Напрям конференції: Штучний інтелект та нові виклики цифровізації для освіти.

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ENHANCING STUDENTS' HARD AND SOFT SKILLS IN A ONLINE COURSE ON ARTIFICIAL INTELLIGENCE

The acquisition of relevant twenty-first-century skills is essential for successful employment in industry, academia, and research. An effective way to help students improve their communication skills is to incorporate interactive teaching materials into the English-language instruction program at universities [2; 4]. Integration of modern interactive resources into the educational process becomes particularly important during COVID-19 restrictions and the 2022 invasion of Ukraine and Russian terrorist attacks, which necessitate switching to online mode as well [3]. The article describes the methodological approaches for improving students' communication abilities, involving the use of interactive web resources, such as "Digital Skills: Artificial Intelligence" by Accenture based on the "FutureLearn" educational platform. We will demonstrate the feasibility of using the platform's resources in the context of teaching English for Academic Communication to Ph.D. students at a medical university.

During the course, students can (1) improve their English language proficiency, (2) learn new material on the latest advanced in technology and digitalization worldwide, and (3) develop their soft skills. The course actively fosters the four language skills, i.e., listening, speaking, reading, and writing. Each Week, students are suggested to watch videos (e.g., "Industry insight: healthcare"), listen to audio recordings that feature relevant life experiences of different people (e.g., "Faridah, Kelly and James's Story"), and read short articles (e.g., "What are the future predicted

skills?"). Further, students can discuss these materials in class, share their ideas and form an opinion (e.g., answering the questions "What are your thoughts on how AI has evolved in these industries?"; "Have you come across any of the technologies mentioned?"; "Have any of these technologies impacted you?", etc.). In addition, students write their impressions and thoughts in the "Course conversations" section, which allows them to communicate with people from all over the world (e.g., the task "Think about the following questions and put your thoughts in the comments section below: How is access to healthcare changing? How is intelligent technology helping doctors or nurses perform their jobs better? What new innovations are there in the healthcare industry?", etc.). In such a manner, Ph.D. students not only develop their writing proficiency but also adaptability (e.g., the discussion task "Let's see where you fit in the role clusters"), critical thinking (e.g. the tasks "Identify the skills you already have", "Reflecting on Kelly's story", poll "How confident do you feel to perform in the workplace with the increased use of AI?" etc.), teamwork (e.g. the tasks "Put your thoughts in the comments section below"; "Like/comment on any other comments and posts you find interesting") and other soft skills.

Thus, the use of a "Futurelearn" course on artificial intelligence is feasible and effective in the context of teaching English for Academic Communication for Ph.D. students at a medical university. The study may be useful to ESOL instructors who work with medical students as well as educators from other academic fields as they design training sessions and create instructional materials.

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