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RECOMMENDATIONS FOR IMPROVING THE EFFECTIVENESS OF PSYCHOLOGICAL AND PEDAGOGICAL GUIDANCE FOR THE SOFT SKILLS' DEVELOPMENT IN UNIVERSITY STUDENTS

This article is devoted to the problem of developing soft skills of university students in the context of modern labor market demands and the increasing role of psychological and pedagogical guidance in the educational process. The purpose of this study is to substantiate and present recommendations for optimizing psychological and pedagogical guidance for soft skills development based on an analysis of modern approaches and previously obtained empirical data.

The methodological basis was a comprehensive approach, including a theoretical analysis of scientific sources and educational practices, as well as the design of psychological and pedagogical guidance programs. The authors' previous research findings were taken into account, showing that most students possess average soft skill components, with specific deficiencies observed in creativity, critical thinking, and the ability to solve complex problems.

Based on the data obtained, two complementary support programs were designed and tested: a comprehensive program for developing students' soft skills, including a set of trainings and elements of the

“Psychology of Personal Growth” course, and a 72-hour advanced training course for teachers. The programs focus on training formats, reflection, project work, and the use of modern educational technologies.

A set of recommendations is presented aimed at strengthening the practical focus of training, integrating soft skills into the educational process, providing methodological training for teachers, and utilizing digital technologies. The results obtained can be used by universities to improve their support systems for student soft skill development.

Keywords: soft skills, development, university students, psychological and pedagogical guidance, recommendations

Introduction

The development of soft skills in modern education is viewed as a continuous process of developing the personal and professional qualities necessary for successful adaptation in a dynamically changing socioeconomic environment. As noted by V. Tes and S. Khen [1], the role of soft skills in the structure of professional competence is rapidly increasing, as these skills ensure an individual’s ability to effectively interact, make decisions, show initiative, and achieve goals in conditions of uncertainty. Despite the traditional focus of universities on hard skills, numerous studies show that technical competencies alone are insufficient for professional success [2; 3].

In a previously published article, –A Model of Psychological and Pedagogical Support for the Development of Soft Skills in University Students” (Uaikhanova M. A., Pshembaev M. A., Khaimuldina A. Yu., Krykbaeva M. S., 2025), based on a survey of employers and HR specialists in the Pavlodar region, we identified the most significant soft skills for the modern market: teamwork, creativity, problem-solving, and emotional intelligence [4]. These skills were identified by respondents as key factors in professional success, determining the competitiveness of graduates and their readiness for practical challenges [5].

Given the identified employer requirements and the growing importance of soft skills for graduates’ professional development, there is a growing need to create conditions that ensure the targeted and systematic development of soft skills within the university’s educational environment. A key mechanism for such development is psychological and pedagogical guidance, which serves not simply as a support tool but as a holistic system aimed at organizing, stimulating, and monitoring the development of key competencies in students [6; 7].

Psychological and pedagogical guidance enables the integration of soft skills development into the educational process, providing a combination of diagnostics, individual and group work, training technologies, active learning methods, and

reflective practices [8]. This approach promotes the development of students' abilities for collaboration, self-regulation, communicative activity, and independent decision-making – precisely those qualities identified by employers as critical [9].

At the same time, an analysis of existing practices shows that the support process requires further optimization, in particular strengthening its methodological support, expanding teacher participation, updating the technologies used, and improving the systematic nature of the work [10]. In this regard, this article offers recommendations for increasing the effectiveness and optimization of psychological and pedagogical guidance for soft skills development, based on the results of previous research and modern approaches in the field of education. This will improve the quality of student training and ensure that the educational process meets current labor market requirements.

Materials and methods

The methodological basis of the study was a comprehensive approach focused on the development and description of practice-oriented recommendations for optimizing psychological and pedagogical guidance for the development of soft skills among university students.

During the first stage, a theoretical analysis was conducted to examine current research, methodological developments, and university practices related to the development of soft skills, as well as models for supporting students in the educational environment. Particular attention was paid to integrating soft skills into the educational process, organizing training and active learning, developing students' initiative and critical thinking, and creating conditions conducive to developing creativity and problem-solving skills.

It should be noted that the results of the diagnostics of the initial level of soft skills development, carried out by the authors at the previous stages of the study, have already been published earlier [4; 6; 11] and are not duplicated in this work.

As a result of the second stage of the study – the design stage – two complementary support programs were developed:

1 A comprehensive program for developing soft skills for university students. This program includes a range of training courses and elements of the “Psychology of Personal Growth” course.

2 A professional development program for teachers (72 hours) aimed at fostering teachers' readiness to apply modern methods of developing soft skills.

