2.2. OPPORTUNITIES FOR THE DEVELOPMENT OF STUDENTS' SOCIAL SKILL OF COLLABORATION IN STUDYING A PROFESSIONAL-ORIENTED FOREIGN LANGUAGE

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Introduction

The processes of globalization and rapid development of technology directly affect the training of specialists in various fields. The tasks of education at the present stage of society's development include not only and not so much the transfer of knowledge and development of necessary skills, but also the need to form an innovative creative learning environment. This environment provides students with the opportunity to receive a lifelong learning incentive, the need to improve their professional skills and to acquire the social skills necessary for successful career development in the era of rapid technology development and high competitiveness[1]. Educators, analyzing the employment of graduates and monitoring their career success, comparing the requirements of employers with the program

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[1]John, J. (2009) Study on the Nature of Impact of Soft Skills Training Programme on the Soft Skills Development of Management Students. *Research Gate:* https://www.researchgate.net/publication/228136153_Study_on_the_Nature_of_Impact_of_Soft_Skills_Training_Programme_on_the_Soft_Skills_Development_of_Management_Students

competencies of graduates, conclude that in addition to professional competencies, social skills are necessary for a successful career[2]. The social skills are becoming increasingly important in the rapid development of technology and changes in the list of work types and positions. A modern professional must have a high rate of social skills to be competitive and successful in today's competitive labour market[3].

Social skills are essential in building both personal and professional relationships. Demonstrating strong interpersonal skills can help future specialists accomplish career goals, contribute to company achievements, perform well during the hiring process and expand their professional network.

Social skills include assistance and readiness to foster and support other group members, capacity to share thoughts, listen attentively and appreciate the views of other group members, positive contribution to the group work, assistance and support given to other members of the group in their tasks, awareness of the personal value of each group member[4]. It is believed that there are several advantages of having well-developed social skills for both personal and professional relationships. With solid social skills, we can increase our opportunity to: communicate our needs and wants clearly and effectively; to have better – and potentially more – relationships; to navigate tricky social situations; to be considered for career opportunities; to feel happier.

Educators, methodologists and scholars are convinced that innovative teaching is a necessary condition of modern society to meet the educational needs of new generations. With the use of innovative learning environment and appropriate teaching/learning strategies it is possible to increase students' social skills.

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[2] Ali J. et al. (2014) The Effectiveness of Finishing School Programmes from the Perspectives of Graduates and Employers *Research Gate:* https://www.researchgate.net/ publication/270959963_The_Effectiveness_of_Finishing_School_Programmes_from_t he_Perspectives_of_Graduates_and_Employers

[3] Balachander S., Jayam, R. (2015) Soft Skill Requirement and Suggested Training for Student Community at Colleges in Today's Context. *Research Gate:* https://www.researchgate.net/publication/307964226_A_STUDY_ON_THE_SOFT_SK ILL_REQUIREMENTS_AND_SUGGESTED_TRAINING_FOR_STUDENT_COMMUNITY_AT _COLLEGES_IN_TODAY'S_CONTEXT

[4] Orlova N. Student peer performance evaluation: importance of implementation for group work enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. 2019. VII(84). Issue: 207. Budapest, 2019. 76 p. Pp. 26–29. DOI: https://doi.org/10.31174/SEND-PP2019-207VII84-05

Researchers and educators agree that innovative learning should help contemporary students to be successful in their further professional development. Methodists prove that innovative teaching practice is a joint learning process with a practical approach to enrich students' learning activities. Innovative teaching and learning are characterized by student-centered pedagogy, enhanced learning opportunities and extensive use of information and communication technologies for teaching and learning[5, 6].

