

GLOBAL SKILLS: THEIR IMPORTANCE IN THE ADVANCED AGE

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Abstract: *In a dynamic, fast-evolving 21st century world, it is increasingly recognized that students need to learn the global skills that are critical for lifelong learning and success. These global skills can be understood in five broad clusters; communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing, digital literacies. Global skills can and should be accessible to every learner in every educational setting. They prepare learners for lifelong success, not only academically and professionally but also personally. Moreover, with its typical emphasis on communication, collaboration, and intercultural competence, the English language classroom is particularly suited to the development of global skills. Supportive assessment practices provide opportunities for learners to demonstrate their progress and receive ongoing and constructive feedback from their teachers. As they develop their global skills, learners can become empowered and fulfilled citizens of an increasingly globalized 21st century world.*

Key words: *five skills-clusters: communication, collaboration, creativity and critical thinking, intercultural competence citizenship, emotional self-regulation and wellbeing, digital literacies.*

Аннотация: *В динамичном и быстро меняющемся мире 21-го века все чаще признается необходимость обучения студентов глобальным навыкам, которые являются критически важными для успешного и постоянного обучения в течение всей жизни. Эти глобальные навыки можно разделить на пять широких групп: коммуникация и сотрудничество, креативность и критическое мышление, межкультурная компетентность и гражданственность, эмоциональная саморегуляция и благополучие, цифровая грамотность. Глобальные навыки должны быть доступны каждому учащемуся в любой образовательной среде. Они готовят студентов к успешной жизни, не только в академической и профессиональной сферах, но и в личной жизни. Более того, с учетом своего акцента на коммуникации, сотрудничестве и межкультурной компетентности, уроки английского языка особенно подходят для развития глобальных навыков. Поддерживающие практики оценивания предоставляют учащимся возможности демонстрировать свой прогресс и получать конструктивную обратную связь от преподавателей. Развивая свои глобальные навыки, учащиеся могут стать активными и полноценными гражданами все более глобализованного мира 21-го века.*

Annotatsiya: 21-asrning dinamik va tez o'zgarayotgan dunyosida, talabalar uzoq muddatli o'qish va muvaffaqiyat uchun zarur bo'lgan global ko'nikmalarni o'rganishlari kerakligi tobora kengroq tan olinmoqda. Ushbu global ko'nikmalarni beshta keng guruhga ajratish mumkin: kommunikatsiya va hamkorlik, ijodkorlik va tanqidiy fikrlash, madaniyatlararo kompetentsiya va fuqarolik, emotsional o'zini boshqarish va farovonlik, raqamli savodxonlik. Global ko'nikmalar har bir o'quvchi uchun har qanday ta'lim muhitida mavjud bo'lishi kerak va ular o'quvchilarni nafaqat akademik va professional, balki shaxsiy jihatdan ham muvaffaqiyatli hayotga tayyorlaydi. Bundan tashqari, ingliz tili sinfi o'zining kommunikatsiya, hamkorlik va madaniyatlararo kompetentsiyaga bo'lgan alohida e'tibori bilan global ko'nikmalarni rivojlantirish uchun ayniqsa mos keladi. Qo'llab-quvvatlovchi baholash amaliyotlari o'quvchilarga o'zlarining taraqqiyotlarini namoyish etish va o'qituvchilardan muntazam va konstruktiv fikr olish imkonini beradi. Global ko'nikmalarini rivojlantirgan holda, o'quvchilar tobora globalizatsiyalashayotgan dunyoda qudratli va to'laqonli fuqarolar bo'lib yetishishlari mumkin.

Introduction

What are Global Skills? Global skills are the abilities and competencies that enable individuals to effectively engage, collaborate, and contribute in an interconnected, diverse, and globalized world. These skills emphasize cross-cultural understanding, global awareness, and the ability to address global challenges such as climate change, social inequality, and technological advancements.

Global skills go beyond traditional knowledge or localized expertise, preparing individuals to work, communicate, and solve problems in multicultural and international settings. They are vital in fostering collaboration, innovation, and sustainable development across borders.

As the world becomes more interconnected, global skills are increasingly critical. These are abilities that enable individuals to engage, collaborate, and innovate on an international scale. Global skills often align with 21st century skills but emphasize cross-cultural awareness and global citizenship.

Key components of global skills include:

Global Awareness: Understanding global issues like climate change, inequality, and sustainable development.