The design was carried out taking into account identified soft skill deficiencies, employer demands, and current trends in the development of higher education.

The final stage involved developing recommendations for optimizing psychological and pedagogical guidance for soft skills development at the university and substantiating the feasibility of their practical implementation.

Results and discussions

According to the results presented by M. A. Uaikhanova, M. A. Pshembayev, R. Zh. Tulkina, and M. S. Krykbayeva in a previously published article, most of the students diagnosed soft skills were predominantly at an average level. The most consistently expressed soft skills were emotional intelligence and teamwork skills, which served as an important resource for adaptation and interaction in the educational and professional environment. However, it was revealed that creativity, critical thinking, and the ability to solve complex problems were unevenly developed, with low scores observed among students. These data necessitated the development of psychological and pedagogical guidance programs aimed at strengthening the practical focus of training, developing initiative, analytical thinking, and problem-solving skills.

Within this framework of this focus, two complementary programs of psychological and pedagogical guidance were designed and tested. The first is a comprehensive program for developing university students' soft skills, including a training course entitled "Developing Soft Skills: The Path to a Successful Career and Self-Actualization" (Table 3), as well as practical classes and independent assignments within the "Psychology of Personal Growth" course. The second support program is aimed at teachers and is implemented as a 72-hour professional development course entitled "Modern Approaches to Developing Students' Soft Skills: Tools for Teachers".

Let's take a closer look at the program content.

1 Comprehensive soft skills development program for university students
Contents of the training complex (Table 1):

Table 1 – Contents of the training complex for students "Developing Soft Skills: The Path to a Successful Career and Self-Actualization"

| No. | Topic title | Number of hours |
|-----|--|-----------------|
| 1 | Trainings | 36 |
| 1.1 | Me and my resources: awareness, self-esteem, goals and aspirations | 4 |
| 1.2 | Emotional intelligence: understanding and managing emotions | 4 |
| 1.3 | Effective communication | 4 |
| 1.4 | Teamwork and collaboration | 4 |
| 1.5 | Resolving conflicts and building constructive relationships | 4 |
| 1.6 | Critical thinking: developing analytical skills | 4 |
| 1.7 | Creativity and out-of-the-box thinking | 4 |
| 1.8 | Solving complex problems and making decisions | 4 |

| | | |
|-----|---|----|
| 1.9 | My development path: soft skills as the basis for personal and professional effectiveness | 4 |
| 2 | Independent work of the student | 35 |
| 2.1 | Self-diagnosis: analysis of one's own soft skills | 5 |
| 2.2 | My goals and resources: creating a personal development map | 5 |
| 2.3 | Emotional intelligence in action: observations and conclusions | 5 |
| 2.4 | Teamwork: analysis of the experience of a group participation | 5 |
| 2.5 | Developing creativity: solving a non-standard problem | 5 |
| 2.6 | How i Make decisions: a critical case study | 5 |
| 2.7 | My soft skills development strategy | 5 |
| | Exam | 1 |
| | Total | 72 |

The second component of the comprehensive program is updated content for the “Psychology of Personal Growth” course. This course has been reoriented from a primarily theoretical approach to practical soft skills training. The lecture course emphasizes personal resources, motivation for change, goal setting, stress resilience, and communication strategies. Practical classes and independent work are aimed at developing skills in self-analysis, teamwork, critical thinking, and the design of individual personal growth programs.

The course emphasizes creative and training-based work: essays, collages, project assignments, modeling the “Ideal Self”, and developing self-development programs and creativity training.

Monitoring of learning outcomes is comprehensive and includes ongoing assignments, reflective work, diagnostic elements, and a final creative exam.

The combination of the training complex and the “Psychology of Personal Growth” course content provides continuous psychological and pedagogical guidance: from self-diagnosis and understanding of personal resources to developing key soft skills and designing an individual trajectory for professional development.

2 Advanced training course “Modern Approaches to Developing Students’ Soft Skills: Tools for Teachers” (72 hours) for the university’s faculty (Table 2).

