

THE ROLE OF FOREIGN LANGUAGES IN FOSTERING TRANSVERSAL SKILLS IN HIGHER EDUCATION LEARNERS

Ved Tetiana

lecturer,

department of pedagogy, foreign philology and translation
Simon Kuznets Kharkiv National University of Economics

Abstract. The paper examines the role of foreign languages in the formation of transversal skills of students in the context of the competency-based approach. It is argued that foreign language education is an important factor in the development of critical thinking, communicative competence, intercultural awareness, creativity, and the ability to cooperate. The potential of interactive teaching methods, project technologies, and the CLIL approach in the development of transversal competencies is analyzed. The pedagogical possibilities of integrating modern teaching methods into the process of foreign language training for students are identified. The conclusion is made about the effectiveness of using interactive methods as a means of improving the quality of the educational process and forming universal skills necessary for successful professional and social activity.

Keywords: foreign languages, transversal skills, interactive methods, competence-based approach, intercultural communication, critical thinking, higher education.

Relevance of the problem. In the context of modernizing education and introducing a competency-based approach, the issue of developing transversal skills in students, which ensure their ability to perform effectively in various social and professional situations, is becoming particularly relevant. Foreign languages are an important pedagogical resource for the development of skills such as critical thinking, communicative competence, creativity, cooperation, intercultural awareness, and the ability to self-regulate learning activities [2].

In the modern educational space, the problem of forming transversal skills of students is becoming particularly important in connection with the transition to a competency-based model of education and the need to train specialists capable of acting effectively in the conditions of globalization, digitalization, and intercultural interaction. In scientific research by domestic and foreign scholars, considerable attention is paid to the development of key and transversal competencies, the introduction of interactive teaching methods, and the formation of critical thinking and intercultural communication.

In particular, the works of contemporary researchers reveal the theoretical and methodological foundations of the competency-based approach in education, the pedagogical potential of interactive and project-based technologies, as well as the possibilities of foreign language education as a means of developing communicative and intercultural competencies. At the same time, despite a significant number of

scientific studies, the role of foreign languages in the holistic development of transversal skills of learners, as well as the mechanisms of integrating interactive methods and the CLIL approach into the process of foreign language training, have not been sufficiently systematically researched.

Therefore, the need for theoretical understanding and practical justification of effective pedagogical conditions for the formation of transversal skills through foreign language education determines the relevance of this study.

Presentation of the main material. Interactive teaching methods are an effective didactic tool for developing transversal skills, as they involve active interaction between participants in the educational process, problem-solving activities, and reflective thinking about the learning experience. From a didactic point of view, interactive teaching methods are an effective means of organizing the educational process, promoting active knowledge acquisition, skill development, and competence formation among students. They ensure the active participation of students in the learning process, stimulate independent cognitive activity, the development of analytical and critical thinking, and form the ability to apply knowledge in practical and new situations.

The didactic effectiveness of interactive methods lies in the fact that they implement the principles of activity, problem-solving, and co-creation in learning, allowing each participant in the process to act as an active subject rather than a passive consumer of knowledge. Among the most common didactic forms of interactive learning are discussions, debates, role-playing games, case studies, project-based learning, brainstorming, and small group work. Each of these methods is aimed at developing specific transversal skills, while ensuring the assimilation of content and the formation of a competency-based approach to learning.

Higher education institutions pay special attention to the study of foreign languages not only for the purpose of developing language competence, but also for the formation of global competence, intercultural awareness, and critical thinking necessary for responsible citizenship and professional activity [4]. The integration of online activities and digital technologies into traditional learning programs improves the development of transversal skills and academic performance of students [1;5].

Interactive teaching methods are based on active interaction between participants in the educational process and are aimed at developing the ability to think independently, collaborate, and apply knowledge in new situations. Their use in the educational process contributes to the development of transversal skills, in particular critical thinking, communication skills, creativity, intercultural awareness, and teamwork skills.

The most effective interactive methods include discussions and debates, which develop the ability to argue one's position, analyze information, and engage in constructive dialogue. Role-playing and modeling professional situations create conditions for the formation of intercultural competence, adaptability, and practical communication skills [6].