Intercultural Competence: Navigating and respecting cultural differences.

Global Awareness: Understanding global issues like climate change, inequality, and sustainable development.

Intercultural Competence: Navigating and respecting cultural differences.

Multilingual Communication: Communicating in multiple languages to foster inclusivity.

Global Collaboration: Working with diverse teams across borders

There are various frameworks of global skills that are presented by, amongst others, UNESCO, OECD, and various ministries of education worldwide. It is widely recognized that Global Skills can and should be taught and assessed in educational settings. With ELT having an emphasis on communication through collaboration, the language classroom is a natural habitat for developing such skills. Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), and English as a Medium of Instruction (EMI) are ideal contexts for Global Skills, but there is scope for all language teachers to bring Global Skills to their classes – whatever the level, age group, or context.

THE RELEVANCE OF GLOBAL SKILLS

Developing global skills can prepare students at all levels of education for active participation in our rapidly changing 21st century society. As global skills have become increasingly relevant, many educational frameworks describing them have been produced. We have grouped global skills into five interdependent skills clusters. These are all applicable to ELT settings: communication and collaboration, creativity and critical thinking, intercultural competence and citizenship emotional self-regulation and wellbeing, digital literacies. The current relevance of global skills is linked to global economic competition, advances in technology, and greater diversity and mobility, which are all products of an increasingly globalized world.' It is now widely recognized that global skills are essential if people are to thrive not only in their schools and workplaces but also in society in general. Many skills which are now labelled in education as 'global skills' are not new: concepts such as communication, collaboration, and critical thinking have existed for a long time. What is new is the recognition that these global skills can and should be taught in any subject. While they can sometimes appear difficult to teach and learn, an integrated educational approach can make global skills accessible to all learners, whatever their educational context.

There are a number of frameworks of 'global skills' publicly available. These frameworks show the importance given to the development of global skills for today's learners, at all levels of schooling. The following four frameworks each have notable international standing and are relevant and applicable to ELT contexts.

UNESCO's four pillars of education UNESCO (the United Nations Educational, Scientific and Cultural Organization) proposes four 'pillars of education that reflect the fundamental principles necessary for reshaping education to make it relevant to today's world and the future.

Learning to know: developing the cognitive tools required to better comprehend the world and its complexities, and learning to learn.

Learning to do: acquiring knowledge and social skills to support effective participation in the global economy and society.

Learning to live together: developing an understanding of other people and human interdependence, and respecting the values of pluralism, mutual understanding, and peace.

Learning to be: developing one's personality and an ability to act with autonomy, judgement, and personal responsibility.

This framework is concerned with continuous development and learning in a global context at all stages of education.

The OECD (Organization for Economic Cooperation and Development) highlights the importance of 'global competence', defined as four interrelated 'capacities' which can be demonstrated through 'skills, knowledge, values and attitudes.

ATC21S: Assessment and Teaching of 21st Century Skills

The ATC21S Framework⁵ identifies ten 21st century skills and divides them into four broad categories. Using the acronym SAVE, the framework emphasizes Knowledge, Skills, Attitudes, Values, and Ethics within each of these categories.

This framework highlights the importance of broader aspects-such as attitudes, values, and ethics -in the development of 21st century skills and also suggests ways that these skills can be assessed.

Ways of thinking:

Creativity and innovation

Critical thinking, problem-solving, decision-making

Learning to learn/metacognition (knowledge about cognitive processes)

Ways of working:

Communication

Collaboration(teamwork)

Tools for working:

Information literacy

Information and communication technology (ICT) literacy

Ways of living in the world:

Citizenship-local and global

Life and career

Personal and social responsibility including cultural awareness and competence.

The Framework for 21st Century Learning focuses on the skills and knowledge needed to thrive in the 21st century and also on the systems necessary to support

learning outcomes. This framework is the source of the '4Cs' understanding of 21st century skills--Critical thinking, Communication, Collaboration, and Creativity-- and has gained particular traction in education. The Framework for 21st Century Learning emphasizes that for global skills to be successfully developed, several key macro issues need to be taken into account. These include the suitability of assessment approaches, curriculum and instructional methods, and learning environments, as well as the provision of professional development for educators.