Table 2 – Contents of the advanced training course

| No. | Topic title | Number of hours |
|-----|---|-----------------|
| 1 | Lectures | 18 |
| 1.1 | The concept and structure of soft skills in the educational environment of a university | 3 |

| | | |
|-----|--|----|
| 1.2 | Theoretical and methodological approaches to the development of soft skills: personality-oriented, activity-based, systemic | 3 |
| 1.3 | Modern models and international practices for developing soft skills in students | 3 |
| 1.4 | The role of the teacher in developing soft skills: facilitation, mentoring, and support | 3 |
| 1.5 | Methods and technologies for integrating soft skills into the educational process: from theory to practice | 3 |
| 1.6 | Assessing and diagnosing soft skill development: monitoring tools and strategies | 3 |
| 2 | Practical classes (trainings) | 36 |
| 2.1 | Modeling a soft skills profile for a given field of study | 4 |
| 2.2 | Analysis of cases and educational situations for the development of soft skills | 4 |
| 2.3 | Designing assignments that promote teamwork, communication, and critical thinking | 4 |
| 2.4 | Developing emotional intelligence in students: teacher practices | 4 |
| 2.5 | Using digital tools to organize soft skills-oriented training | 4 |
| 2.6 | Gaming and simulation technologies for soft skills development | 4 |
| 2.7 | Workshop on assessing and self-assessing the level of soft skills development in students | 4 |
| 2.8 | Facilitation of the learning process: training of teaching skills | 4 |
| 2.9 | Presentation and analysis of mini-projects by teachers on the introduction of soft skills into the educational process | 4 |
| 3 | Independent work | 17 |
| 3.1 | Analysis of scientific and methodological sources on the topic of soft skills in higher education | 3 |
| 3.2 | Self-diagnosis of development level of a teacher's own soft skills | 3 |
| 3.3 | Developing a lesson fragment with elements of developing specific soft skills | 3 |
| 3.4 | Analysis of educational discipline for the integration of soft skills | 3 |
| 3.5 | Development of tools for assessing students' soft skills | 3 |
| 3.6 | Developing a final mini-project (module or training program) to develop soft skills within the framework of your taught discipline | 2 |
| | Exam | 1 |
| | Total | 72 |

The lecture section of this course examined the fundamental aspects of soft skills: their structure and diagnostic criteria, modern models and international practices for developing these skills, as well as methodological approaches to

integrating them into the educational process. Particular attention was paid to the role of the teacher as a facilitator, mentor, and support provider.

The practice-oriented module provided teachers with the development of soft-skills-focused assignment design techniques, case analysis, the use of digital and gaming technologies, and soft-skills assessment and self-assessment methods. Independent work included literature analysis and the development of diagnostic tools and lesson elements.

The outcome was the creation and presentation of mini-projects on integrating soft skills into their own disciplines. Completing the course helped increase teachers' readiness to integrate soft skills into the educational process and strengthen their competence in providing psychological and pedagogical guidance for students' soft skill development.

Thus, the results of the previously conducted diagnostics and the programs developed on their basis demonstrated the possibility of moving from the fragmented development of soft skills to a holistic support system in which students and teachers are simultaneously involved. The training complex "Developing Soft Skills: The Path to a Successful Career and Self-Actualization" and the updated course "Psychology of Personal Growth" are aimed at addressing deficiencies in creativity, critical thinking, and complex problem-solving by engaging students in active, reflective, and project-based activities. The advanced training course also develops teachers' methodological readiness to support these processes in everyday educational practice.

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Conclusions

The work carried out allowed us to move from assessing the initial level of soft skills development to designing and implementing a comprehensive system of psychological and pedagogical guidance aimed at both students and teachers. The programs developed and tested have proven effective and promising: they enhance the practical focus of training, facilitate the integration of soft skills into the educational process, and increase the readiness of all participants to meaningfully utilize soft skills in the context of the modern labor market demands.

Based on the results of the research and program testing, the following recommendations are proposed for optimizing psychological and pedagogical guidance for the soft skills development in the educational environment of a university:

- expand the range of active teaching methods and training practices aimed at developing creativity, critical thinking and solving non-standard problems;
- strengthen the interdisciplinary integration of soft skills into academic disciplines through project assignments, group interactions, and practical cases;
- provide targeted methodological training for teachers to support the development of soft skills and the formation of facilitation and mentoring competencies;
- use digital, gaming and simulation technologies to increase student engagement and expand the experience of simulating professional situations;
- develop a system for monitoring the level of soft skills, including regular diagnostics, self-assessment, and reflective practices of students;
- to form individual trajectories for the development of students' soft skills, including goal planning, evaluation of results, and support;
- expand cooperation with employers to align labor market requirements and increase the practical significance of soft skills development programs.

The presented experience in implementing soft skills development programs and a set of recommendations can be used in the practice of universities to improve the psychological and pedagogical guidance of soft skills development process and increase the competitiveness of graduates in the modern labor market.

It should be noted that a SWOT analysis of the soft skills development model proposed as part of the project's implementation will be presented in the next article, where the strengths and weaknesses of the model will be systematized, the possibilities for its further scaling will be determined, and the potential risks of its implementation in the educational process will be outlined.

