the successful execution of which was crucial to the overall success of the project.

At the conclusion of the training meeting, the minutes were recorded, corresponding to the reflection stage in a traditional classroom setting. During this phase, all students collectively reviewed the proceedings of the meeting and documented the results in the provided protocol form. This exercise enables future specialists to immerse themselves in their profession, gain a comprehensive view of the meeting, and learn how to keep minutes.

In the final stage of the training meeting, students voted on decisions related to the agenda items. During the training meeting, the instructor's role was to:

- Leverage the competitive dynamics of group work to engage participants actively in the meeting by formulating questions, expressing opinions and suggestions, and contributing to the development of solutions (encouraging activity and involving those who may be reticent);
- Manage time effectively, including the overall duration of the meeting, the allocation of time for addressing specific issues, and the time for participant comments and interventions;
- Summarize the meeting by highlighting key issues and decisions made, evaluating the meeting's effectiveness, identifying positive and negative aspects as well as areas for improvement, and providing feedback on the work and engagement of participants.

Having stated the outset and conclusion of the experiment, the level of Integrated Professional Communicative Competence (IPCC) formation in future economists in both the control and experimental groups was assessed.

The scores of each student were recorded in a comprehensive table, enabling us to track the degree of formation of the selected indicators and levels of IPCC formation in future economists. The maximum score for evaluating proficiency in conducting various types of business communication was set at 30, whereas ability to present tables and diagrams effectively was assessed at 15 points maximum.

Table 3
Results of the diagnostic assessment of IPCC formation in future economists

Criteria	Indicators	Level (limits of values)	Stages of diagnostics			
			At the beginning		At the end	
			CG (13 students/ %)	EG (15 students/ %)	CG (13 students / %)	EG (15 students / %)
	Proficiency in conducting various types of business communication	Low (0-10)	11 85%	12 80%	9 69%	3 20%
		Average (11-20)	2 15%	3 20%	4 31%	8 53%
		High	0	0	0	4

		(21-30)				27%
Communicative component	Ability to present tables and diagrams effectively	Low (0-5)	11 85%	13 87%	10 77%	2 13%
		Average (6-10)	2 15%	2 13%	3 23%	8 53%
		High (11-15)	0	0	0	5 33%
	Active listening skills	Low (0-5)	7 54%	8 53%	3 23%	0
		Average (6-10)	5 38%	7 47%	7 54%	9 60%
		High (11-15)	1 8%	0	3 23%	6 40%
Substantive component	Knowledge of a foreign language	Low (0-12)	7 54%	6 40%	6 46%	1 7%
		Average (13-24)	6 46%	9 60%	6 46%	10 67%
		High (25-36)	0	0	1 8%	4 27%
	Knowledge of professional terminology	Low (0-4)	13 100%	15 100%	9 69%	1 7%
		Average (5-9)	0	0	4 31%	10 67%
		High (10-12)	0	0	0	4 27%
	Ethics of business communication	Low (0-5)	5 38%	5 33%	4 31%	2 13%
		Average (6-10)	7 54%	9 60%	8 61%	9 60%
		High (11-15)	1 8%	1 7%	1 8%	4 27%
Personality component	Analytical thinking when working with large amounts of material	Low (0-5)	4 31%	4 27%	2 15%	1 7%
		Average (6-10)	8 61%	11 73%	10 77%	12 80%
		High (11-15)	1 8%	0	1 8%	2 13%
	Creative approach to solving non-standard situations	Low 30-39	5 38%	8 53%	4 31%	1 7%
		Average 40-60	7 54%	7 47%	7 54%	9 60%
		High	1	0	2	5

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	61-70	8%		15%	33%
Emotional intelligence	Low 1-4	4 31%	6 40%	4 31%	4 27%
	Average 5-6	9 69%	8 53%	8 61%	10 67%
	High 7-10	0	1 7%	1 8%	1 7%

The calculation of coefficient values limits for the levels of indicators formation for each Integrated Professional Communicative Competence (IPCC) component in future economists was performed using the following mathematical steps:

1. The range was determined using the formula: $K=X_{max} - X_{min}$;
2. The step size h was calculated using the formula h = R / 3, as three levels—low, medium, and high—were distinguished within each component.
3. The limits of the coefficient values were then determined.

For the diagnostics of the creative approach to solving non-standard tasks, the boundaries proposed in the Torrance test were divided into three levels: low, medium, and high (Volkova et al., 2023). When determining the coefficients for the boundaries of emotional intelligence levels, we followed the descriptions provided by the test author M.A. Manoilova (Manoilova, 2003).

