

ные темы. Задачей преподавателя является обеспечение презентации оригинального текста и организация эффективных заданий, развивающих речевые умения и навыки студентов, необходимые в их будущем профессиональном общении.

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NEW TECHNOLOGIES IN TEACHING «SOFT SKILLS» TO UNIVERSITY STUDENTS

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Universities all over the world are seeking to equip their graduates with specific «soft» skills to complement traditional «hard» skills so they can live in a rapidly changing and dynamic world. While hard skills are relatively straightforward to

define, foster and upgrade the same cannot be said for soft skills, despite the latter being increasingly acknowledged as equally, if not more, important. This paper suggests the analysis of «soft skills» and the most effective technologies applied while teaching a foreign language at university.

Keywords: «soft skills»; new technologies; presentations; critical thinking.

ПРИМЕНЕНИЕ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ «ГИБКИМ НАВЫКАМ» В УНИВЕРСИТЕТЕ

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Университеты во всем мире стремятся вооружить своих выпускников особыми «гибкими» навыками в дополнение к традиционным «жестким» навыкам, чтобы они могли жить в быстро меняющемся и динамичном мире. В то время как «жесткие» навыки относительно просто описать, развить и совершенствовать, нельзя сказать того же о мягких навыках, несмотря на то, что последние все чаще признаются более важными. В статье предлагается анализ «мягких навыков» и рассматриваются наиболее эффективные технологии, применяемые при обучении иностранному языку в вузе.

Ключевые слова: «мягкие навыки»; новые технологии; презентации; критическое мышление.

Employers especially value employees with well-developed soft skills or «flexible» skills. They develop throughout life, and in some periods — especially intensively. One of them is the period of study at the university. We will analyze what soft skills can be pumped to the maximum for students.

Skills are usually divided into «hard» (or «hard skills») and flexible (or «soft skills»). Hard skills are professional skills that are needed to perform specific tasks at work. Soft skills or trans-professional skills help to do this. Among them is the ability to get along with people, quickly navigate in an unfamiliar situation, and correctly manage one's time.

People with a high level of stress resistance, developed communication and the inclinations of leadership do their job much faster and more efficiently. Therefore, employers especially appreciate employees who have certain soft skills.

Students consider the university as a place where they can get professional training. But, actually, the possibilities of university education are much wider. Its format is maximally conducive to getting rid of many complexes and developing soft skills.

These are far from all the soft skills that university education helps to develop. Students can pump even more skills and personal qualities. The main thing is not to focus only on studying and use all the opportunities offered by the university.

Recently, in some large companies, digital (related to hard skills) and cognitive (related to soft skills) skills have been separated into two separate categories. Thus, a list of four groups is obtained:

Hard Skills — professional skills and knowledge necessary for a particular specialty. A graduate of any university should come out with «hards».

Hard skills are traditionally actively taught in undergraduate studies, laying the foundation for implementation in a future profession. But while teaching hard skills, you need to develop other categories of skills. Hard skills are what the graduate will have «at his fingertips», what he will be able to put into practice without hesitation. On top of the «hards» are superimposed elements of digital, flexible and cognitive skills that should make the student a holistic person and a professional.

Soft Skills — skills related to the personal qualities of a person, for example, the so-called 4-K competencies: critical thinking, the ability to cooperate and communicate, creativity.

Digital skills are a set of skills in the use and application of information technology. At present, everyone should possess them to one degree or another, regardless of the type of activity.

Cognitive skills include structural-systemic vision, emotional-figurative and logical thinking, the ability to ask questions, predict the future, formulate hypotheses, draw conclusions, etc. They are now coming to the fore in demand. The pandemic has revealed the demand for just such a way of managing: you need to make decisions quickly, see the system in which you work, comprehensively, think ahead, have a certain visionary thinking.

Communication is an important skill that helps one make friends, present oneself well, and perform professional tasks more effectively. At the university, you need to communicate with a large number of students and teachers, each of whom has his own character and habits. This teaches to find a common language and negotiate. Moreover, the university is a platform for various forums and seminars, video conferences, on-line webinars where representatives of other universities and partners are invited. This creates conditions in which it is easier to get rid of the fear of communicating with strangers.

Another skill that is being developed in the large university community is *emotional intelligence*. Constantly observing different emotions develops the ability to understand them, the reasons they are caused, as well as how they affect others. This helps students control themselves and make more informed decisions. Emotional intelligence belongs to the category of flexible skills and includes recognizing emotions, intentions and desires, understanding the motivation of both others and yourself, how you react to the events and actions of other people, how your reaction is reflected in the team. Also, the skill of self-regulation is becoming increasingly important—the ability to set personal boundaries, to do everything so as not to burn out. The more capable you are of self-regulation, the more valuable you become.

Speaking in front of strangers causes stress and fear for many people. The university treats such complexes very well. Students simply have no choice — they need to speak at seminars, defend course and diploma projects. When you do this constantly, the fear of *public speaking* goes away or at least becomes less.

Knowledge and time management. Having access to information is important. More importantly is to know how to use it. Navigating large volumes of materials, being able to choose the right sources, applying theoretical knowledge in practice — all this students practice when preparing for seminars, web-quests, presentations, group projects, creating mind-maps, taking part in different simulations and case-studies, etc. By the way, during this training, they learn to manage their time.

Stress resistance. During periods of physical and psychological stress, we experience stress. If you manage it, it is easier to manage your resources and make decisions. One of the periods when students learn to adapt to stress and overcome is the exams. In addition to those, conferences and forums are constantly held at the university, and participation in which also helps to cope with anxiety.