§ 1. The problem of innovative teaching and learning

Scholars have concluded that changes in the education system are needed, and that the old industrial education system of the past is inappropriate. It means that in a society of rapid progress of information and communication technologies, the specialist must have deep knowledge, which he/she will expand and improve throughout his life. More and more studies show the necessity to rethink the learning process, that involves its redesigning to develop 21st century skills. These, in turn, include such skills as collaboration, communication, problem solving and innovation, knowledge building, self-regulation, innovation and communication technologies and other key skills for success in modern society. Therefore, in the 21st century, the learning environment should be special: mostly problematic and research, with active involvement of students in planning the learning process and its organization, with the construction of knowledge by students with or without management by other participants in the learning process, with student government, with effective teacher-student relationships. Researchers recognize that the role and functions of a teacher are changing, shifting from knowledge transfer to knowledge building. The modern teacher must clearly understand how the student learns and understands the available resources, including information and communication; must apply a collaborative approach which provides for changes and flexibility of the methodology; develop productive relationships with students, using differentiated learning. Modern pedagogical research emphasizes the concept of "an educator as a student", i.e., "a professional who learns". Contemporary students are

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[5] Mehta, P. (2021) Significance of soft skills for accounting students *Research Gate* https://www.researchgate.net/publication/351450834_Effectiveness_of_Training_on_Skill_Enhancement_of_Accounting_Students

[6] Kalyani D., Rajasekaran K. (2018) Innovative Teaching and Learning. *Journal of Applied and Advanced Research.* 3. (Suppl. 1). 23-25. v3S1.162 ISSN 2519-9412. URL: https://www.researchgate.net/publication/325090377_Innovative_Teaching_and_Learning

representatives of a generation that is growing with the development of means of collaboration and communication. Researchers note that the 21st century teaching is a bridge between theory and practice. It requires new programs and new methods, and the design of an educational environment. Such design, according to experts, should be based on innovative approaches to teaching and learning and research methodology. The key elements of curricula are the focus on redesigning the learning process, using new approaches and disseminating new learning activities in the wider learning environment.

Stanford Research Institute, with the financial support of Microsoft Learning Partners, developed the Innovative Teaching and Learning research project (2012), which aimed to help teachers plan learning activities that would enable students to develop and form the 21st century skills[7, 8].The 21st Century Learning Planning contains rubrics that explore the definite 21st century skills: collaboration, knowledge building, self-regulation, problem solving and innovation, the use of ICT in learning, and skilled communication. The study of each skill covers two types of rubrics: the rubric of learning design and the rubric of student's work. In particular, the purpose of the collaborative learning design rubric is to help teachers identify and understand the possibilities of the learning process for the formation and development of collaborative skills. The purpose of the rubric of student's work on the development of collaboration skills is to determine the degree of demonstration of students' collaboration skills[9, 10].

[7] Safarini, D. (2019) Developing Students' Collaboration Skills though Project-Based Learning in Statistics. *Journal of Physics: Conference Series, Volume 1265, Konferensi Nasional Penelitian Matematika dan Pembelajarannya 27 March 2019, Central Java, Indonesia.* https://iopscience.iop.org/article/10.1088/1742-6596/1265/1/012011/
[8] The Partnership for 21st Century Skill. (2012). Framework for 21st Century Learning, retrieved January 2017, from 21st Century Learning Design – ITL Research: https://education.microsoft.com/GetTrained/ITL-Research
[9] Beers, S. Z. (2011). Teaching 21st Century Skills an ASCD Action Tool. Alexandria, Virginia USA: ASCD. [3] Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. The Clearing House, 83(2), 39–43. URL: https://www.academia.edu/34971404/ProjectBased_Learning_for_the_21st_Century_Skills_for_the_Future [4] Buck Institute for Education. (2012). Project-Based Learning. accessed on September 2014 from https://www.pblworks.org/ [5] Buck Institute for Education. (2013). Research Summary : PBL and 21st Century Competencies. URL: http://pblworks.org/sites/default/files/2019-1/FreeBIE_Research_Summary.pdf (accessed on January, 2017).
[10] Makaramani R. (2015) 1st Century Learning Design for a Telecollaboration Project. *Elsevier. Procedia – Social and Behavioral Sciences.* 191(2015) 622–627.

More than ever before, students of higher educational institutions will apply what they learn in university for their future professional careers. To become global leaders and valuable citizens of today and tomorrow, students must learn to be independent critical thinkers, to be societally and ethically responsible, and to have a broad understanding of the world.

