TÍTULO: La implementación de métodos de interacción oral como herramientas eficientes para mejorar las habilidades del siglo XXI del inglés con fines específicos de capacitación en las escuelas superiores de Ucrania.

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RESUMEN: El documento aborda la investigación en la que la discusión profesional en inglés se considera una herramienta eficaz para mejorar el conocimiento y las habilidades lingüísticas de los estudiantes durante el entrenamiento de inglés con fines específicos (ESP) en las escuelas superiores de Ucrania. Los autores se concentran en las etapas y componentes del entrenamiento. 100 futuros profesionales en el campo del emprendimiento social internacional participaron en la investigación. Esta investigación ha demostrado claramente que brinda a los futuros profesionales en el campo del emprendimiento social internacional la oportunidad de mejorar habilidades tales como el pensamiento crítico, la creatividad, la colaboración, el aprendizaje activo y la comunicación durante la capacitación.

PALABRAS CLAVES: discusión profesional en inglés, Inglés con fines específicos, interacción oral, habilidades del siglo XXI, profesionales en el campo del emprendimiento social internacional.

TITLE: The implementation of spoken interaction methods as efficient tools to improve 21st century skills in English for specific purposes training in Higher schools of Ukraine.

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ABSTRACT: The paper deals with the research in which English professional discussion (EPD) is considered as an effective tool for improvement of students' language knowledge, skills and abilities during English for specific purposes (ESP) training in Higher schools of Ukraine. The authors concentrate on the stages and components of EPD training. 100 future professionals in the field of international social entrepreneurship took part in the research. This research has clearly shown that it gives future professionals in the field of international social entrepreneurship opportunity to improve such skills as critical thinking, creativity, collaboration, active learning, and communication during ESP training.

INTRODUCTION.

The modern world is a place of sustainable changes due to the information technology development and globalization processes, so that to meet the current professional requirements, students need to improve their skills and abilities constantly as well as change their professional identity. More recently, Ukrainian economics needs highly qualified professionals in the field of international social entrepreneurship as far as the level of international cooperation increasing and representatives of local and regional authorities start participating in the international relations.

Social entrepreneurship is considered as a real business model that creates opportunities to help others without the infringement of values and rights of the project authors. In Ukraine the first purpose of this activity is to achieve social impact. The achievement of economic effect is considered as the second purpose. In other words, the social effect is the main result of the project, but not a peripheral one. Thus, the support and development of professionals in the field of international social entrepreneurship loses its status of purely personal choice and becomes a matter of developing the phenomenon of professionalism as a certain quality of social activity.

The leading stratification criterion in modern society is professionalism as a social characteristic. Therefore, the 21st century specialist in the field of international social entrepreneurship performs fixed and defined social functions and needs to possess 21st century skills such as critical thinking, creativity, collaboration, complex problem solving, decision-making, active learning, and communication, which may include active listening, speech clarity, fluency of ideas etc. (Chu et al. 2016). In this regard our research explores the implementation of English professional discussion during the English for specific purposes training as a tool that can help students to possess, increase, and improve their 21st century skills.

DEVELOPMENT.

Theoretical background.

The global political and socio-economic changes that have taken place in Ukraine over the past few years related all the spheres of public life. Higher education in Ukraine is subjected to significant changes. Since 2016 British Council's project "English for Universities" has united a lot of higher education institutions.

The main purpose of the project is to harmonize the national higher education system and contribute to the formation of general European market of highly skilled professionals. It also has led to changes in the training requirements for different kinds of specialists. At the present stage, the

higher education in Ukraine faces many tasks. They are to develop balanced personality, who possess a high level of common culture, who is ready to think globally, to train professionals able to adapt freely in the professional direction and to communicate freely at the international level (Bolitho & West, 2017; Borg, 2019).

ELT experts (Richards & Rodgers, 2001) believe that the effective performance of English professional discussion will increase productivity of communication by 2-20%, but the effectiveness of professional discussion during ESP training is not measured only with numbers. It is the most important factor of personal development, ensuring the active life position of each student; means of their personal realization. In this regard, policies in the field of ESP training should be aimed at the achievement of following interrelated goals: to promote the development of personality, to increase mobility of students, to improve students' qualification.

Scholars (Hyland, 2007; Long, 2007) define two levels of English professional communication: actional (informational) and professionally oriented (conventional).

It is believed that a professionally oriented level is characterized primarily by a clear role differentiation. Its main aspects are as follows:

- Implementation of partner adoption tactics.
- Realization of partnership situation according to the professional role.
- Presentation according to the professional role.

