

DEVELOPMENT OF STUDENTS' TRANSFERABLE SKILLS

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The focus of the given paper is the necessity for our students to possess developed transferable skills, which are specific skills and abilities that are relevant and helpful across different areas of life. Along with the term 'transferable', these skills are often referred to as 'interpersonal', 'social', 'soft', or just 'people' skills. Whatever the label, what matters is gaining deep insight into the essence of the nature of the skills which characterise the way one approaches a variety of life and work situations and specify the relationships with other people. By contrast, we refer to purely professional, job-specific skills as 'hard skills'. It is these skills that provide the needed job-related expertise, making up a basic minimum necessary for a person to function well in a particular workplace. 'Hard skills' can be tested through respective exams, which is not the case with so-called 'soft' skills. What is more, the so-called soft skills are very often the hardest skills to be developed.

We consider transferable skills to be indispensable for students' becoming successful graduates, who are ready to fight for jobs in a highly competitive market. Hence, offering encouragement to students in their development of such skills is of great concern to us, foreign language teachers. We look at the development of such skills in our students as a primary objective of the course and educational process as a whole.

The needed transferable skills include team work, leadership, time management, listening, written and verbal communication, personal development. All these contribute to working effectively in a group or team to achieve the set goals, showing initiative and leadership abilities, managing the workload and time effectively, writing and speaking clearly in a variety of situations, getting to know oneself and finding ways to one's further development. Thus whatever the content, the students are supposed to be actively and appropriately involved in the learning process so that the above and other transferable skills be trained. We assume that our undivided attention should be given to students' personal development, since

the latter is considered to be an attractive quality for our graduates' prospective employers. Therefore, by demonstrating one's concentration on learning and progress, the person is likely to be seen as enthusiastic and willing to take on new challenges, which is expected to bring great credit to the person's moving higher up the career ladder and personal satisfaction in general.

In order to succeed in applying the idea of transferable skills development to the academic format, it is important, as we see it, to accept a revolutionary and paradigm-shattering idea of Daniel Goleman, who is known for discounting IQ as the sole measure of a person's abilities. Instead of Intelligence Quotient, he proposes Emotional Intelligence (EI), which is sometimes referred to as EQ (Emotional Quotient). Rejecting the idea that people with higher IQs will be more successful at work and through life, we support the view that there is more to success than simply being 'clever'. Emotional intelligence represents the part of the personality that we can develop and improve. Foreign language classes might serve as a platform for developing students' transferable skills. Throughout classroom activities our learners could develop generic skills, including critical thinking, participation in discussions with expressing own position on the subject under consideration, making presentations in front of audiences, working in groups with fulfilling different roles, etc. Transferable skills provide learners with ability to communicate effectively in a wide array of situations, revealing initiative, creativity and integrity, which is valuable for both private and public spheres in the modern world.