Talking about skills, one cannot fail to mention emotional intelligence and everything related to adapting to constant changes. Emotional intelligence belongs to the category of flexible skills and includes recognizing emotions, intentions and desires, understanding the motivation of both others and yourself, how you react to the events and actions of other people, how your reaction is reflected in the team. Also, the skill of self-regulation is becoming increasingly important — the ability to set personal boundaries, to do everything so as not to burn out. The more capable you are of self-regulation, the more valuable you become.

Students need opportunities to be active participants in tasks that require them to practise communication. It involves sharing experiences in a particular situation. Simulation is a kind of technique that consists of the scenario of role-play. In some cases, simulation is similar to role play except that in a simulation the participants are free to take their own decisions and are not directed in any way by constraints laid down on a role play. One of the most distinctive features of simulation, which makes it acceptable at all levels of teaching, is that the technique succeeds in creating motivation in learners. Through active discussion, students discover how the language works, but not only sorting and ordering the information they gathered and relating it. The teacher in all possible ways guides the students but it is the students who actually discover for themselves how they can effectively carry out the acquired information, that they received from simulation activities [1, p. 28; 2, p. 131].

One of the effective teaching techniques is the «Six Thinking Hats» method which involves is the idea of parallel thinking. Parallel thinking is constructive thinking, in which different points of view and approaches do not collide, but coexist. The «Six hats method» is a simple and practical way to overcome the difficulties of practical thinking such as excessive emotions, feelings of helplessness or insecurity, lack of system by dividing the thinking process into six different modes, each of which is represented by a hat of a certain color. Putting on a hat of a certain color, a person chooses at the moment the type of thinking that is associated with it. Each of the six hats corresponds not only to a certain colour, but also to a specific type of thinking or analysis, and the associated behavior pattern [3, p. 200; 4, p. 381].

There are three essential components in higher education: the universal knowledge with which the student must graduate; the possibility of self-knowledge; an environment in which you can experiment and make mistakes.

A university is not only a conductor of knowledge and skills, but also a demanding «interlocutor» for the student, which helps to cultivate independence: in searching for information, overcoming difficulties, building communications, etc.

The third component of higher education: an environment that can be called a «safe heaven». A place where there is every opportunity to learn how to make mistakes, receive constructive feedback, including negative feedback, overcome fear and move towards your goal. In fact, due to the stereotypes that have developed in society, it is quite

difficult to teach adult and mature personalities to make mistakes. This is the ability to set up an experiment, formulate a hypothesis, come to certain results, often negative, because a negative result is no less valuable, and more often even more significant than a positive one.

A culture of experimentation, a culture of error where you learn from and move on quickly is what should be an important part of modern university education.

The goal of higher education is, first of all, to teach how to work with information and form the basic skills of its processing, to provide a safe and comfortable environment in order to develop universal human values in students.

When a graduate submits a resume in response to an open position, many employers look at which university the candidate graduated from. At the same time, regardless of the grades in the diploma and the prestige of the university, recruiters, along with the presence of mandatory professional knowledge and skills, will definitely check personal qualities: flexibility, the ability to quickly adapt, save resources for what is needed, not be distracted, cope with failures, fight burnout, helping colleagues and constantly learning new things — just all those soft skills that a student gains while studying at a university.

Who will be more in demand in the future: multidisciplinary specialists or experts in one field? There is no universal answer — most likely, both will be in demand. There must be a certain balance between these two extremes. A conditionally «balanced» specialist can be described by the T-model.

The concept of T-Shaped Skills divides all knowledge and skills into two areas: vertical and horizontal.

The vertical indicates a high level of competence in a narrow professional area, and the horizontal indicates the amount of knowledge and skills from related areas. Therefore, T-specialists, in addition to deep professional expertise, can boast of quite impressive knowledge and developed skills in other areas. This combination of professional and trans-professional skills suggests that T-people easily adapt to changing conditions of activity, learn easily and are ready to open new horizons.

The T-Shaped Skills model is an excellent guide for a generation that will have to change their occupation and type of activity more than once in their life. If we take this concept as the basic model for the development of a young specialist, then we can say with a high degree of probability that he will succeed in his professional implementation.

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ФОРМИРОВАНИЕ АКАДЕМИЧЕСКОЙ ГРАМОТНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ: МЕЖДИСЦИПЛИНАРНАЯ ИНТЕГРАЦИЯ

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Формированию академической грамотности будущих специалистов уделяется все больше внимания как в России, так и за рубежом. Однако довольно часто у обучающихся наблюдается недостаточно высокий уровень представления научных результатов. Анализ исследований показал, что данная проблема возникает из-за слабой междисциплинарной интеграции в обучении академическому письму. Теория и методика профессионального образования обобщена в контексте междисциплинарной интеграции и применена к процессу формирования академической грамотности будущих научных и научно-педагогических работников в условиях аспирантуры и адъюнктуры. Проведенное исследование свидетельствует о том, что формирование академической грамотности на принципах междисциплинарной интеграции способствует не только формированию навыков научной коммуникации, но и включению будущих специалистов в научно-профессиональное сообщество.

Ключевые слова: академическая грамотность; академическое письмо; научная коммуникация; междисциплинарная интеграция; будущие специалисты.

ACADEMIC LITERACY DEVELOPMENT AMONG FUTURE SPECIALISTS: INTERDISCIPLINARY INTEGRATION

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