Therefore, the purpose of this research is to review innovative approaches to teaching and learning; to consider the 21st century skills that will contribute to students' future successful careers in general; to investigate the collaboration skills in particular; to analyze students' educational activities aimed at developing the skill of collaboration according to the rubrics of the project "Innovative teaching and learning" and the experience of the Cherkasy Bohdan Khmelnitsky National University; to determine the opportunities of the discipline "Professional-Oriented Foreign Language" in relation to the development of social skills of collaboration of students majoring in "Health Study"; to develop and analyze the types of educational activities in the process of learning the foreign language for professional purposes in accordance with the codes of rubrics on the development of students' collaboration skills.

§ 2. Collaboration skill as a component of the 21st century skills

According to innovative approaches, the learning environment should promote the development of students' collaboration skills. Collaboration requires students to share responsibilities, make joint decisions, and work interdependently. In order for students' collaboration to be effective, they have to work together, respect each other and compromise.

Collaboration differs from cooperation in the types of student interactions we see occurring[11]. In cooperative learning activities, students typically will divide up the work, individually complete tasks, and then assemble their respective contributions. Consequently, cooperation does not require collaboration or promotive interaction. This is not to say that division of labour cannot occur within collaborative learning activities; coordination of group thinking and work processes still occurs throughout[11]. In contrast to individuals working alone, cooperative learning may lead to better group

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[11] Dillenbourg, P. (1999). What do you mean by "collaborative learning?" In P. Dillenbourg (Ed.), Collaborative learning: Cognitive and computational approaches. Pp. 1–19. Oxford, UK : Elsevier.

performance outcomes simply because the division of labour allows more to be accomplished. On the other hand, cooperative learning (or poorly designed collaborative learning activities) may lead to more "free riding" or "social loafing" behaviours where individuals do not contribute equally toward the group goal[12, 13]. This often frustrates students working in groups.

The concept of collaboration exists both in nature and in various spheres of society, in particular. The Ukrainian word "collaboration" is interpreted as "joint activity with someone"[14]. The etymology of the English and the French word *collaboration* comes from the Latin *collaborare* (assimilated form from com "with" and *laborare* "to work") and has the meaning "to work with". Regarding the meaning of the word, the noun *collaboration* is considered as "action together, united by work" (1830)[15].

In German, a similar meaning also sounds like "working together" (*Zusammenarbeit*). The concept of collaboration has existed and still exists in the fields of politics, trade, medicine, science, art, etc. In education, the meaning of this concept is reinterpreted in view of the processes that take place in modern global society.

Thus, we can conclude that collaboration can be thought of as either a *process* or an *outcome* of joint activity. When analyzing definitions across the research literature, three fundamental aspects differentiate collaboration from other related activities, such as cooperation and coordination:

1) when two or more students working interdependently;

2) who participate in a genuine joint activity (e.g., solve a problem, complete a task, design a product, etc.);

3) when students pool their knowledge, skills, and efforts.

Collaboration in modern society covers such concepts as negotiations, conflict resolution, agreement, division of tasks, listening

[12]Barron, B. (2003). When Smart Groups Fail. The Journal of Learning Sciences, 12(3), 307–359. URL: https://doi.org/10.1207/S15327809JLS1203_1

[13] Sears, D. A., & Reagin, J. M. (2013). Individual versus collaborative problem solving: Divergent outcomes depending on task complexity. Instructional Science, 41, 1153–1172. URL: https://doi.org/10.1007/s11251- 013-9271-8

[14] Словник української мови : академічний тлумачний словник. URL: http://sum.in.ua/s/spivpracja

[15] Online Etymological Dictionary. URL: https://www.etymonline.com/word/collaboration

to the ideas of others, the integration of ideas. Based on these aspects, the learning culture and learning environment should be designed. Researchers note that the learning culture moves from an individual model to a model of collaboration[16]. The educational process may include different levels of students' collaboration at all stages; however, organizational and content forms of learning, aimed, in any case, at the joint work of students, will promote the development of collaboration skills necessary in further professional life of future specialists.