Table 3 indicates that the differences between the Experimental Group (EG) and the Control Group (CG) in the levels of formation of IPCC components in future economists at the initial stage of the experiment are insignificant, allowing us to accept the hypothesis of sample homogeneity.

The quantitative results obtained post-experiment demonstrate an increase in the levels of both EG and CG students, with more pronounced changes observed in the EG.

Within the communicative component of IPCC, the CG exhibited a 1.5 to 2-fold increase (knowledge and ability to conduct various types of business communication rose from 15% to 31% at the average level (Figure 3), presentation of tables and charts increased from 15% to 23% at the average level (Figure 4), and active listening skills improved from 38% to 54% at the average level and from 8% to 23% at the high level (Figure 5).

In contrast, the EG demonstrated a 2.5 to 3-fold increase in the communicative component of IPCC (knowledge and skills of various types of business communication increased from 20% to 53% at the average level and from 0% to 27% at the high level (Figure 3), presentation of tables and schemes rose from 13% to 53% at the average level and from 0% to 33% at the high level (Figure 4), and active listening skills improved from 47% to 60% at the average level and from 0% to 40% at the high level (Figure 5).

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Figure 3

Dynamics of indicator 1 of communicative component of IPCC in future economists (knowledge and ability to conduct various types of business communication)

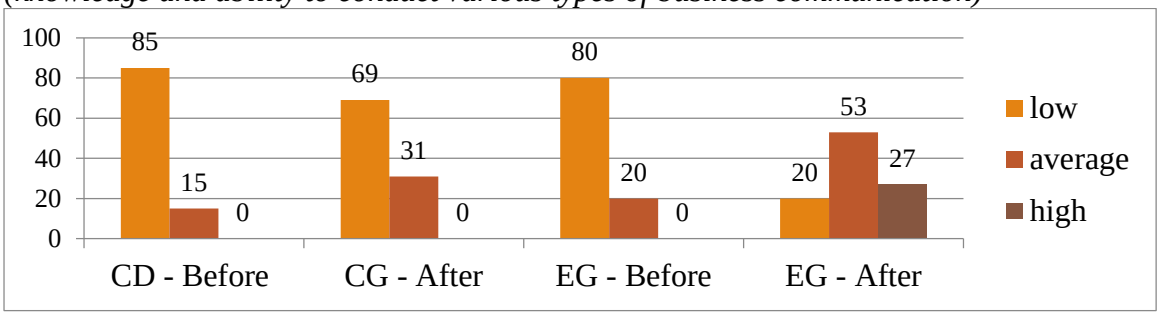


Figure 4

Dynamics of indicator 2 of communicative component of IPCC in future economists (presentation of tables, schemes)

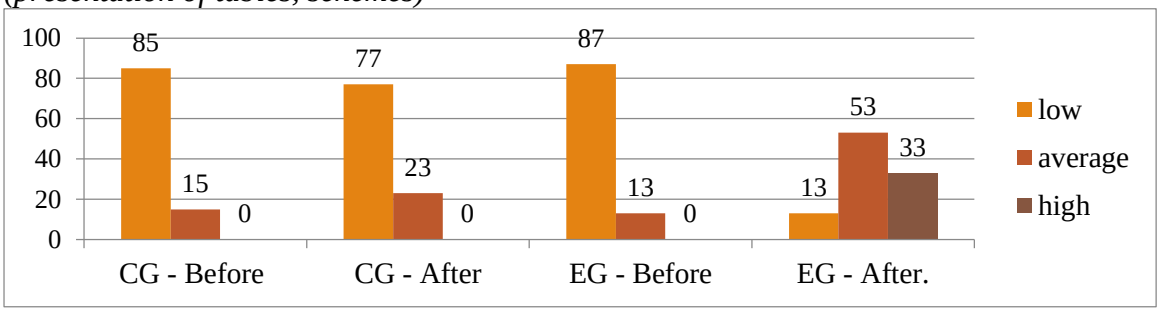
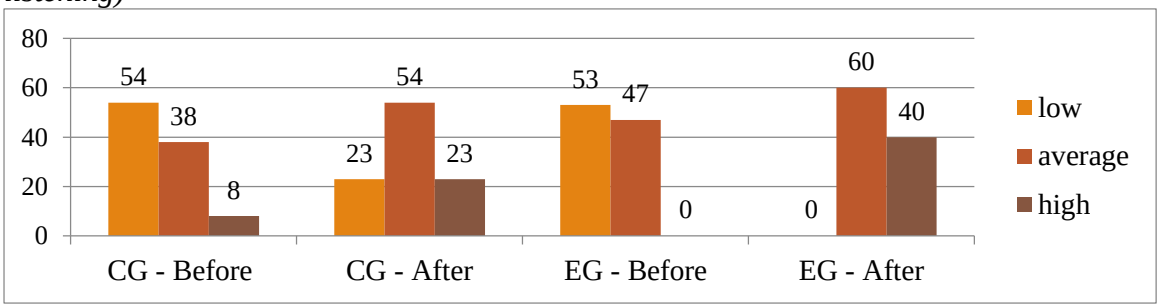


