TORAIYROYOV UNIVERSITY
ПЕДАГОГИКАЛЬНЫЙ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА
ISSN 2710-2661

№ 3 (2022)
PAVLODAR
НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета
Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО
о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания
№ KZ03VPY00029269
выдано
Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность
публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

https://doi.org/10.48081/DIFL9621

Бас редакторы – главный редактор
Бурдина Е. И.
д.п.н., профессор

Заместитель главного редактора
Ксембаева С. К., к.п.н., доцент

Ответственный секретарь
Нургалиева М. Е., PhD доктор

Редакция алкасы – Редакционная коллегия

Пфейфер Н. Э.,
д.п.н., профессор
Жуматаева Е.,
д.п.н., профессор
Абибулаева А. Б.,
д.п.н., профессор
Мирза Н. В.,
д.п.н., профессор
Фоминих Н. Ю.,
д.п.н., профессор (Россия)
Снопкова Е. И.,
к.п.н., профессор (Белоруссия)
Кудышева А. А.,
к.п.н., ассоц. профессор
Опанова Н. Н.,
к.п.н., доцент
Оралканова И. А.,
доктор PhD
Омарова А. Р.,
технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов
При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

© Торайгыров университет
*R. Zh. Tulkina¹, A. Zh. Aplashova², A. E. Mukhametkarimov³
¹Toraighyrov University, Kazakhstan Republic, Pavlodar;
²,³Pavlodar Pedagogical University, Kazakhstan Republic, Pavlodar

THEORETICAL ISSUES OF FUTURE TEACHERS’ SOFT SKILLS DEVELOPMENT

In the given article the importance of future teachers’ soft skills development is considered. The importance of soft skills is considered through the prism of future teachers preparation.

The system of future teachers’ soft skills is structured in four groups: basic communication, foresight management, effective thinking skills, self-management. Also the practical implementation of mentioned soft skills in future teacher’s work is analyzed. The role of «flexible» skills is reviewed.

The main aim of the article is to analyze the role of soft skills development in terms of future teachers education, also to strengthen the focus on soft skills which will be the most prominent in future teachers’ works.

The modern labor market requires the development of soft skills among the core competencies of students. In the process of developing «flexible» technologies, many scientists single out self-actualization as the leading factor in achieving the heights of professionalism, including the categories of inspiration, motivation «from within», participation, which in turn are also necessary in the process of developing soft skills.

Keywords: soft skills, future teachers, development, teacher’s education, basic communication, foresight management, effective thinking skills, self-management.

Introduction

One of the urgent tasks of modern society can be defined as increasing the country’s competitiveness through the development of professional specialists. In connection with the development of innovative technologies, methods of organizing the educational process, the modern labor market requires highly
qualified employees who differ from the rest not only in the level of professional competencies, but also in developed personal qualities.

The main goals and objectives of educational institutions are to ensure high-quality training of students as future specialists in a highly competitive environment. In the modern labor market, universal graduates are in demand, developed in different fields of activity, capable of quick adaptation, able to switch from one type of activity to another [1, 3].

The problem of developing soft skills over the past few years has been widely covered by a number of scientists, including N. V. Zhadko, M. A. Churkina, D. Tataurshchikova, E. Gaiduchenko, A. Marushev, O. L. Chulanova, V. Shipilov, T. A. Yarkova, O. Abashkina, I. Kanardov, Y. Portland and others.

D. Tataurshchikova believes that soft skills are personal qualities, skills, abilities of a person that contribute to increasing his interaction with other people, the effectiveness of labor activity. Another definition is given by O. Sosnitskaya, believing that soft skills are skills and abilities not in the field of certain professions, but universal human qualities. T. A. Yarkova emphasizes the need for creative, enterprising, active and creative people who are able to overcome boundaries. And among the main soft skills, he distinguishes activity, the ability to process information, the desire to improve himself, etc.

I. Milevsky considers self-improvement and individual development to be the main factors of a person’s success, without which the chance of success is close to zero. The author O. Abashkina is of the same opinion, believing that without the development of «flexible» skills even the best professional cannot achieve a good result... [4].

Now they note the importance of developing soft skills to achieve the competitiveness of students in the labor market, defining these skills as one of the new tracks in a dynamically changing world. Among the main necessary competencies of graduates, the following skills can be distinguished: quickly find a solution to non-standard issues, easily adapt to the path of new teaching technologies, quickly master the conditions of the educational space, harmoniously interact with the subjects of the educational process, be organized and motivated for active learning activities.

Currently, the profession of a teacher is gaining popularity in the labor market. Society needs specialists in the educational field, who require a large set of professional skills and a developed system of soft skills. These are the requirements of modern employers, where pedagogical universities, in turn, need to solve the problem of forming these competencies in students.
Material and methods

Soft skills are a wide range of non-specialized cross-professional skills necessary for the formation of students’ competitiveness through the development of such processes as productivity and participation of the individual in educational or work activities. In other words, this is a wide range of skills that are not related to a specific subject area or specific specializations. A distinctive feature of soft skills is the focus on the development of universal competencies, the manifestation of which cannot be clearly demonstrated.

Currently, graduates of pedagogical universities are faced with the so-called objectivity barrier, i.e. fear of making mistakes in the performance of their duties due to the low practical orientation of educational institutions. There is a gap between educational practice and the requirements of employers. In this connection, the emphasis on the development of «flexible» skills among students becomes the most relevant. According to Y. M. Davletshina and A. I. Ivonina, the presence of developed «flexible» skills causes «close attention of employers when hiring and in the formation of a model of competence for specific positions».

