

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

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 21<sup>st</sup> 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***

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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

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goals of contemporary higher education in Ukraine is to focus on the production of qualified professionals of multiple competences who would be competitive in the European and world labour markets. Multi-competence takes into account the presence of not only specialised and professional competences, but also integral or universal ones, which are in some way related to the future professional and social life of graduates. Moreover, attention should be drawn to the formation and development of a number of social-psychological or soft skills, known as human skills, covering leadership and managerial skills, skills of effective communication, the ability to resolve conflict situations and so on. Despite the conventional opinion, it is possible to develop such competencies for the benefit of further professional activity of university graduates not only during the students' learning activity, but also in the process of evaluation both of the learning process and its outcomes. Being involved into peer performance evaluation, students develop new essential skills and competences. Moreover, students' active participation will increase their autonomy and engagement in the learning process. It will as well enhance the degree of responsibility towards their own learning and that of other peer students. The additional advantage of peer performance evaluation is that as a result, students will focus on the aspects of their work under evaluation, thereby improving the quality of it. Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of their ability for critical analysis and critical way of thinking.

As a process, student peer performance evaluation is supposed to include the following components, such as articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will serve a highly useful instrument for preparation of university students for their future successful and productive functioning as employees

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with a shaped pro-active mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

Implementation of peer performance evaluation in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is usually placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens.

### ***THE PROBLEMS OF MOTIVATION IN EDUCATIONAL PROCESS AND WAYS OF THEIR SOLUTION***

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The problem of motivation of educational activities is one of the most theoretically investigated in pedagogics but at the same time is one of the most difficult questions in practice of educational process.

Human activity is directed by a lot of different motives. It is possible to distinguish intrinsic motives and extrinsic motives.

Human needs, emotions, and interests are at the top of intrinsic motives.

Extrinsic motivation is not directly related to the content of studies, it depends on external circumstances. Extrinsic motives include goals that arise in a particular situation (environmental factors).