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ЖОО БІЛІМ АЛУШЫЛАРЫНЫҢ SOFT SKILLS ДАМУЫН ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ СҮЙЕМЕЛДЕУ ПРОЦЕСІНІҢ ТИІМДІЛІГІН АРТТЫРУ БОЙЫНША ҰСЫНЫСТАР

Мақала еңбек нарығының заманауи талаптары және білім беру процесінде психологиялық-педагогикалық сүйемелдеудің күшейіп келе жатқан рөлі контекстінде ЖОО білім алушыларының soft skills даму проблемасына арналған. Бұл зерттеудің мақсаты – заманауи тәсілдер мен бұрын алынған эмпирикалық деректерді талдау негізінде soft skills дамуын психологиялық-педагогикалық сүйемелдеуді оңтайландыру бойынша ұсыныстарды негіздеу және ұсыну.

Әдістемелік негіз ғылыми көздер мен білім беру тәжірибелерін теориялық талдауды, сондай-ақ психологиялық-педагогикалық сүйемелдеу бағдарламаларын жобалауды қамтитын кешенді тәсіл болды. Авторлардың алдыңғы зерттеулерінің нәтижелері ескерілді, бұл студенттердің көпшілігінде soft skills компоненттері орташа деңгейде екенін көрсетті, сонымен қатар жеке тапшылықтар креативтілікте, сыни ойлауда және күрделі мәселелерді шеше білуде байқалады.

Алынған деректер негізінде екі өзара толықтыратын сүйемелдеу бағдарламасы жобаланып, сынақтан өткізілді: білім алушыларға арналған «Тұлғалық өсу психологиясы» пәнінің элементтері мен тренингтер кешенін қамтитын soft skills кешенді даму бағдарламасы және 72 сағат көлемінде оқытушыларға арналған біліктілікті арттыру курсы. Бағдарламалар тренингтік форматтарға, рефлексияға, жобалық қызметке және заманауи білім беру технологияларын пайдалануға бағытталған.

Оқытудың практикалық бағытын күшейтуге, soft skills-ті білім беру процесіне интеграциялауға, оқытушыларды әдістемелік даярлауға және цифрлық технологияларды пайдалануға бағытталған ұсыныстар кешені ұсынылған. Алынған нәтижелерді ЖОО-лар білім алушылардың soft skills дамуын сүйемелдеу жүйесін жетілдіру үшін пайдалана алады.

Кілтті сөздер: soft skills, даму, ЖОО білім алушылары, психологиялық-педагогикалық сүйемелдеу, ұсыныстар.

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РЕКОМЕНДАЦИИ ПО ПОВЫШЕНИЮ ЭФФЕКТИВНОСТИ ПРОЦЕССА ПСИХОЛОГО-ПЕДАГОГИЧЕСКОГО СОПРОВОЖДЕНИЯ РАЗВИТИЯ SOFT SKILLS ОБУЧАЮЩИХСЯ ВУЗА

Статья посвящена проблеме развития soft skills обучающихся вуза в контексте современных требований рынка труда и усиливающейся роли психолого-педагогического сопровождения в образовательном процессе. Цель данного исследования – обосновать и представить рекомендации по оптимизации психолого-педагогического сопровождения развития soft skills на основе анализа современных подходов и ранее полученных эмпирических данных.

Методологическую основу составил комплексный подход, включающий теоретический анализ научных источников и образовательных практик, а также проектирование программ психолого-педагогического сопровождения. Учитывались результаты предыдущих исследований авторов, показавшие, что у большинства обучающихся компоненты soft skills находятся на среднем уровне, при этом отдельные дефициты наблюдаются в креативности, критическом мышлении и умении решать сложные задачи.

На основе полученных данных спроектированы и апробированы две взаимодополняющие программы сопровождения: комплексная программа развития soft skills для обучающихся, включающая комплекс тренингов и элементы дисциплины «Психология личностного роста», и курс повышения квалификации для преподавателей объемом 72 часа. Программы ориентированы на тренинговые форматы, рефлексию, проектную деятельность и использование современных образовательных технологий.

Представлен комплекс рекомендаций, направленных на усиление практической направленности обучения, интеграцию soft skills в образовательный процесс, методическую подготовку преподавателей

и использование цифровых технологий. Полученные результаты могут быть использованы вузами для совершенствования системы сопровождения развития soft skills обучающихся.

Ключевые слова: soft skills, развитие, обучающиеся вуза, психолого-педагогическое сопровождение, рекомендации.

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