According to the 21st century curriculum, the collaboration rubrics examine whether students collaborate with each other, whether they have shared responsibilities, whether they make important decisions together (about content, process, or product), and whether their work is interdependent. The project "Innovative teaching and learning" offers a visual idea of collaboration in the form of the decision tree (Fig. 1)[16]:
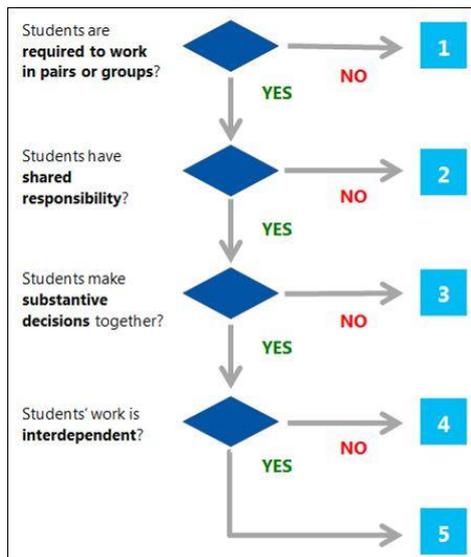

**Fig. 1. The Decision Tree of Collaboration
under the project "Innovative Teaching and Learning"[16]**

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[16] The Partnership for 21st Century Skill (2012). Framework for 21st Century Learning, retrieved January 2017, from 21st Century Learning Design – ITL Research: https://education.microsoft.com/GetTrained/ITL-Research

As noted in the project, not every task in the learning process will include all levels of students' collaboration, but it is worth including the learning experience of all levels during the study period. According to the project, the Decision Tree can be presented in the form of rubrics, indicating the code and criteria:

1 – students are not required to work together in pairs or groups;

2 – students work together but do not have shared responsibilities;

3 – students work together, have shared responsibilities, but do not make significant decisions about content, process or product;

4 – students work together, have shared responsibilities, make important decisions about content, process or product, but their work is not interdependent;

5 – students work together, have shared responsibilities, make important decisions about the content, process or product and their work is interdependent[17, 18].

Since the study of each skill covers two types of rubrics: rubric of learning design and rubric of student's work, we found out the attitude of the research and teaching staff of the university to the use of forms and methods of work in the educational process, that would promote such social skill as collaboration. We also study out an attitude of students to the forms and methods of work that promote the development of collaboration.

More than 50 teachers and 380 students took part in the survey. According to the teachers' survey, 76% of teachers often use methods of teaching and learning that promote the development of collaboration skills in the learning process, and 24% – from time to time, using such forms of activities as the work in mini-groups (42%), group work (32%) and work in pairs (26%) (Fig. 2).

The vast majority of teachers (67.3%) consider it appropriate that the educational process includes forms and methods of teaching and learning for the development of collaboration skills. Some respondents believe that it is appropriate to use such approaches from time to time (32.7%) (Fig. 3).

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[17] Framework for 21st century learning. Retrieved from http://www.p21.org/our-work/p21-framework SRI International. (2013). ITL LEAP21 Learning activity rubrics in Twenty first century learning design. Retrieved from: http://www.pil-network.com/.../450ed650-a9ee-4933-aaff-b5daaba98606

[18] 21st Century Learning Design for a Telecollaboration Project. Available from: https://www.researchgate.net/publication/282536178_21st_Century_Learning_Design_for_a_Telecollaboration_Project
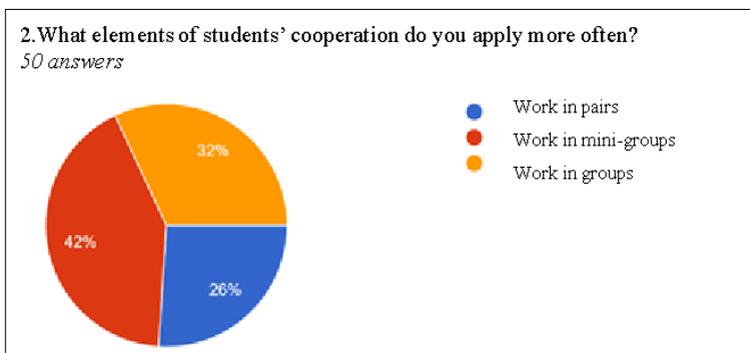
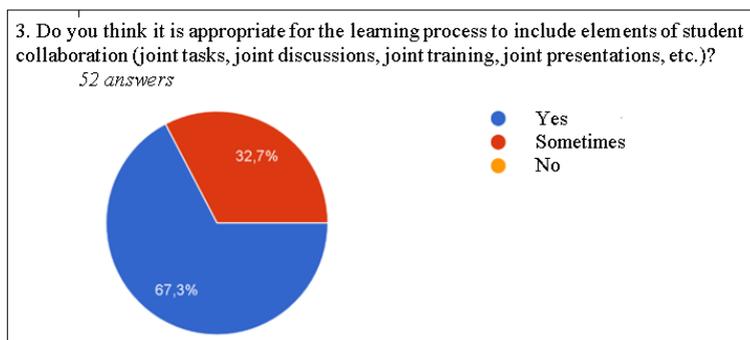**Fig. 2. Organizational forms of students' collaboration**

