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DEVELOPING BUSINESS STUDENTS' TRANSFERABLE SKILLS FOR THEIR SUCCESSFUL PROFESSIONAL CAREER

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Research methodology. The results are obtained by applying the following methods: the method of abstraction in determining the essence of the category of «transferable skills»; experiential learning in evaluating the English for Specific Purposes (ESP) National Curriculum for Universities on the basis of teaching and learning ESP at the National Mining University; general to specific method in establishing the unity of the existing approaches to the development of students' professionally-oriented communicative competences.

Results. It is revealed that the emphasis shift from language knowledge to teaching and learning a language as an integrated system of knowledge and skills, which are professionally-oriented, encourages the development of students' skills that are necessary for their successful professional career.

It is shown that teaching and learning ESP using the skills-based and task-based approaches is the most appropriate and effective for developing students' transferable skills.

The analysis of the ESP syllabuses designed by the Department of Foreign Languages, ESP National Curriculum for Universities and current requirements of employers indicates that the university syllabuses contents correspond to the ESP Curriculum and employers' requirements as to university graduates' professional skills.

Novelty. The development of transferable skills outlined by employers as the main requirements for university graduates when teaching and learning an ESP course is suggested.

Practical value. The suggested approaches to teaching and learning ESP courses enable to form an effective system to develop transferable skills that can be used in different learning situations and contexts and will provide graduates with a successful professional career.

Key words: professionally-oriented communicative language competences, transferable skills, skills-based approach, task-based approach, study skills.

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