Taking into account the goals and objectives of the particular professional situation and the roles of partners, it can be considered that English professional discussion is a direct mutual communication in the professional field.

There are three dominant features of English professional discussion training:

1) The leading role of discussion as the most effective type of students' mental activity sophistication.

2) Systematic reproduction and full assimilation of resources as a prerequisite for clear understanding and solving of professional situations.

3) Amplification of the content of communication by moving from the content analysis of professional situations to their synthesis (Tajeddin & Alemi , 2018).

English professional discussion is an accurate consideration of topical issue (that usually has its own pros and cons) in a form of spoken interaction. The purpose of the EPD is to solve a topical issue in the process of logical and consistent argumentation and counter argumentation.

English professional discussion provides students with joint activity, cognition, and knowledge, which means that each student makes his or her own individual contribution to the process of communication. It helps students to exchange knowledge, ideas, and ways of activities. At the same time, during passing different stages of EPD training students develop different important skills such as critical thinking, creativity, collaboration, active learning etc. Moreover, if EPD runs in a positive atmosphere and atmosphere of mutual support, it allows students gain new knowledge. It also develops skills connected with thinking, living, and activity that leads to higher forms of collaboration.

During EPD, students try to solve a particular professional problem that is why EPD training is a problem-based method of teaching. During EPD training, students make a kind of professional guided-discovery like researchers. However, things that are considered as goal for a researcher, is only a means of training (in the ESP learning process the goal is to acquire knowledge known to experienced professionals in the field of international social entrepreneurship, but new for students, even to possess a certain way of professional activity).

For future professionals in the field of international social entrepreneurship the real discovery is a solution of professional problems that was found during EPD (McDonough & Shaw, 2003). However, such a discovery in the learning process occurs in specially organized conditions, which

are intended only to imitate the conditions of creative activity of professionals in the field of international social entrepreneurship.

From the psychological point of view, EPD is also considered as a process of solving a problem by mutual exchange of opinions, ideas of participants or comparison of their arguments. Burns & Griffith (2018) state that EPD increases the effectiveness of the learning process, allows students to be active due to their participation in problem-based discussion that are relevant to them and their future professional activity.

In the dialogue, the utterance is considered as a transaction, which can be a transactional appeal (to another person) or a transactional reaction (response to the appeal). Richards & Rodgers (2001) believe that transaction is a unit of communication that is not simply directed from one speaker to another, but from the psychological state (mental condition) of one speaker to the psychological state (mental condition) of the other speaker.

Based on the general structure of the EPD, this paper proposes the scheme where the correlation of the EPD structural components such as exposition, pre-discussion, elaboration of concepts, acknowledgement and search for basic information, acknowledgement and search for additional information, argumentation and professional discussion, conclusion and discussion analysis can be followed with three stages of EPD.

The exposition provides students with the topic and problem of EPD. It also includes manifestation of ideas or students' ideas drafting and primary orientation on the topic of EPD. Within the framework of exposition, the primary orientation means that students have a chance to make different comments on ideas included in the EPD. Through this process, teacher gives students the opportunity to apply opposite approaches to solve a professional problem-based situation. Debating points in the professional situations are arranged in a certain order according to the plan of EPD.
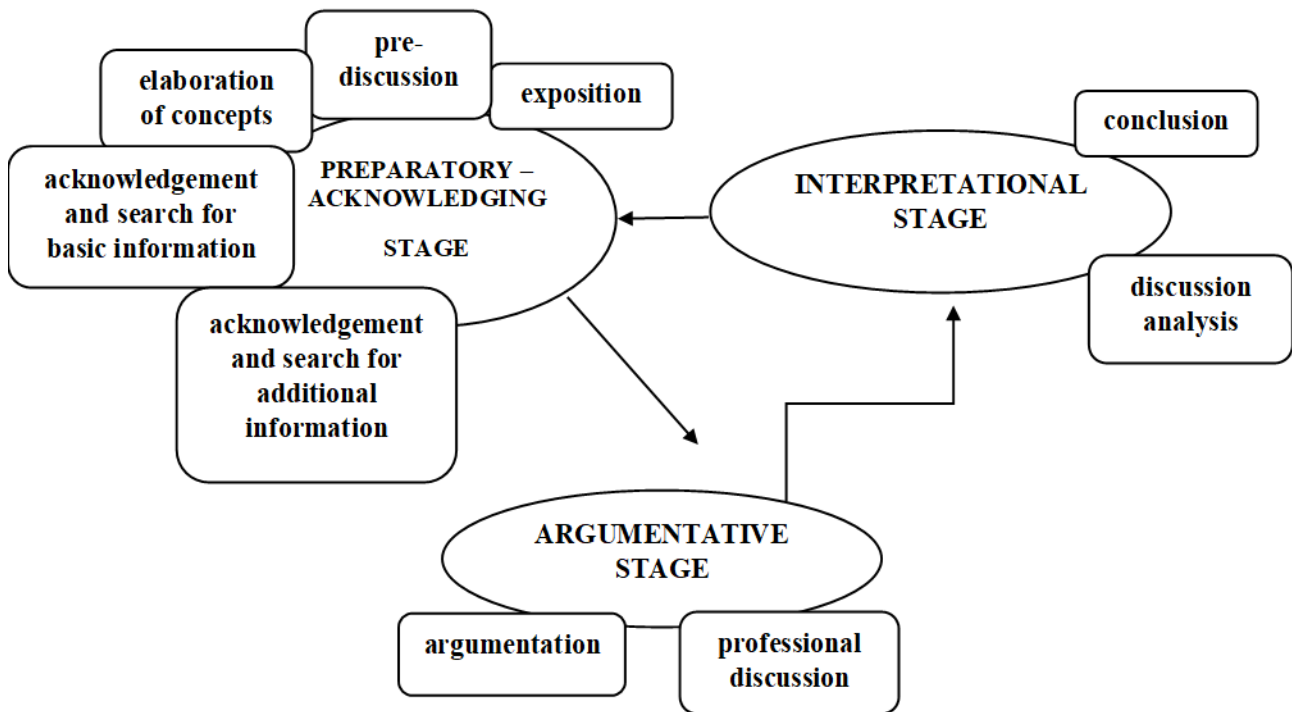
Figure 1 – The correlation between stages and components of English professional discussion.