Figure 5

Dynamics of indicator 3 of communicative component of IPCC in future economists (active listening)



Respondents also demonstrated positive changes in the substantive component of IPCC in future economists. Specifically, knowledge of a foreign language in the CG increased from 0% to 8% at the high level, with no changes at the medium level, while in the EG, it rose from 0% to 27% at the high level and from 60% to 67% at the medium level (Figure 6). Knowledge of professional terminology in the CG increased from 0% to 31% at the middle level, whereas in the EG, it rose from 0% to 67% at the middle level and from 0% to 27% at the high level (Figure 7). Ethics of business communication in the CG increased from 54% to 61% at the middle level, and in the EG, it rose from 7% to 27% at the high level, with the number of respondents at the middle level remaining unchanged at 60% (Figure 8).

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Figure 6
Dynamics of indicator 1 of the IPCC substantive component in future economists (knowledge of a foreign language)

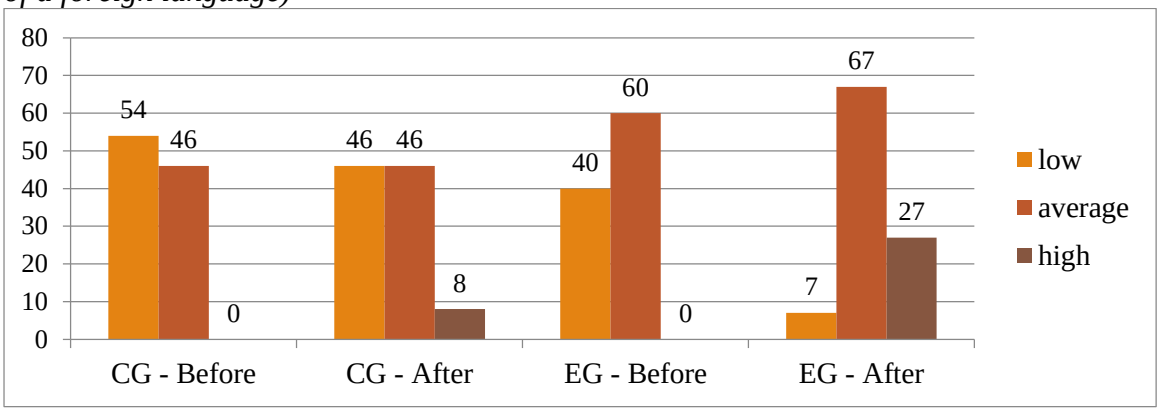


Figure 7
Dynamics of indicator 2 of the IPCC substantive component in future economists (knowledge of professional terminology)