In recent years, global skills for learning have gained traction in education and have been conceptualized in number of frameworks. Drawing on these frameworks, we propose an understanding of global skills for English language teaching in five interconnected clusters. The skills in each cluster support each other and can be integrated into pedagogical approaches for ELT.

GLOBAL SKILLS AND ENGLISH LANGUAGE TEACHING

Global skills can and should be developed through teaching and learning. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process. Many features of communicative language teaching are suitable for the development of global skills and the two goals can be achieved together in an integrated way. Teachers can incorporate global skills into their lessons to varying degrees. In this section, we examine each of the five clusters of global skills and explore how they can be integrated into English language teaching.

Global skills in ELT

In an increasingly interconnected world, the role of English Language Teaching (ELT) goes beyond the mere acquisition of grammar and vocabulary. It now encompasses the development of global skills—a set of competencies that enable learners to thrive in a multicultural, multilingual, and rapidly evolving global environment. These skills, including critical thinking, communication, collaboration, and creativity (the 4 Cs), are essential for success in both professional and personal spheres in the 21st century.

In the context of ELT, global skills refer to the ability's learners need to interact effectively across cultures, engage in meaningful conversations, solve complex problems, and contribute to a global society. As English becomes a global lingua franca, the ability to not only use the language but also to navigate diverse cultural contexts, collaborate across borders, and think critically about the world around us becomes increasingly important.

THE RELEVANCE OF ELT PRACTICE TO GLOBAL SKILLS DEVELOPMENT

In the 21st century, there have been significant cultural, social, and technological developments. These have resulted in a notable shift in the skills which people are

acknowledged to need in order to flourish in their professional and personal lives. A need for a new set of skills--global skills--has been identified and this now becoming central to education systems. Accordingly, this new skill set is becoming formalized in teaching objectives at institutional levels in countries across the globe.¹³ Various understandings of these skills are increasingly integrated into teaching objectives running through curricula across all subjects. Nowadays, teachers' responsibilities typically cover not only the teaching of their specific subjects but also the gradual inclusion of additional skills and competencies." In this way, global skills are of relevance to all learners and teachers, irrespective of their subject focus. While all subject teachers share a responsibility to teach these skills, language teachers are especially well positioned to do so. Firstly, contemporary language teaching in many contexts is based on the principle of learning a language by using it to achieve communicative goals. Communicative language teaching (CLT) and content and language integrated learning (CLIL) are both forms of language learning which rest heavily on the notion of learning a language through use. CLIL is an example of how dual learning objectives can be united in one lesson, as it is designed to integrate multiple goals, such as the learning of language alongside content. Secondly, a core component of communicative language teaching is creating opportunities to use language in interaction with others in the class, often across cultures. This means that socio-emotional, intercultural, and communication skills are at the foundation of any language class as well as an outcome of language learning practice.¹³ Whether students are learning English as a foreign or second language, communicative methods used in teaching English are compatible with the teaching of global skills. With regard to the value of learning the English language, the prevalence of English internationally means that English is increasingly seen as a vital life skill in itself. Arguably, English is a global skill in its own right and, as such, can be an excellent medium for learning global skills.

GLOBAL SKILLS FRAMEWORKS AS A FOUNDATION FOR ELT PRACTICE

The frameworks in Section provide a starting point for understanding how global skills can be integrated into English language teaching and learning. Some international language learning frameworks have started to feature aspects of global skills. The American Council on the Teaching of Foreign Languages includes 'communication, cultures, connections, comparisons and communities' and the Common European Framework now highlights plurilingual/ pluricultural competence', and social and cultural 'mediation' alongside 'interaction' and 'communicative language competences'.

Several of the existing frameworks are centered around the '4Cs'-communication, collaboration, creativity, and critical thinking--and all frameworks include in some form the two which are core skills in ELT : communication and collaboration.

These skills are very closely interconnected: collaboration requires effective communication, and communication is enhanced when people are aware of how they can contribute to the interaction for the benefit of others. Communication and collaboration are key to effective language learning and they work best when there is an iS awareness of context, purpose, and audience, as well as a consideration of communication mode-written, spoken, or digital.

Teaching practices

Promoting communication skills lies at the heart of good ELT practice. However, while many language teachers already emphasize the importance of understanding context, communicative purpose, and audience, they may spend less time explicitly considering empathy, perspective-taking, and the skills of being a good conversation partner. Language teaching could include activities to help learners develop these social skills;⁷ for example, active listening, using open questioning, and showing interpersonal interest. Empathy can also be developed through literature, art, or film, with related language activities prompting learners to see the world through another person's eyes, predicting how that person might think and feel in a certain situation and why.