The next structural component is pre-discussion. The main task of it is a preliminary survey of students' points of view and clarification of their awareness concerning the problems presented in the EPD. As far as English professional discussion is always related to the specialism (profession), it is important that future professionals in the field of international social entrepreneurship know how to speak on topic in their native language, which helps them to follow the next stages of EPD (Simkova, 2012).

The pre-discussion supposes that students provide their primary statements and show that they are aware of the professional issue to be discussed. Professionally related topics in English should not go with anticipation. Thus, students should first get the information on a specific topic in their native language during learning special subjects, and after that different aspects of the professional

topic are provided to students during ESP classes. In order to avoid difficulties, it is advisable that ESP teachers collaborate with EMI teachers (Bolitho & West, 2017).

Pre-discussion also helps to find out how students' points of view concerning topical issues are divided. Following these points of view, the EPD facilitator (teacher or student chosen in the class) takes the first steps to establish a "balance of contradictions". Thus he/she can make stronger the points of view that are presented less, then she/he decides on the volume and ways of new information presenting. Therefore, pre-discussion is usually conducted at the end of the lesson, and before the lesson, where EPD will be performed. So that, students can study the necessary information and complete the first tasks individually at home. For instance, learn necessary vocabulary on the topical issues or functional language to present the specific topic.

A necessary condition for successful pre-discussion is the presentation of a professional topic that students know well, the availability of basic information on the topic, and the acquisition of the necessary educational resources. These tasks need to be partially solved during the preparatory – acknowledging stage.

The work on elaborating the concepts is closely connected with the pre-discussion. In the first case, the EPD is about reaching the agreement about meaning of different professional terms, for instance "What does the attractiveness of an international social entrepreneurship project mean for you?". In the second case, the participants accept the terms from the same point of view, but they have different points of view regarding the project assessment, its values, stages of implementation etc., for instance "How can we make international social entrepreneurship project attractive to the investors?". Elaboration of concepts can still occur at any stage of the EPD where ambiguity needs to be overcame (Simkova, 2012).

One of the main points of the EPD is the acknowledgement and search for basic information. Work with the basic and additional information can take place under the supervision of the ESP teacher or individually (then it should be determined how many hours are spent on the individual work). In the first case, it (work) coincides with the pre-discussion and can be used to develop opposite points of view. Even though, basic professional information must be learned already during the first stage of EPD training (for example, the issues about international social projects may include such basic concepts as internal rate of refund, cost efficient process, entrepreneurship, cost-saving etc.), this vocabulary can be learned during different activities. During the process of acknowledgement and search for basic information students may summarizes already known points of view, discuss additional information, outline the main aspects of the professional problem-based situation.

The usage of basic information during EPD may be combined with the introduction of the additional information. In this case, there are different options for facts regrouping: they can be grouped according to points of view or even separate arguments for and against. While learning additional professional information (usually individually), students can find evidence to support their own points of view.