**Fig. 3. Appropriateness of using elements of students'
collaboration in the educational process**

Most teachers are convinced that the learning process would be more effective if the forms of work that promote the development of collaboration skills were regularly used (86%), while 6% of teachers do not think so, and 8% are not sure about one or another option. At the same time, almost all teachers are convinced that the skills of students' collaboration are necessary both in the educational process (96%) and in the further professional career (98%).

Thus, the research and teaching staff of the Cherkasy National University, in general, use forms and methods of work in the educational process that promote the development of students' collaboration skills (with different frequency), and most teachers consider this type of work necessary for the educational process and for further success in a professional career.

Analyzing the students' attitude to the forms and methods of work that promote collaboration, we came to the conclusion that students have different experiences with this type of work, namely, the frequent use of different forms of work related to students' collaboration is noted by 43.4% of students, regular use – 30.9%, sometimes – 23.4%, never – 2.3% (Fig. 4).
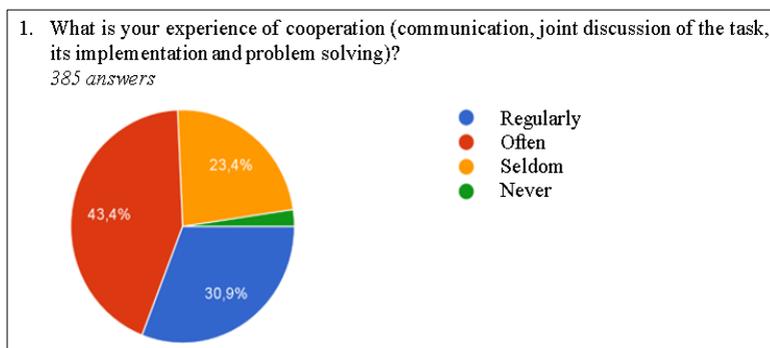

Fig. 4. Students' experience in using elements of collaboration in the educational process

Regarding the prevailing forms of organizing the work in the classroom, 35.2% of students distinguish work in mini-groups, 35.2% – group work and 29.7% – work in pairs. At the same time, mentioning the disciplines, in the study of which elements of activities aimed at students' collaboration are more often used, they highlight social and humanitarian disciplines (70,7%), sports disciplines (18,7%), natural and mathematical (8,9%) (Fig. 5).
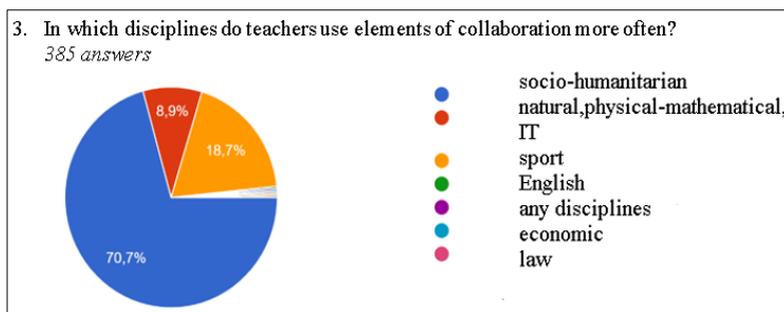

Fig. 5. Disciplines in which elements of students' collaboration are applied

Regarding the effectiveness of the educational process, 63.9% of students believe that students' collaboration would contribute to this, 28.9% are not sure about this, and 7.1% do not see connection in these aspects. Therefore, 88.7% of students are convinced in the necessity of collaboration skills (7.6% of students are not sure about it, and 3.7% of students do not see the need for such types of work). Although, the vast majority of students (92.9%) consider collaboration skills as necessary ones for the success in their professional careers, there are 6% of students who are not sure in the fact, and 1% of students deny this fact.