Collaboration is a key feature of the tasks used in ELT to achieve communicative language goals. These tasks involve using the language in meaningful, authentic interactions. They often require learners to share knowledge and skills and to learn from and with each other in pursuit of a shared goal. In this way, collaboration is both a process of language learning and an outcome.

Collaboration can be strengthened by working with codes of conduct, including specifying roles and responsibilities, to ensure participants know what is needed and expected of each other. It is also important to find ways to make visible each person's contribution to group work" so that everyone is more likely to participate equally and actively.

The competencies of creativity and critical thinking appear in most of the existent frameworks, either explicitly or implicitly. Both are considered important life skills, as well as being increasingly prized in the workplace, and the ELT classroom is rich in opportunities to develop these skills. As 'fake news' and the challenges of evaluating online information have moved to the fore of public consciousness, the ability to think critically about what we see and read has become ever more significant. Critical thinking requires a creative mindset to look at things differently. These global skills take on an added urgency as we face new economic, political, environmental, and societal challenges.

Teaching practices

Contemporary language teaching materials bring some creativity into lessons by providing opportunities for learners to share personal experiences and new ideas; to create multimodal outputs-written, spoken, and/or digital -and, for young learners, to

draw, dance, play, and sing. To maximize on such activities, teachers need to nurture a climate of creativity and experimentation in the classroom. This can be achieved within boundaries which make the overall requirements of the activity clear. Teachers can promote lateral thinking through tasks that allow for multiple responses. For example, a task that says the past simple form of these verbs: go, buy, see, drink, eat' has just one correct answer; a task that says 'Tell me four interesting things you did on a recent holiday' elicits the same language--past simple verbs--while opening up opportunities for interpretation. Activities that help learners critically evaluate information can support the development of critical thinking skills. An example is to have learners prepare a 'reliability report' on a controversial issue such as climate change by working through a list of online sources, evaluating their reliability, and comparing the information they contain.

This cluster of competencies appears in different forms across the frameworks for global skills introduced in Section 1. Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds and so lends itself especially well to learning a new language.

The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. It often includes an awareness of and respect for cultural diversity, which makes it complementary to intercultural competence. In language education, openness to other cultures and an appreciation of different cultural perspectives and ways of communicating is one of the foundations of communicative competence and intercultural awareness. Intercultural competence spans both of these and is particularly relevant to ELT, since English is frequently used around the world to facilitate interaction between people from diverse linguistic and cultural backgrounds.

Citizenship is closely related to the promotion of intercultural values, such as respect for diversity and the reduction of discrimination and prejudice. Citizenship also includes a specific set of competencies related to an individual's role in local and global communities. International targets for sustainable living practices are becoming a focus in education, and many school textbooks already address topics and themes such as the environment, global citizenship, social justice, inclusivity, politics, and finance.

Working on intercultural competence is doubtless already a core dimension of much contemporary language teaching practice. It involves developing learners' understanding of their own cultural perspectives. While encouraging learners to appreciate their own cultural identities and values, it also raises awareness of how these may influence their approach to communication, interactions with others, relationship-building, and behaviors. It seeks to move learners towards attitudes of openness, respect, and appreciation for cultural diversity. Citizenship involves learners becoming aware of and discussing local and global issues, which may include cultural themes as well as other social, political, and environmental issues. Teaching practices to promote intercultural competence can include critical reflective engagement with films,

literature, and other cultural artefacts such as newspapers, magazines, advertisements, pop/folk songs, radio programs, and podcasts. Excursions, exchange visits, online partnerships, and cultural visits also represent ideal learning opportunities, as do multicultural school classrooms. With respect to citizenship, alongside the typical in-depth projects and textbook units, teachers can exploit topical issues in the media for discussions or debates in class. Learners can also be encouraged to reflect on their own actions and participation in their communities. In addition, schools can provide opportunities for learner participation, for example by including student representatives on school advisory boards.

