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ОБУЧЕНИЕ СТУДЕНТОВ НАВЫКАМ 21 ВЕКА: ТЕОРИЯ И ПРАКТИКА

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TEACHING STUDENTS TO LEARN 21 CENTURY SKILLS: THEORY AND PRACTICE

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Аннотация. *в статье представлены исследования об использовании инструментов онлайн-обучения и ИКТ в образовательном процессе для всех уровней высшего образования на основе данных, полученных в ходе экспериментальной практики.*

Abstract. *The article introduces the research of using online learning tools and ICT in the educational process for all levels of Higher Education based on the data obtained during the experimental practice.*

At present higher educational institutions are integrating into a global educational space. As a result, development of Information and Communication Technologies (ICT) implemented in educational process at Crimean educational institutions at various levels, including additional professional education, becomes relevant. This trend is connected with the blended learning introduction, its effectiveness and feasibility in developing students' learning autonomy [1].

Based on the analysis of literary sources and the conducted practical experience, the author presents and substantiates blended learning peculiarities, including Communication technologies and online learning tools or eLearning tools (ELT), which stimulate the development of modern digital educational environment for students.

Nowadays it is acknowledged that a certain level of language ability is required in order to teach language effectively, however any minimum language level required of the teacher is likely to vary depending on the teaching context and language levels of the group of learners being taught. The problem of using online educational platforms and resources is relevant. We analyzed factors of online education experience which are important for online education implementation in the foreign language teaching process [2].

We conducted a research on the descriptions of 2 categories of the Cambridge English Teaching Framework ('Learning and the Learner'; 'Teaching, Learning and Assessment'; 'Language Ability'; 'Language Knowledge and Awareness'; 'Professional Development and Values'). According to the 21 century skills we highlight such

descriptions: understanding of teaching and learning, increasing sophistication in planning, decision-making, teaching skills and reflection. Each category of the framework includes the components: Learning and the Learner component involves theories of first (FLA) and second language learning (SLA); language-teaching methodologies; understanding learners; Teaching, Learning and Assessment component involves planning language learning; lesson planning; course planning; using digital resources: familiarity with digital teaching/learning (blended learning, flipped classroom); core principles and techniques for selecting and using digital/online resources, where available, as a resource for learning (digital videos, podcasts, learning platforms); key practical skills (computer skills, typing, searching the internet, finding web-based materials, use of social media); demonstration of the ability to use some or all of these techniques and skills effectively in a specified context in order to achieve desired learning outcomes and promote learner autonomy; managing language learning skills: creating and maintaining a constructive learning environment; responding to learners; setting up and managing classroom activities; providing feedback on learner language [3].

At present when the globalisation and internationalisation of higher education are discussed, the role of students' and teachers' professional competence development in an educational institution using online platform has not discussed enough. There are many ways by which students can become actively involved in the learning process. Technology influence on new ways of teaching and learning. On-line training course on leading on-line platforms is an up-today trend in education [1].

In our practice we use the online platforms for students' and teachers' learning and language learning achievement presenting and assessing their skills. We focus on the opportunities for implementation of online education for improvement of higher pedagogical education in the foreign language teaching process. There are examples of some on-line courses for students and teachers:

1) Supporting English Learners: Resources for Leaders (https://online.stanford.edu/courses/gse-y0029-supporting-english-learners-resources-leaders) – This course provides a set of resources designed to support educational leaders in driving educational change for English Learners.

2) Creating Effective Online and Blended Courses (https://online.stanford.edu/courses/gse-yopen-creating-effective-online-and-blen ded-courses). Creating Effective Online and Blended Courses was produced by the Open Learning Initiative at Stanford University with contributions from the Vice Provost for Teaching and Learning at Stanford University.

3) Blended and Online Learning Design from Stanford (https://online.stanford.edu/courses/tds-ybold-blended-and-online-learning-des ig n-stanford). Blended and Online Learning Design is a guide to creating digital learning content at Stanford.

We set the students the task of investigating tools, and discuss which they could use to create their own projects. The foreign language online platforms were analysed by the undergraduate students in the process of studying discipline "Teaching foreign languages in the higher education institutions": Future Learn – https://www.future-learn.com; Yale – https://oyc.yale.edu/courses; Canvas – https://www.canvas.net; Stanford Online – http://online.stanford.edu/courses; Alison – https://alison.com; Openlearning – https://www.openlearning.com; Genius English – https://geniusenglish.ru; Khan academy – https://www.khanacademy.org; Lingualeo – https://lingualeo.com/ru [1].

They use such materials for preparing and conducting their own microteaching lessons: Using Virtual Scenarios To Create Effective Learning; An Intermediate Guide to Writing in English for University Study; Creating Effective Online and Blended Courses; English as a Medium of Instruction for Academics; Teaching Online: Reflections on Practice [4].

Participating in different online courses we are looking for necessary information and resources. One of them is The Global Scale of English (GSE) Teacher Toolkit. The Global Scale of English Teacher Toolkit is a free, online database that brings together 2,000 learning objectives, 450 grammar and 39,000 vocabulary, more than 200 job profiles, all mapped to the GSE and CEFR https://www.pearson.com/english/ about/ gse/teacher-toolkit.html. You can find level appropriate learning objectives, grammar and vocabulary, a global standard of reference that caters for every type

of English and type of learner, take the guesswork out of learner progress; collaborate with thousands of teachers from around the world.

The last researches are devoted to a practice-based exploration of technology in assessing English language teaching (ELT) and changes that have taken place in the area of assessment [2].

To begin the course we need to understand what evaluate. When we start working with undergraduate students from different specialties, especially undergraduate students with different levels of English, we choose the type of student and type of English we're interested in and then use the GSE/CEFR slider to select the right level. The toolkit's functionality makes it quick and easy to search for the most level-appropriate content to support your lessons or use it to adapt your curriculum to meet the needs of your students (tab.1).

Table 1 – Search for level-appropriate content

Who are you teaching?	Choose a range on the GSE / CEFR									
	< A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2
Choose Learner	10	22	30	36	43	51	59	67	76	85 90
Choose Skill	Q Filter search results with a word or phrase…									

There are practical uses of the Teacher Toolkit:

1) for curriculum improvement: adopt the Global Scale of English as a framework; raise standards in teaching and learning; align curriculum to meet our learners' needs;

2) for lessons: set goals using the learning objectives; discover free downloadable grammar exercises; practice pronunciation with audio files;

3) for mixed ability classes: personalize learning paths; measure progress across the 4 skills; improve feedback for learners;

4) for curriculum design: review our program for gaps; design curriculum to meet the specific needs of our learners; set standards across an institution, department or program.

In conclusion we can say that the most students have used ICT tools in their autonomous learning. Online learning tools and ICT technologies are applied in the system of Professional Training at Sevastopol State University. The students are taught

to use new educational technologies while developing and presenting their team projects. The development of ICT and intercultural communication students' skills in the conditions of blended learning will influence effectively the quality of professional training of future specialists of humanities.

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