An important place is occupied by the case method, which involves the analysis of real or simulated problem situations and contributes to the development of analytical

thinking, decision-making skills, and the application of theoretical knowledge in practical activities. Project-based learning ensures the integration of knowledge from different fields, develops research skills, independence, and responsibility for the results of work [12].

An effective means of stimulating cognitive activity is the brainstorming method proposed by American advertising executive Alex Osborn. Its essence lies in organizing a collective discussion of a problem with the aim of generating the maximum number of ideas within a limited period of time. The main principles of the method are the absence of criticism at the stage of proposing ideas, encouragement of even non-standard ideas, focus on quantity, and the possibility of combining and improving already proposed options. This approach creates a psychologically safe environment in which participants are not afraid to express their own opinions, which has a positive effect on the development of imagination, flexibility of thinking, and the ability to make associative connections [11].

Brainstorming activates cognitive processes—attention, memory, analysis, and synthesis of information. Participants learn to quickly formulate thoughts, argue their position, and listen to others. After the idea generation stage, ideas are systematized, critically analyzed, and the most appropriate solutions are selected. This develops the ability to evaluate information, draw conclusions, and make informed decisions.

Equally important is the use of small group work and collaborative learning technologies. In the process of such interaction, participants distribute roles, agree on rules of cooperation, plan joint activities, and take responsibility for the final result. This contributes to the formation of social and communication skills: the ability to engage in dialogue, persuade, reach compromise, and respect different points of view. Working in groups develops empathy, tolerance, and constructive conflict resolution skills [10].

Joint learning also increases motivation, as each participant feels their own importance in achieving a common goal. Mutual learning takes place: stronger participants help those who need support, which deepens the understanding of the material on both sides. This form of activity promotes the development of critical thinking, responsibility, self-organization, and the ability to work in a team — competencies that are essential in today's educational and professional environment.

Problem-based learning and the “flipped classroom” technology are of particular importance, as they are focused on developing the autonomy of learners, their ability to self-regulate their learning activities, and critically comprehend the learning material. In the context of foreign language education, it is important to apply the CLIL (Content and Language Integrated Learning) approach, which ensures the integration of language and subject training and promotes the formation of interdisciplinary thinking [7]. The use of the CLIL (Content and Language Integrated Learning) approach promotes the simultaneous acquisition of subject content and a foreign language, which enhances the interdisciplinary nature of learning and contributes to the development of cognitive flexibility and the ability to transfer knowledge to new contexts.

The use of interactive teaching methods contributes to the activation of cognitive activity among students and the formation of skills in analysis, argumentation, and decision-making. The integration of interactive methods into the process of foreign language education is of particular importance, as it ensures the interdisciplinary nature of learning and creates conditions for the development of cognitive flexibility and the ability to transfer acquired competencies to new contexts.

Project-based learning ensures the integration of knowledge from different fields, the development of research skills and the ability to work in a team, as well as the formation of planning and reflection skills [3].

Thus, the integration of foreign languages and interactive teaching methods into the educational process of higher education institutions creates favorable conditions for the holistic development of students and the formation of their transversal skills. The use of modern pedagogical technologies ensures the activation of cognitive activity, increased motivation to learn, and the development of the ability to think interdisciplinarily and communicate effectively.

The use of interactive forms and methods of teaching contributes to the transition from a reproductive model of teaching to an activity-oriented one, within which students are active participants in the educational process. This, in turn, ensures the formation of skills that are universal in nature and can be applied in various professional and social contexts [9].

Foreign languages play an important role in the development of transversal skills in higher education students, promoting not only language competence but also intercultural communication, critical thinking, creativity, and collaboration. Teaching professionally oriented foreign languages helps students master specialized terminology and adapt to the demands of the global labor market, which is particularly noticeable among students of management, marketing, and law. Innovative teaching methods, such as multimodal digital narratives, gaming technologies, and the integration of information technologies, increase student motivation and autonomy while developing their linguistic, cultural, and technological skills.

Conclusions and research prospects. Prospects for further scientific research are related to an in-depth study of pedagogical conditions and mechanisms for the development of transversal skills of students in the process of foreign language training. It is relevant to study the effectiveness of interactive teaching methods, project technologies, and the CLIL approach in the formation of critical thinking, intercultural competence, and communication skills.