Individual work is an integral part of EPD training, as far as it increases the responsibility of students for their learning outcomes, and their ability to evaluate themselves that is extremely important (Borg, 2019).

The educational resources for individual work also require special attention from ESP teachers. Due to the fact that Ukrainian students do not have the necessary skills to organize their training without the careful supervision of the teachers, the tasks for individual work should be specially adopted to develop students' autonomous learning. The educational resources for individual work should be accessible to students outside the classroom and be accessible on various sources of information

(print, audio, video, computer programs, the Internet) to support individual learning styles (Bolitho & West, 2017; Borg, 2019).

Work with the basic and additional information can take place individually or it can coincide with the pre-discussion, and can be used to develop opposite points of view.

Then the process of EPD stars. Firstly, students provide their arguments. It is assumed that during the earlier stages of EPD training (exposure, pre-discussion etc.), there have been already developed contrary viewpoints concerning the solution of professional problem and students have enough information to defend their opinions and rebuttal their opponents' viewpoints.

During the argumentation, the development of new viewpoints or the introduction of new information may occur, but the EPD runs on the basis of the work that has been already done (preparatory – acknowledging stage is completed). Using first statements students employ mainly factual information, statements may be divided into different types, for instance pros and cons. Herein after the students' expressions become more independent of the primary information, an EPD runs smoothly, and students use arguments and counterarguments that increase their language level sustainably.

The arguments of presentation are closely connected with the rhetoric and regularity (sustainability). The most important task of EPD managing is to enhance the rhetoric nature of the EPD and ensuring its sustainable nature. Actions to ensure a balanced EPD should be aimed at maintaining sustainability when students discussing professional problem-based issues. This is the task for the facilitator of the discussion, during the first discussion it can be an ESP teacher, and later a student who will play the role of the facilitator. The facilitator of the discussion should anticipate any "run forward" statements, any attempt to react immediately to all the issues under discussion. In such a way, students can be taught consistent thinking and gradual problem solving.

Somewhile, it is important to allow students to "get into conversation", even if EPD no longer meets the requirements of argumentativeness and polemics, and turns to a simple exchange of viewpoints. If EPD is vivid and connected with the professional topic or problem, it has an impact on the development of critical thinking, activate learning, active listening, speech clarity, and leads to the highly developed argumentative skills.

The last component in the EPD structure is its interpretational stage. It includes conclusions and discussion analysis. Students or teacher carry out an analysis to indicate who of participants contributed mostly to the EPD and to the solution of the professional problem being discussed (Simkova, 2012).

We also would like to focus on student autonomy during the learning process. Such autonomy during EPD means for students the opportunity to choose EPD topics independently, choose content and ways of presentation, to set their own priorities, what and how to speak, thereby can be traced the real influence of the students on the tasks, content and methodology of learning (Bolitho, 2017).

Methods.

General Background of Research.

To achieve the goals of the study, the empirical and theoretical methods were used. The theoretical methods used in the study are the generalization of pedagogical and psychological literature to consider the theoretical backgrounds of English professional discussion as spoken interaction method; the comparative analysis to stipulate the stages and components of English professional discussion.

The empirical methods used in the study are the observation of the educational process in those classes where English professional discussion was implemented; the quantitative and qualitative analysis of experimental data to show the level of development of 21st century skills during English

for specific purposes training in Higher schools of Ukraine with the implementation of English professional discussion.

Participants.

To illustrate the level of the development of 21st century skills with the implementation of EPD during ESP training, the study was carried out among 100 future professionals in the field of international social entrepreneurship.

The future professionals in the field of international social entrepreneurship are students of the third and fourth year of studying from the Faculty of Sociology and Law, and from the Faculty of Marketing and Management Igor Sikorsky Kyiv Polytechnic Institute.

The sample was divided into four groups of students (TG-1, TG-2, AG-3, and AG-4) that were of similar size (25 students). Four groups participated in the testing studying from September 2018 to May 2019. Two testing groups of future professionals in the field of international social entrepreneurship participated in ESP training where such method of spoken interaction as English professional discussion was implemented and two academic groups of future professionals in the field of international social entrepreneurship experienced ordinary ESP training (where such activities as reading, listening writing, and speaking were used in equal proportions).

Results.