Thus, students have different experience related to the use of collaboration in the learning process. At the same time, the forms of work used in pairs, in mini-groups and in groups, are distributed approximately evenly. According to students, it is during the study of the disciplines of the social and humanitarian cycle that the forms of students' collaboration are most often used. This fact can be explained by the nature and the purpose of these types of disciplines. It should be noted that despite the insignificant difference in assessments of students' collaboration forms in the learning process, most students consider these types of work necessary and the vast majority of students believe that collaboration skills are necessary ones for the success in their professional careers.

§ 3. Learning Materials Design and Potential of Professional-Oriented Foreign Language in Development of Cooperation Skill (on the example of English for "Health Study" students)

Researchers[19] consider soft skills to be an ability to operate strategies for implementing subject content knowledge and foreign language in a professional environment to solve special problems and fulfil professional tasks. The development of soft skills should be closely related to the development of strategies and techniques necessary for coping with professional situations.

"Health Study" Education Programme involves the courses of human biology (anatomy and physiology), health-related courses, education courses. Learning material design for the discipline "Professional-

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[19] Kic-Drgas J., Development of soft skills as a part of an LSP course, "e-mentor" 2018. S. 27–36. URL: http://dx.doi.org/10.15219/em74.1349 *(PDF) Development of soft skills as a part of an LSP course*. Available from: https://www.researchgate.net/publication/328564636_Development_of_soft_skills_as_a_part_of_an_LSP_course [accessed Oct 15 2021]

oriented foreign language" is closely associated with the content of these disciplines and future responsibilities of a Rehabilitation Specialist. We propose the English course to involve the following topics as Anatomy and Human Body, Body Systems, Physical Fitness, Remedial Gymnastics and Massage, Healthcare. The development of learning activities should promote the development of both hard and soft skills.

Although researchers analyzed soft skills in reference to the non-academic professional world, institutions of tertiary education conducting research on communication and preparing graduates for their initial careers should teach soft skills[19]. Forming and developing soft skills help future specialists to be successful in their careers.

Consider the possibilities of the discipline "Professional-oriented foreign language" in relation to the development of social skills of collaboration of students majoring in "Human Health". Development and analysis of educational activities aimed at developing students' collaboration skills in learning the foreign language for professional purposes allowed to distribute some forms and types of education in accordance with the rubrics proposed by the project "Innovative teaching and learning" (formulation of tasks for students majoring in "Human Health" in English)[20]:

1 – Students are not required to work together in pairs or groups, e.g.:

• *Listen to the dialogue "In the gym". Write down English words and word combinations related to physical fitness. Talk about the main aspects of physical fitness.*

In the Gym

A. Hello, my name is Alice. I'm interested in physical fitness.,
B. Hello, Alice. What can I do for you?
A. I need to get in shape.
B. Have you been doing any exercises lately?
A. I'm afraid not.
B. Which types of exercises do you enjoy doing?
C. Aerobics and …weight-lifting, I think.
D. I see. How often can you work out?
E. Twice or three times a week would be good.
F. You'll need to start slowly with aerobics, I think.
G. What kind of equipment will I need?
H. A leotard and some sneakers.
I. I can't wait to get started. Thank you for your advice.
J. No problem. I'll see you in aerobics class.

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[20] Куліш І. М., Королюк Г. О. Англійська мова для студентів спеціальності «Здоров'я людини». Видання друге, перероблене / І. М. Куліш, Г. О. Королюк. Черкаси : Черкаський національний університет ім. Б. Хмельницького, 2019. 248 с.

- *Read the article "Stretching and Flexibility". Choose the information about different types of flexibility.*

Stretching and Flexibility

by Bradford D. Appleton.