Further scientific research should be directed towards the development and testing of models for integrating interactive methods into the educational process of higher education institutions, as well as the creation of criteria and indicators for assessing the level of development of transversal skills. Another important area of research is the use of digital educational technologies and blended learning as factors in improving the effectiveness of the formation of transversal competences.

The results obtained can be used to improve the content and methodology of foreign language education, modernize curricula, and improve the quality of professional training for future specialists.

Thus, foreign language education, combined with modern pedagogical technologies, is an effective means of developing the transversal skills necessary for successful self-realization in a dynamic educational and professional environment.

List of references

1. Anoshkova, T. (2024). THE ROLE OF FOREIGN LANGUAGE LEARNING IN FOSTERING GLOBAL COMPETENCE IN THE US HIGHER EDUCATION INSTITUTIONS. *Advanced Linguistics*. <https://doi.org/10.20535/2024.14.315725>.
2. Crespí, P., García-Ramos, J., & Queiruga-Dios, M. (2022). Project-Based Learning (PBL) and Its Impact on the Development of Interpersonal Competences in Higher Education. *Journal of New Approaches in Educational Research*, 11, 259 - 276. <https://doi.org/10.7821/naer.2022.7.993>.
3. Delplancq, V., Maria, A., Lopes, C., Pereira, J., & Fidalgo, S. (2023). INNOVATIVE STUDENT-CENTRED STRATEGIES IN HIGHER EDUCATION: AN EXPERIENCE OF ACTIVE FOREIGN LANGUAGE LEARNING. *Education and New Developments 2023 – Volume 2*. <https://doi.org/10.36315/2023v2end090>.
4. Guerra-Macías, Y., & Tobón, S. (2024). Development of transversal skills in higher education programs in conjunction with online learning: relationship between learning strategies, project-based pedagogical practices, e-learning platforms, and academic performance. *Heliyon*, 11. <https://doi.org/10.1016/j.heliyon.2024.e41099>.
5. Jaganathan, P., Pandian, A., & Subramaniam, I. (2014). Language Courses, Transversal Skills and Transdisciplinary Education: A Case Study in the Malaysian University. *International Journal of Educational Research*, 2, 1-10.
6. Kovalchuk, Y. (2025). INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS. *Вісник науки та освіти*. [https://doi.org/10.52058/2786-6165-2025-2\(32\)-687-694](https://doi.org/10.52058/2786-6165-2025-2(32)-687-694).
7. Liakh, I., Savenkov, O., Chobal, V., & Gladkiy, K. (2025). USING INTERACTIVE TEACHING METHODS: THE WAY TO EFFECTIVE EDUCATION. *Actual Problems of Economics*. <https://doi.org/10.32752/1993-6788-2025-1-286-14-20>.
8. Morgado, M., Gómez, L., & Calvete, M. (2019). Learning a /through a foreign language in higher education. *Millenium - Journal of Education, Technologies, and Health*. <https://doi.org/10.29352/mill0209.04.00226>.
9. Podoliak, M., Smolinska, O., Cherepovska, T., Burkovska, Z., & Meleshko, L. (2025). Teaching Foreign Languages for Professional Purposes in Higher Education. *Cadernos de Educação Tecnologia e Sociedade*. <https://doi.org/10.14571/brajets.v18.nse2.217-231>.
10. Shaheen, L., Mahmood, N., & Lillah, Z. (2023). Development of Transferable Skills among Grade 7 Students through Discussion Method. *UMT Education Review*. <https://doi.org/10.32350/uer.62.02>.
11. Weicht, R., Ivanova, I., & Gikopoulou, O. (2020). The CRADLE teaching methodology: developing foreign language and entrepreneurial skills in primary school pupils. *Entrepreneurship Education*, 3, 265 - 285. <https://doi.org/10.1007/s41959-020-00036-2>.

12. Zouali, F., & Houat, N. (2024). Integrating Transversal Skills into EFL Course Design: English Teachers' Perceptions. *INTERNATIONAL JOURNAL OF ADVANCED RESEARCH IN INNOVATION, MANAGEMENT & SOCIAL SCIENCES*. <https://doi.org/10.57109/242>.