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TRANSVERSAL COMPETENCES IN HIGHER EDUCATION (ТРАНСВЕРСАЛЬНІ КОМПЕТЕНЦІЇ У ВИЩІЙ ОСВІТІ)

Cutting edge knowledge and skills, also termed transversal competences, are necessary for the future of young people who need to be able to act in digitalised environments, learn new ways to work, be involved as active citizens and encounter people with a variety of cultures and linguistic backgrounds, just to name a few transversal competences. All these challenges can be turned into sources of joy, if languages are naturally integrated with other subjects at university.

Today many higher education students and graduates somewhat lack knowledge and skills to promote businesses and result-driven work motivation, employ themselves into the regions and efficiently work in diverse teams. The transversal competences like creativity, initiative, and tenacity, teamwork, understanding of risk and responsibility and resilience are more crucial than ever in the future in the world of work.

These competences are said to be the keys to be successful in the world of work, changing our future in a good way at the time when we are dealing with big challenges like industry 4.0 and the rise of artificial intelligence. The need for competence development is relevant in any field of higher education – it includes much more than business or economics: the need is multi-sectoral and multi-disciplinary as the world of work itself.

All the higher education graduates, no matter what their major or degree is, do need these competences and their related skills. This research discusses one case example: ECMT project, which works towards promoting these highly important learning goals. Erasmus+ Strategic Partnership Project Entrepreneurships and Communication in Multicultural Teams (ECMT+) was selected for funding in 2015.

The project discusses the development process of the transversal competences and skills, framed by the entrepreneurial university approach. The approach is chosen as it is a concrete scheme directly involving students, teachers, business and management, has measurable actions and even has been proven to be an efficient tool to promote both the teachers' and students' competences.

In Europe, a variety of initiatives during the last fifteen years have been carried out to support entrepreneurship and develop a start-up culture within universities and research institutes on local, regional and national levels. One indicator for these activities is the rising number of language

courses and entrepreneurship chairs in higher education and several start-up support initiatives within the whole system.

ECMT+ aims at developing European students' and graduates' entrepreneurial mindset and practices that foster the development of the highly-important transversal competences and skills supporting their future employability. Transversal competences and skills are mainly related to self-management, interpersonal and communication skills and they are all embedded into humanity in one way or another.

Therefore, for students to facilitate the learning processes systematically, supporting the development of the transversal competences, they need teachers with new skills and networks. To work towards this goal, ECMT+ develops teachers' expertise by creating an international community of learning and organizing shared training workshops. Moreover, the teachers from different countries and organizations work together throughout the process, which boosts the valuable informal peer learning. It is one concrete possibility for European teachers and students to develop more multicultural and globally aware professionals or at the very least take some steps on this path to the future.

In addition, it strengthens the links between the higher education institutes (HEI) and industry, increasing the relevance of tertiary education to the world of work. The business world and partners contribute to the implementation of the intensive courses and training workshops bringing their valuable expertise to the table. Higher education that responds to the needs of regions and the local businesses expands the understanding of the potential of international co-operation and networks when discussed and developed in a diverse network.

The project methodology relies on sharing and responsibility as well as proper planning, detailed preparations and division of work. Even though this not always easy in a somewhat challenging and ambitious project, the methodology of implementation is based on iterative and participatory co-creation of knowledge. The process relies on agile development: what we do is directly piloted and then further elaborated.

This research will develop an action-oriented scenario-based framework for the implementation and documentation of language-related, cross-disciplinary approaches in foreign language higher education. The "vignettes" or cases for the scenarios will be of a multimodal character and might be used for learning/teaching arrangements (including tele-collaborations) as well as for self-regulated portfolio work. A digital multimodal portfolio template with learning analytic potential will also be designed and piloted by a transnational, multi-professional "community of practice".