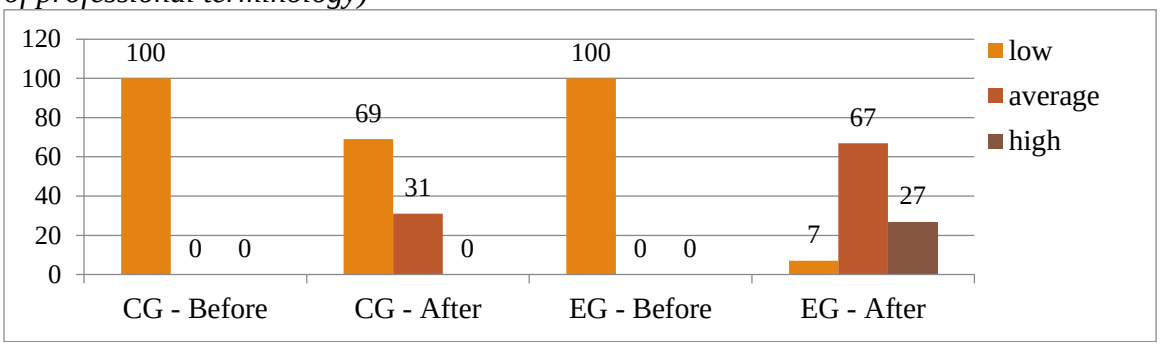
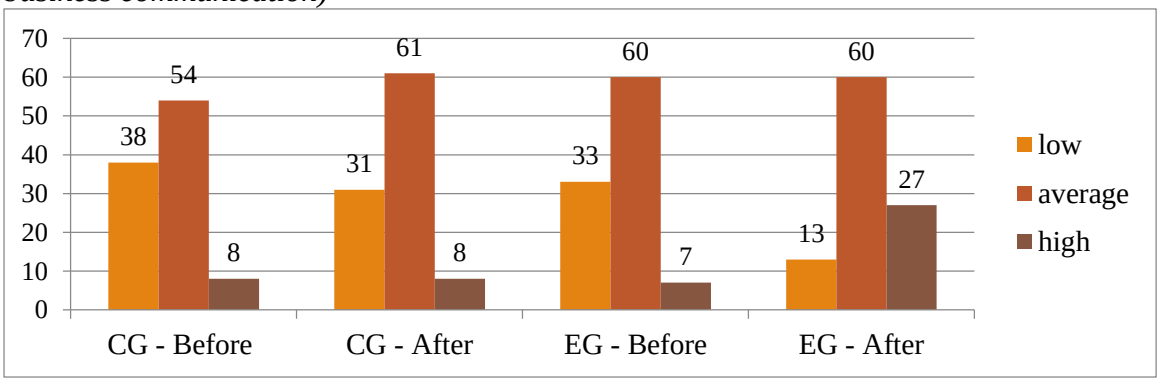


Figure 8
Dynamics of indicator 3 of the IPCC substantive component in future economists (ethics of business communication)



The dynamics in the personality component of IPCC were modest. Analytical thinking in the CG increased from 61% to 77% at the average level, while in the EG, it rose from 73% to 80% at the average level and from 0% to 13% at the high level (figure 9). The creative approach to solving non-standard situations in the CG increased from 8% to 15% at the high level, whereas in the EG, it rose from 47% to 60% at the average level and from 0% to 33% at the high level (figure 10). Emotional intelligence in the CG decreased from 69% to 61% at the average level but increased from 0% to 8% at the high level. In the EG, emotional intelligence increased from 53% to 67% at the average level, with no change at the high level, remaining at 7% (figure 11).

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Figure 9

Dynamics of indicator 1 of the personality component of the IPCC in future economists (analytical thinking)

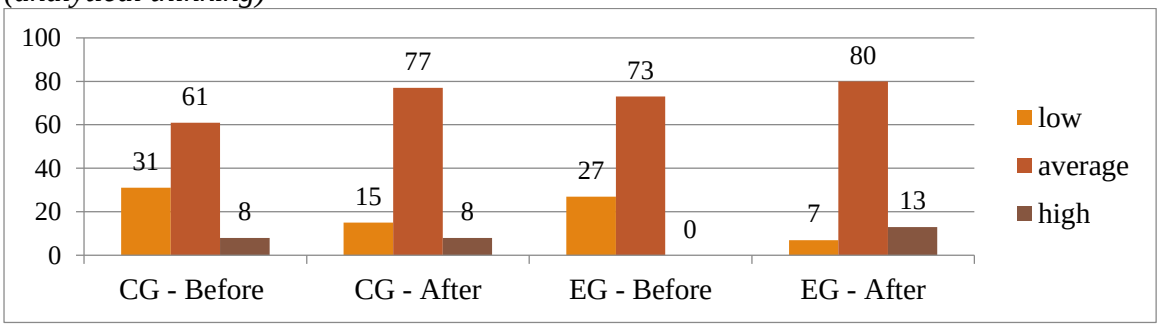


Figure 10

Dynamics of indicator 2 of the personality component of IPCC in future economists (creative approach to solving non-standard situations)

