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H. S. SKOVORODA KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY
University of Manchester (the United Kingdom)
Journal Revue internationale d'éducation de Sèvres (France)
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Mid-West State University – UNICENTRO (Brazil)
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CONFERENCE PROCEEDINGS

**II International Scientific &
Practical Conference**

LEARNING & TEACHING:

**after War and
during Peace**

(Kharkiv, Ukraine)

10 November, 2023

KHARKIV – 2023

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MANCHYNSKA, Nataliia, & VASYLENKO, Sofiia	
MIGRATION OF STUDENTS AS A RESULT OF THE WAR: SHORT-TERM AND LONG-TERM CONSEQUENCES	101
MARGOLIN, Adrian	
MEMES AS TEACHING TOOLS.....	102
MAZEPA, Iryna	
RETELLING IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE	104
MELNIKOVA, Olena	
IMPACT OF ARTIFICIAL INTELLIGENCE ON SOCIETY	105
MIROSHNYCHENKO, Anhelina	
THE PROBLEM OF MOTHERHOOD IN MODERN WORKS ABOUT WAR.....	106
MISHCHENKO, Yuliia	
FEATURES OF DEVELOPING OF ECOLOGICAL COMPETENCE OF STUDENTS ON THE EXAMPLE OF STUDYING THE PROPERTIES OF DETERGENTS.....	108
MIZIAK, Oleksandra	
THE IMPACT OF LINGUISTIC ENVIRONMENT ON THE DEVELOPMENT OF BILINGUAL COMPETENCE IN STUDENTS	110
MOSKALENKO, Ruslan, & GOLENKOVA, Yuliia	
DESCRIPTION OF MEANS FOR DEVELOPING SPECIFIC ENDURANCE IN SPORT SAMBO	111
MUDRYK, Olena	
MOTIVATING CADETS IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS TO LEARN ENGLISH DURING AND AFTER WAR	113
MUKHINA, Tetiana	
DIGITALIZATION AND DIGITAL TECHNOLOGIES AS THE KEY TO SUCCESSFUL EDUCATIONAL PROCESS IN THE POST-CONFLICT PERIOD.....	114
MYROSHNYCHENKO, Mykhailo, KUZNETSOVA, Milena, BIBICHENKO, Victoria, & MYROSHNYCHENKO, Serhii	
THE IMPACT OF EXTERNAL POSITIVE MOTIVATION FOR OBTAINING EDUCATION AMONG STUDENTS OF A MEDICAL UNIVERSITY	115
NAGAYEV, Viktor, GERLIAND, Tetiana, SAHACHKO, Yuliia, & CHALIY, Igor	
DIDACTIC FOUNDATIONS FOR MANAGING STUDENTS' INDEPENDENT WORK IN THE CONTEXT OF SMART EDUCATIONAL TECHNOLOGIES.....	116
NIKOLAIENKO, Yuliia	
COLLABORATION SKILLS DEVELOPMENT WHILE TEACHING ENGLISH TO UNIVERSITY STUDENTS.....	118
NOZDRACHOVA, Daria	
POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN CHEMISTRY LESSONS DURING DISTANCE LEARNING	119
OLEFIRENKO, Nadiia	
METHODS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN EDUCATION.....	120

NIKOLAIENKO, Yuliia

<https://orcid.org/0000-0002-4635-2461>

National University «Yuri Kondratyuk Poltava Polytechnic», Ukraine

COLLABORATION SKILLS DEVELOPMENT WHILE TEACHING ENGLISH TO UNIVERSITY STUDENTS

The **purpose** of the abstract is to analyze the peculiarities of collaboration skills development while teaching English to university students.

Results. Collaboration skills belong to key soft skills which are in high demand in labor market and extremely significant for a successful career. Collaboration skills refer to the capacity of an individual to interact and cooperate with other individuals in a group in order to contribute effectively to reaching common goals. These skills include building shared understanding of the task that must be done by a group (communication, search for information, division of responsibilities); contributing (participation in group activities) and regulating (contribution evaluation, resolving differences and conflicts, adaptation of behavior for better cooperation).

In order to develop collaboration skills effectively it is necessary to establish special conditions while teaching English. This can be achieved by means of integration of all communicative language activities (listening, reading, speaking and writing), creating English speaking environment in the classroom, use of interactive technologies and increasing students' motivation to participate actively and practice their skills.

The first stage deals with building students' awareness of the term "collaboration skills". It can be done not only in the form of teacher's explanation. There is a number of more interesting activities, such as brainstorming, students' search for information in various sources with further discussion or debates. The second stage is organizing activities for soft skills development mainly in peer or group work: 1) communicative situations; 2) role plays and business games; 3) active listening (groups receive different questions, after listening students change groups and work together representing their parts of information); 4) project work; 5) guided discovery (for presenting new grammar rules and constructions); 6) learning by teaching (a student plays a role of a teacher and gets a task to explain something new to his / her partner, then they change their roles); 7) creative tasks (write a story, a blog, make a video, an ad etc.). To make the process of collaboration skills development successful a teacher should maintain a continuous support and feedback while students work in groups. The third stage deals with the process of evaluation when students analyze their work and results focusing on their contributions. This stage can be the most difficult for students if they lack reflection skills. To facilitate this process it is recommended to a teacher to prepare a list of questions for students' self-evaluation, e.g. 1) Was it easy / difficult for me to work in this group? Why? 2) What did I do the best? 3) How can I improve my contribution next time? etc.

Conclusions. While teaching English at university it is important to provide special conditions and organize activities to practice collaborations skills which students need for their personal and professional development.