The quantitative and qualitative analysis of experimental data indicates that testing groups where such method of spoken interaction as English professional discussion was implemented during ESP training demonstrate better results than academic groups with ordinary methods in ESP training.
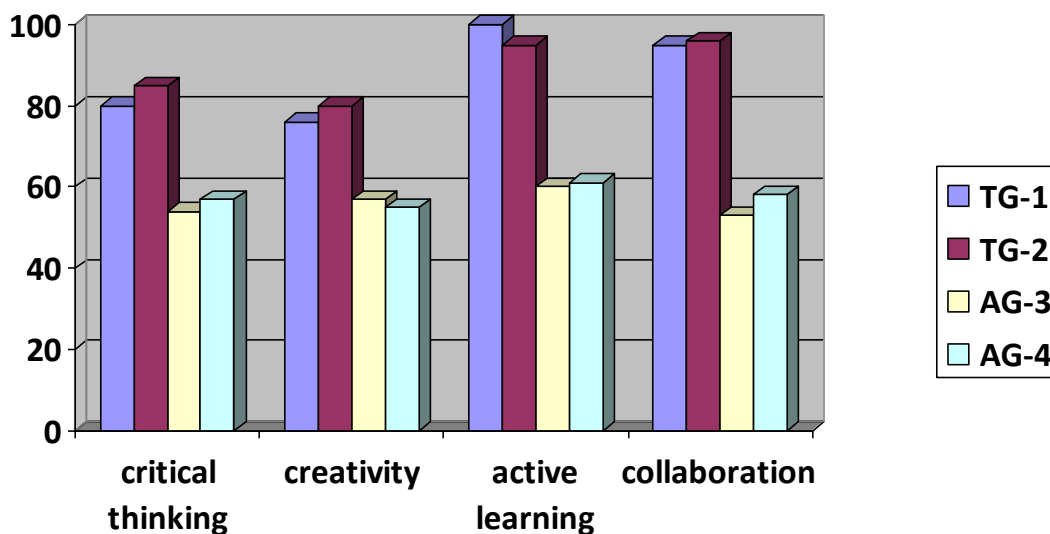
Figure 2 – The quantitative and qualitative analysis of experimental data during ESP training.

Considering data provided in Fig. 2, we can see that students from testing groups (TG-1 and TG-2) show better results in the development of such skills as active learning and collaboration, however the creativity (TG-1 – 76% and TG-2 – 80%) and critical thinking (TG-1 – 80% and TG-2 – 85%) needs further improvement and implementation of the additional methods such as role-plays, professional battles, gamification etc.

At the same time, students from academic groups (AG-3 and AG-4) show lower results in the range of considered skills. Thus, students show that their level in such three skills as critical thinking, creativity, and collaboration is not above 60 %, while active learning is the mostly developed skill for these groups (AG-3 – 60% and AG-4 – 61%).

Whereas, we suggest that it is advisable to pay attention to combining of English professional discussion with other interactive methods, for instance role-playing, gamification, project work etc. Inasmuch the effectiveness of students training during EPS classes depends on sufficient opportunities that are given to them. For instance, to solve sophisticated professional problems or improve their knowledge on some professional topics (Greenstein, 2012). That is why the topic

concerning the development of skills is always connected with the motivation. Tohidi & Jabbari study the ways of increasing of motivation and propose to provide students with problem-based tasks in professional fields, which are sustainably complicated.

Thus, the best results are achieved by providing students with the procedural learning motivation that arises when the learning process provides opportunities for personal actualization. And in its turn personal actualization is achieved when students are autonomous. It means they decided by themselves what and how to present, based on their own professional interests, experience, etc. Therefore, the role of autonomy must constantly increase with the progress of learners (Manoilov & Tardieu, 2016). If the facilitator of EPD is a teacher, then he/she provides students with professional situations and topical issues for EPD training. He/she may identify the topic for EPD training with the help of questionnaire.

In case when the management of the EPD is made by students, they identify the professional situations for EPD training by themselves, they select educational resources, choose a leader, etc. When the student plays the role of EPD facilitator, the teacher acts as a consultant. Such kinds of EPD are accepted by students as real professional communication and are of professional interest to students during EPS training.

CONCLUSIONS.

Thus, the implementation of English professional discussion as efficient tool to improve 21st century skills during English for specific purposes training in Higher schools of Ukraine let us an opportunity to develop substantially the level of such students' skills as critical thinking, creativity, active learning, and collaboration.

English professional discussion training includes three stages: preparatory – acknowledging, argumentative, and interpretation, and different components within each stage. The learners' autonomy and motivation can be considered as important aspects during English professional discussion training.

Modern specialists in the field of international social entrepreneurship perform all activities and develop different skills, special attention is paid to critical thinking, creativity, collaboration, and active learning.

Acknowledgements.

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