Types of Flexibility

Many people are unaware of the fact that there are different types of flexibility. These different types of flexibility are grouped according to the various types of activities involved in athletic training. The ones which involve motion are called *dynamic* and the ones which do not are called *static*. The different types of flexibility (according to *Kurz*) are:

- *dynamic flexibility*

Dynamic flexibility (also called *kinetic flexibility*) is the ability to perform dynamic (or kinetic) movements of the muscles to bring a limb through its full range of motion in the joints.

- *static-active flexibility*

Static-active flexibility (also called *active flexibility*) is the ability to assume and maintain extended positions using only the tension of the agonists and synergists while the antagonists are being stretched. For example, lifting the leg and keeping it high without any external support (other than from your own leg muscles).

- *static-passive flexibility*

Static-passive flexibility (also called *passive flexibility*) is the ability to assume extended positions and then maintain them using only your weight, the support of your limbs, or some other apparatus (such as a chair or a barre). Note that the ability to maintain the position does not come solely from your muscles, as it does with static-active flexibility. Being able to perform the splits is an example of static-passive flexibility.

Research has shown that active flexibility is more closely related to the level of sports achievement than is passive flexibility. Active flexibility is harder to develop than passive flexibility (which is what most people think of as "flexibility"); not only does active flexibility require passive flexibility in order to assume an initial extended position, it also requires muscle strength to be able to hold and maintain that position.

- *Look through the pictures with different types of exercises and describe one of the pictures.*

Types of Physical Exercises

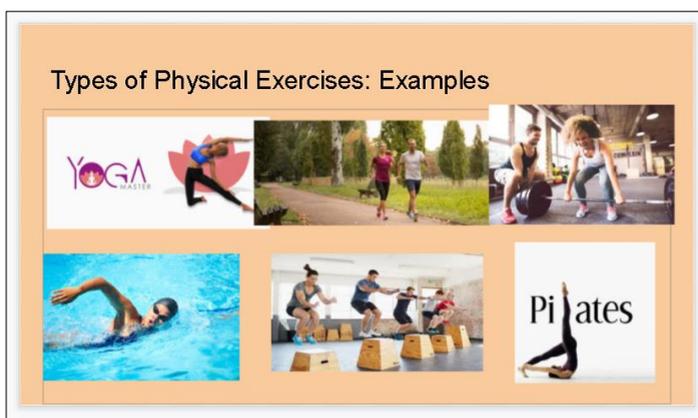1. Flexibility exercises
2. Aerobic exercises
3. Anaerobic exercises

2 – Students work together but they do not have shared responsibilities, e.g.:

- *Work in pairs. Read the information about jogging. Ask your partner some questions to the text. Discuss the beneficial effect of jogging.*

- *Work in groups of 3–4. Here is the description of training session. Which statements go with flexibility training? Discuss your answers with your partners.*

- *Look through the pictures with different types of exercises and describe one of the pictures to your partner. Discuss the type of the exercise with your partner.*

3 – Students work together, have shared responsibilities but they are not required to make substantive decision, e.g.:

- *Work in groups. Read the information about physical fitness and decide who will find the information and who will present physiological aspects, health-related aspects, skill-related aspects, sport-related aspects of physical fitness.*

- *Work in pairs. Devise a fitness routine for a client (imagine that one of you is a fitness instructor, another- nutritionist).*

- *Work in pairs. Look through the pictures with different types of exercises, choose one of them. Prepare joint description of this physical exercise.*

4 – Students work together, have shared responsibilities, make substantive decision but their work is not interdependent, e.g.:

- *Group work. You should present our university gym in English to the first-year students. Your presentation should involve different parts concerning workout area, equipment, information about fitness instructors, types of exercises, fitness routine, etc.*
- *Group work. Devise a fitness routine for a gymnast involving flexibility training, stretching, strength training, and nutrition plan.*

5 – Students work together, have shared responsibilities, make substantive decision and their work is interdependent, e.g.:

- *Group work. You should present our university gym to the student delegation from Poland. Make Power Point presentation concerning purpose, functions, equipment of the gym and ways to help clients achieve their goals.*
- *Group work. Devise a fitness routine for a gymnast involving flexibility training, stretching, strength training, and nutrition plan). One of the students should present all the findings.*