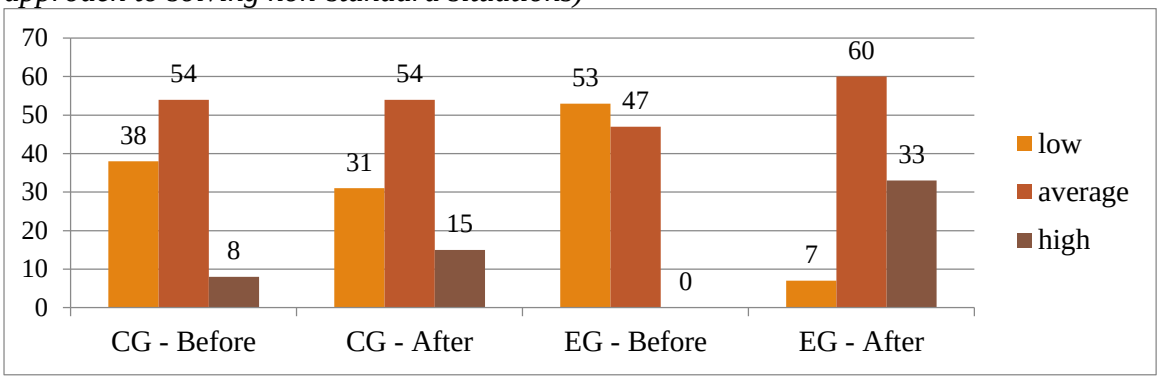
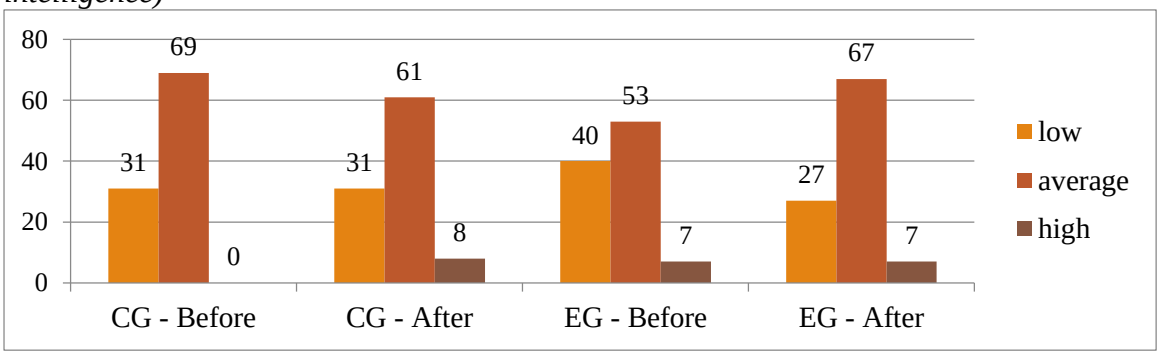


Figure 11

Dynamics of indicator 3 of the personality component of IPCC in future economists (emotional intelligence)



Upon comparing the dynamics across IPCC components, significant changes were observed in the communicative and substantive components, while the personality component exhibited less pronounced dynamics. This can be attributed to the fact that changes in the personal aspect do not occur rapidly and require more time and effort.

Thus, the results obtained from the experimental work provide evidence that the formation of foreign-language professional communicative competence in future economists is effectively achieved through classes implemented using the educational-organizational model based on the contextual approach. This is substantiated by the study's findings, which demonstrate that

students in the experimental group exhibited a significantly higher level of foreign-language professional communicative competence formation compared to those in the control group.

Conclusion

The investigation and analysis of the demands of current job market for economists has shown that high-quality specialist training cannot be achieved without adequate proficiency in a foreign language, particularly in the language specific to the profession. In the hierarchy of employers' values proficiency in foreign languages ranks second after professionalism and work experience.

Having conducted the series of interviews, the researchers figured out several challenges faced by young economists in their professional activities. Thus, practical skills essential for the job are mostly acquired while carrying out professional activity. As foreign language proficiency is not considered the primary tool for future economists, newly recruited specialists may find themselves in the situations of uncertainty.

The formation of foreign-language professional communicative competence in future economists is effectively achieved through a contextual approach to the training process of future specialists. This approach is integrated into the educational and organizational model of the class, which structures the learning process as a simulated situation of professional activity and business communication. The key conditions for the successful implementation of this model are:

- Problem situations of professional activity serve as the fundamental basis of the lesson;
- The problem acts as a catalyst for creativity;
- Collaborative group activity focuses on problem-solving;
- The competitive nature of group work drives swift resolution;
- The success of the group is attributed to the collective effort of all members;
- Problem-solving involves communication, information seeking, and active listening.

Thus, by engaging in the simulated context of future professional activity within the learning process, the learners can plan their course of action and behavior for their future professional endeavors.

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