SUSTAINABLE IMPLEMENTATION OF GLOBAL SKILLS

Teachers may find they are already combining some global skills, such as intercultural competence or creativity, with their language teaching aims. To what extent they choose to integrate the rest into their teaching practice will vary according to curricular constraints and expectations, time schedules, and the cultural context. The main challenge for educators intending to integrate the dual learning goals of language and global skills is to ensure that both are taught effectively and efficiently without sacrificing quality in either. During lesson planning, it is important to reflect explicitly on both sets of aims, at the overall lesson level and at the level of each activity, in order to keep sight of each set of learning objectives. The most sustainable way to begin embedding global skills into teaching practice is to 'start small', integrating short language learning activities which include a focus on global skills. Teachers can then work with larger, more focused activities and sequences of tasks which allow for a more in-depth approach to developing the skills. If appropriate to the teaching context, project work can be a highly effective way of integrating multiple skills and can be very engaging for learners. Project work features learners working together in pairs or groups, setting their own agenda to complete a task, personalizing their learning approach, and, where feasible, using digital resources for research and to organize their ideas.

PROFILE OF A GLOBAL SKILLS TEACHER

Contemporary education requires learners to be prepared for life beyond the classroom and beyond the workplace. Every ELT teacher can become a global skills teacher. The ELT teachers are in a position not only to teach a foreign or profile of such an educator typically calls forth a set of attitudes, second language and all the competencies that this inherently knowledge, and skills which facilitate the teaching of English entails but also to use language as a medium through which alongside global skills. to develop other lifelong skills. Becoming a teacher of both English and global skills can be a unique, empowering. Contemporary education requires learners to be prepared for life beyond the classroom and beyond the workplace. ELT teachers are in a position not only to teach a foreign or second language and all the competencies that this inherently entails but also to use language as a medium through which to develop other lifelong skills. Becoming a teacher of both English and global skills can be a

unique, empowering, and highly rewarding role for those willing to develop the attitudes, knowledge, and skills which facilitate this kind of teaching. By empowering their learners through global skills development, teachers can make a real and direct difference to society as a whole and the life trajectories of their individual learners.

ASSESSING GLOBAL SKILLS IN THE ELT CLASSROOM

Assessing students' development in global skills highlights the significance of these skills to all stakeholders. Supportive assessment practices can provide motivation for learners to develop their global skills and opportunities for teachers to provide effective feedback on the next steps in learning. The integrated nature of global skills calls for qualitative forms of classroom assessment, not only marks or grades. This aligns better with the approaches to teaching and learning associated with developing learners' global skills. This section explores how teachers can select and apply global skills assessment criteria.

WHY ASSESS GLOBAL SKILLS?

Three critical questions about any assessment are: What is the purpose of this assessment? Is it fit for purpose? What are the consequences? The word 'assessment' is often associated with formal assessments involving tests and graded papers. The integrated nature of global skills, however, lends itself to a broader view of assessment as gathering information to make a judgement. This information can be gathered informally from everyday classroom activities, projects, and students' self-assessments.

What is the purpose of this assessment?

Assessing global skills should be primarily formative, directly contributing to further learning by providing information about learners' progress and what is needed for their development. We recommend that judgements about global skills are qualitative and do not take the form of precise marks or grades.

Is it fit for purpose?

An assessment of global skills needs to foster the development of the skills it is measuring. For example, if the teaching focus is on developing learners' creativity, the tasks used in the assessment need to encourage creative responses. Teachers who are developing global skills assessments can consider the assessment opportunities provided by their classroom practices and use professional reflection to plan and evaluate lessons accordingly.

What are the consequences?

Assessment of global skills involves using a range of evidence to determine learners' progress, which results in judgements about the quality of learners' performance. Research suggests that many students restrict their learning to what is to be assessed, and this restriction may apply to the attitudes and expectations of other stakeholders, from policymaker to parents. One benefit of assessing global skills is that

all stakeholders will value them and will be more likely to recognize that these skills are intrinsic to teaching and learning.

SUPPORTING ASSESSMENT PRACTICES FOR ELT

Before assessing global skills, a teacher needs to have familiarity with the skills clusters. The learner profiles contain the descriptors against which competence in global skills can be measured. For example, under 'creativity and critical thinking', a teacher will judge how well a learner can think flexibly to generate new ideas and solutions".

Assessment decisions should be kept as manageable as possible. Using three ratings is sufficient, for example:

working towards
achieved
exceeded.