Regarding the frequency of usage of educational activities aimed at developing students' collaboration skills, it should be noted that in classes of foreign language for professional purposes, the activities of codes 1 and 2 are used in almost every lesson, for example[20]:

• activities related to code 1: *1) listen to the dialogue "In the gym", write down words and phrases related to physical fitness; tell us about the main aspects of physical fitness; 2) read the article "Stretching and flexibility", name the main types of flexibility; 3) look at the pictures with different types of exercises, describe one of the pictures;*

• activities related to the code 2*: 1) work in pairs, read information about jogging, ask a few questions on the text to the partner, discuss the beneficial effects of this type of running; 2) work in groups of 3–4, review training descriptions, choose statements about flexibility training, discuss your choice with partners; 3) work in pairs, look at pictures with types of exercises, describe one of the pictures to a partner, discuss the type of exercise.*

Types of educational activities that can be attributed to code 3, as a rule, are used in foreign language classes of professional purpose in each content module, for example: *1) work in mini-groups, read information about physical fitness, distribute who from the group presents: physiological aspects, aspects of health, aspects of skills and sports aspects of physical fitness; 2) work in pairs, develop a joint program for the client (imagine that one of you is an instructor, the other is a nutritionist); 3) work in pairs, look at pictures with different types of exercise, prepare a joint description of the exercise.*

Types of educational activities related to code 4 are practically used at the end of the semester or as a final module control, for example: *1) group work: you must present in English the university gym for first-year students; the presentation should include a description of the work area, equipment, information about fitness instructors, types of exercises, a description of the fitness program; 2) group work: develop a joint fitness program for the gymnast, including flexibility training, stretching, strength and nutrition plan.*

Types of educational activities related to code 5 can be used as a final control of the discipline study, for example: *1) group work: prepare and make a presentation of the university gym for a delegation of Polish students, using Power Point, include information on practical goals, functions, hall equipment, ways to help customers achieve their goal, and offer illustrative material; 2) group work: develop a fitness plan for the gymnast, including elements of flexibility training, stretching, strength, nutrition plan; a representative of each group presents the plan of his group.*

Among the types of educational activities related to code 5, e.g., is the participation of students in professional communication at a student conference, which is a comprehensive solution of educational and developmental tasks, and which is based on developing students' collaboration skills. It should be noted that such conferences are held by our department on a regular basis. A situation of creative communication of future specialists within the professional sphere of activity is created among the students of our university when working together on the conference materials[21].

Conclusions

Thus, one of the tasks of an innovative learning environment is to develop collaborative skills, which, in their turn, include skills such as distribution of responsibilities, joint decision-making and interdependent work, as well as the ability to respect colleagues and to make a compromise.

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Analysis of teaching activities aimed at developing collaboration skills shows that the research and teaching staff of the Cherkasy National University, in general, use forms and methods of work that promote the development of students' collaboration skills (with different frequency) in the educational process. The most teachers consider it necessary to apply this kind of work both for the educational process and for further success in a professional career. A review of students' learning activities aimed at developing collaboration skills shows that students have different experiences with the usage of collaboration in the learning process. At the same time, the applied forms of work in pairs, mini-groups and groups are approximately evenly distributed. The forms of work for the development of students' collaboration are the most often used in the humanities, and students consider collaboration skills necessary for the success in their professional careers.

The discipline "Professional-oriented foreign language" has potential opportunities to develop skills of collaboration in the educational process, which will also be necessary in the further professional career of students, as the development and analysis of educational activities allowed to distribute some forms and types of education in accordance with the rubrics proposed by the project "Innovative teaching and learning".

Thus, with regard to the frequency of using educational activities aimed at developing students' collaboration skills, the activities of codes 1 and 2 are used at almost every foreign language lesson for professional purposes. Types of educational activities that can be attributed to code 3, as a rule, are used at foreign language classes for professional purposes in every content module. Types of educational activities related to code 4 are practically used at the end of the semester or as a final module control. Types of educational activities that belong to code 5, can be used as a final control of the discipline study.

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