

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

The application of multimedia technologies in secondary and high schools outlines a perspective for further research.

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OPPORTUNITIES OF ESP

FOR THE 21ST CENTURY SKILLS DEVELOPMENT

Iryna Kulish

Bohdan Khmelnytsky National University of Cherkasy,

Ukraine

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The changes taking place in the modern global society have a great impact on all the spheres involving the system of education and all levels of higher education. The modern social development sets new challenges for a higher school and training specialists of the 21st century. Rapid scientific and technological progress and the processes of integration and globalization determine important requirements for future professionals including high level of professional knowledge and skills, the ability to apply them in modern developing and improving society, as well as the ability to use a foreign language in the situations of professional environment. In addition, a widely accepted problem is continuing education, professional development, and self-education.

The aim of the study is to analyze the skills of the 21st centuries and to determine the opportunities of ESP for developing them in future specialists. The changes taking place in the modern education system, the movement called “21st century skills” distinguish three groups of skills, namely, learning and innovation skills, life and profession skills, and digital literacy skills [P21Framework Definitions, 2009]. The first group of skills involves critical thinking, problem solving, creative and innovative approach, communication and cooperation. The second group includes flexibility, adaptability, initiative, autonomy, productivity, accountability, leadership, responsibility, as well as social and intercultural skills. The skills of the third group are related to media, search engine marketing, analytics, content marketing, strategy, planning, and other modern means of communication [P21Framework Definitions, 2009].

The opportunities of ESP are powerful in this context. The motivation component is a key aspect in learning a subject. Learning ESP, the students deal with material related to their future profession; therefore, it is interesting and relevant for them. In addition, the connection of learning a foreign language with the students' future profession helps them to master this discipline, as students are aware of the purpose of learning a foreign language, i.e. to use it in a professional context, and are aware of the true context of the discipline because at the same time, they master professional knowledge and skills while learning their professional disciplines. Thus,

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learning ESP is based on certain (sufficiently or insufficiently formed) skills of a foreign language of general orientation and on certain knowledge and skills of professional orientation. Therefore, ESP syllabus is based on the evaluation of foreign language learning goals, students' needs in learning ESP, and the evaluation of foreign language functions in future professional activity of students.

The content features of ESP provide powerful opportunities in developing important 21st century skills as learning and innovation skills, life and profession skills. The communicative approach is based on the idea that successful learning of a foreign language comes through communication in real conditions, whereby students learn to use the language in the professional environment. The task of a teacher in this context is to create a favourable atmosphere for communication and professional orientation to use the language in real conditions. The students' task is to use their knowledge and skills formed while learning ESP, special knowledge and skills formed while learning special disciplines, as well as general educational knowledge and skills and apply them in communication in professional environment.

***PEER PERFORMANCE EVALUATION
AS A TOOL PROMOTING DEVELOPMENT OF
STUDENTS' INTERDISCIPLINARY SOFT SKILLS***

**Natalia Orlova,
Lecturer of the Institute of Foreign Languages,
Bohdan Khmelnytsky National University of Cherkasy,
Ukraine**

Nowadays, educators pay much attention to preparing university students for productive graduate work in their sphere of study. This involves creation of a particular dynamic mindset of a specialist who will not simply accept and fulfil instructions submissively, but will be a proactive, independent, flexible and mobile expert. One of the