These ratings are used holistically in terms of the 'best fit' in relation to the competence statement, if a student is profiled as 'working towards', this may be because an area requires development before the standard is met. For example, a student may have relied heavily on model answer from the coursebook or on examples of previous student work. With each rating, there is opportunity for effective feedback, during which both teacher and learner need to appreciate that these skills built up gradually. Teachers will need to ensure their learners understand the success criteria for any activity, that is, what standard they are trying to achieve. One approach is to provide models of successful work; another is to negotiate the success criteria.

SUPPORTING ASSESSMENT PRACTICES FOR ELT

Students can look at models which meet the criteria in different ways or compare previous examples rated 'working towards', 'achieved', and 'exceeded' and discuss the differences. When assessing global skills, there is unlikely to be just one correct model for any activity, so it is important to provide: range of models which demonstrate that success can be achieved in a variety of ways. Another productive approach is to negotiate the success criteria with the students. Students can brainstorm how descriptors from the global skills learner profiles might be demonstrated through a particular activity. The teacher can add in ideas and help students to categorize their ideas into a few major areas for assessment. A record can be kept of what has been agreed on—for example, through a classroom poster. Observation and dialogue add to teachers' awareness of their learners' participation. Teachers' observations lead to impressionistic judgements, which can then be explored in dialogue with group or individual learners. For example, teachers might actively note which learners are contributing to group work or generating ideas. They might encourage learners to consider their collaboration skills ('How have you divided up the responsibilities in this group?') or prompt deeper thinking about creative solutions to a problem ('Why did you

decide X's idea was the best solution?'). Use of observation and dialogue requires just the occasional written comment per learner, minimizing the need for teachers to make notes on each learner's performance.

The importance of feedback

Feedback is critical if assessment is to contribute to the learning process. Research on feedback suggests that skilled feedback is one of the most powerful drivers of effective learning. Any feedback is most effective when it is related to success criteria which make clear the standard to be reached. The kind of feedback given will depend on the proficiency of the learner.

For someone working towards competence in a cluster of skills, it may be quite directive for example, 'Listen more carefully to what others in the group are saying'. For a student who has achieved the expected level of proficiency, feedback may offer a challenge to progress further: 'When you are presenting, think about your conclusion.' For those who have exceeded expectations, there is an opportunity to ask them to think further about performance using 'provocative feedback', which aims to make the recipients look at their work afresh: 'How could you do this task differently next time?', 'What if you had to argue against the point you have made?' This kind of feedback may be most effective during a course, while learners are developing their profiles, as it provides information about improving their skills.

COMMON QUESTIONS AND SUGGESTED APPROACHES

How does this kind of holistic assessment fit with the marks and grades of most course assessments? Assessment has a 'double duty': to help students master the demands of the course but also to prepare them 'for lifelong learning in an unknown future'. Everyday marks and grades focus on the here-and-now of mastering course requirements, but global skills encourage the incorporation of this learning into life beyond the classroom. This is why a holistic approach to global skills assessment is needed: the outcome should be a broad understanding of learners' competence in a particular cluster of skills, accompanied by feedback on strengths and on what further development is needed. We recognize that some students are highly grade-oriented in their approach. However, the significance of global skills is emphasized through their inclusion in classroom assessment, which may increase student motivation for developing these skills. Furthermore, with global skills assessment, teachers have an opportunity to show learners that being an effective language learner and user goes beyond passing exams.

How does this work with assessing large groups?

The nature of global skills means that assessment can be done over time using a continuous assessment approach. It does not need to involve every student on each occasion. The teacher may select a particular group to observe and hold a follow-up discussion with. In subsequent activities, other groups or individuals will be the focus of informal assessment. The work of 'unobserved' groups on a task can still be assessed

if students have the opportunity for peer assessment or have the option of including their outputs in their portfolio. Learner self-assessment is another valuable tool which develops learner autonomy while encouraging students to reflect on their individual progress, their achievements, and the next steps for further development.

CONCLUSION

Successful assessment of global skills depends on the opportunities students have had to demonstrate their progress in these skills through their English language lessons. Because global skills are interconnected and require qualitative evaluation, holistic assessment approaches are needed. We recommend that teachers use the global skills learner profiles as a starting point in developing success criteria for assessment judgements on different types of learner evidence as provided via a range of classroom activities. Effective feedback is a vital part of this process, as it allows for a collaborative evaluation of learner progress. The use of portfolios is highly recommended as a way of exercising various global skills in the creation of both the portfolio and the work it contains.

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