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HOW TO HELP STUDENTS DEVELOP JOB INTERVIEW SKILLS

ЯК ДОПОМОГТИ СТУДЕНТАМ РОЗВИНУТИ НАВИЧКИ ПРОВЕДЕННЯ СПІВБЕСІДИ ПРИ ПРИЙОМІ НА РОБОТУ

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Good interview skills are crucial for every student to learn. Any job they apply for will involve some sort of interview process, so your students need to be prepared. The next generation of leaders – many of whom are studying at university now – are preparing to live and work in a fast, fluid and disrupted world. If they are going to thrive in their careers and stand up as leaders in society, they will need the skills and competencies to bring different people together to solve common problems. Thus, the teacher's task is to create an environment that would expose students to different perspectives, places, organizations and challenges. The methodologies teachers should use will give students the skills and experiences to become leaders who can make an impact – at work and in society.

It is incredibly unfair to university students to allow them to graduate without helping them to prepare for a job interview. They need to accumulate the experience before graduating in order to be as competitive as possible.

The best way to prepare students for a variety of interview scenarios is to teach interview skills in eight sessions. Each session will use what was

learned in the previous session to help students feel more confident when they interview for their first jobs.

In the first session the 'Five C's' of a job interview are introduced. These adjectives describe an ideal candidate. They are Capable, Confident, Convincing, Comfortable and Concise. They help students set goals for preparing and delivering their answers and also help their classmates give feedback when working together in class. At the end of the first session, the students are given the first set of five questions to prepare for session two.

In the second session, pros and cons of different answers for the first five questions are discussed. Then students practice asking and answering the questions with a partner, after which a one-on-one interview with the teacher is practiced which is an important scenario to prepare for.

The third session is similar to the second. In it, the partners may be rotated after a round of practicing so students can get a variety of feedbacks. Teachers can choose to have students practice both of the first two question sets or focus completely on the second set. The third set is given at the end of the third session.

1. When the students begin to feel comfortable in a one-on-one format, it is time to proceed to the next level. In session four students are put in groups of three. They now have two interviewers and must rotate who they look at in order to speak to both interviewers while answering. On this stage students build upon what they have learned. It is important to teach students to start and finish their answers looking at the interviewer who asked the question but also show respect to the other interviewer while speaking.

In the fifth session we practice in the same way but with the fourth set of questions which were given in the previous session.

Since in an actual job interview the students will face stressful environment, teachers should help them by simulating the environment. A single student will sit in a chair in front of the class and are grilled by a group of three or four interviewers.

In the final session students are divided into groups of four and take turns simulating group interviews. Group A will interview group B. interviewer 1 will ask question to each candidate in Group B starting with Candidate 1. Interviewer 2 will choose another question and ask each interviewee starting with Candidate 2.

When each round is finished, the interviewers are asked to give feedback to the candidates and then the other students vote on who they would select as the best candidate and give reasons for their choice.

Since different companies, cultures and individual interviewers have their own unique preferences when selecting candidates, it can be challenging to give

advice to students regarding the right way to interview for the job. The best thing you can do is point out pitfalls to be aware of such as keeping answers positive, avoiding controversial topics and smiling in a professional manner.

Finally, there are a number of sites you can visit featuring lists of potential interview questions.

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MODERN TENDENCIES IN THE METHODOLOGY OF TEACHING ENGLISH FOR APPLICANTS OF THE THIRD LEVEL OF HIGHER EDUCATION

НОВІТНІ ТЕНДЕНЦІЇ В МЕТОДИЦІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ЗДОБУВАЧІВ ТРЕТЬОГО РІВНЯ ВИЩОЇ ОСВІТИ

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В умовах складного сьогодення особливу увагу має бути зосереджено на підвищенні рівня навчання в Україні. Зважаючи на тенденцію до європеїзації, зокрема набуття Україною статусу кандидата на членство в ЄС, прийнятним й актуальним сьогодні, є поглиблене й незашкарубле студіювання англійської мови. Саме тому в межах наукової розвідки вважаємо за доцільне представити новітні кейси, які можна використувати на заняттях з англійської мови зі здобувачами вищої освіти.