Universities should be focused on the implementation of project activities, teaching students to predict, analyze and educate themselves. The development of soft skills among students is a fundamental factor in promoting their individual trajectory of professional development. O. V. Barinova focuses on the fact that the development of soft skills is an opportunity for an additional connection between the employer and the university.

For the most part, the professional success of students depends on the development of soft skills. A study by O. L. Chulanova shows that the requirements of employers for a person to have «flexible» skills increase to 93%. The most in demand are students with developed critical thinking, creativity, the ability to solve complex non-standard problems and see opportunities.

Among the important competencies, employers considering students in pedagogical areas also highlight management skills, which include planning and organizing various events, delegation, moderator skills, task setting, knowledge of human nature, adequate perception of criticism, stress resistance, constructive attitude and ethics. Information skills that are part of soft skills are the skills
of possession, rational use, competent application, storage and transmission of information, computer skills and digital educational technologies [3].

The system of soft skills can be divided into 4 main groups: basic communication, foresight management, effective thinking skills, self-management. Communicative literacy is developed through teamwork, public speaking and contributes to the formation of the skill of effective work with people, competent behavior in critical situations, the ability to establish relationships in a team. Management skills include motivation, planning, change and project management. Effective thinking is expressed in creative, logical, critical thinking, is responsible for managing the processes in the head. Self-management skills are the ability to manage stress, emotions, personal development, control one’s condition, as well as the ability to reflect.

Directions for the implementation of soft skills are directly related to the formation and development of students’ practical skills. Among the main areas of work with «flexible» skills in the formation of students’ competitiveness, the following can be distinguished: the creation of various student associations, the use of interactive technologies in the educational process, as well as the formation of primary practical work experience by mastering the material of educational disciplines.

Directions for the implementation of soft skills are directly related to the formation and development of students’ practical skills. Among the main areas of work with «flexible» skills in the formation of students’ competitiveness, the following can be distinguished: the creation of various student associations, the use of interactive technologies in the educational process, as well as the formation of primary practical work experience by mastering the material of educational disciplines. These directions can be implemented by the following methods: creating special classes, background trainings; networking and learning from the experience of others; application of the project and case method to classes; self-learning; search for feedback; application of training involving work with a mentor; application of electronic lectures.

Background trainings involve independent work, where the basis is the psychological component. Exercises are performed in parallel with other activities, i.e. in the background. The purpose of this method is the development and education of personal competencies with the minimization of bad habits. Mentor-based learning involves studying and analyzing the behavior of a highly qualified person, while networking is based on the activity of creating business relationships. The implementation of this method makes it possible to solve problems and emerging issues more quickly and efficiently, increases personal self-esteem, gives self-confidence, a sense of usefulness, develops communication.
and oratory skills thanks to public speaking. Networking can be implemented by participating in various events, for example, seminars, conferences through the use of Internet resources in the educational process when creating electronic lectures, teleconferences, online portals; by developing and organizing various project activities; participation in conferences.

The next method for implementing soft skills is the case method, i.e. development of problem tasks based on real situations in order to find the optimal solution for the issue by students. The case method allows not only to enrich the theoretical knowledge of students, but also to develop practical skills and abilities: the ability to work comfortably in a team, a sense of responsibility and temporary space, critical thinking. Future teachers can consider and work through problem situations that arise during the educational process at seminars at the university, using immersion in reality.

The self-learning method is a fundamental area of soft skills, characterized by effective planning and self-organization. It consists in self-study of educational material, for example, listening and watching electronic lectures, videos, trainings and various webinars. The feedback search method is associated with receiving feedback, comments from the subjects of the educational process on the quality of the student’s work, the success of behavior, the level of development of skills [9].

«Flexible» skills are reflected in a number of practice-oriented technologies. The «training firm» technology is considered to be the fundamental and most effective in terms of the formation of students’ competitiveness, since it is based on the simulation of real situations. This technology is one form of organization of the educational process, built in the mode of imitation, reproduction of a real-life institution, enterprise. This technology is most in demand among students of economic areas, however, the «training firm» is also used in the preparation of students in pedagogical areas. In this case, it is not the company that is taken as the basis, but the construction of an imitation of an educational institution: a university, a school, a technical school. In the mode of activation of cognitive activity, future teachers are given the opportunity to develop the following qualities: initiative, critical thinking, willingness to help, a sense of responsibility for decisions made.

**Results and discussion**

Thus, the competitiveness of students is directly related to the presence of practical and «flexible» skills. The technology of «learning through the deployment of storylines based on binary thematic oppositions» involves the study of material by presenting it in the form of a story or story, where the definition of emotional and personal significance takes place.

The high competitiveness of future teachers is built on the basis of career-oriented programs. The modern labor market requires the development of soft skills
among the core competencies of students. In the process of developing «flexible» technologies, many scientists single out self-actualization as the leading factor in achieving the heights of professionalism, including the categories of inspiration, motivation «from within», participation, which in turn are also necessary in the process of developing soft skills.

**Conclusion**

Updating the role of soft skills involves establishing the degree of their understanding and mastering by students, as well as determining the main directions of formation both in the educational process, including changing the structure of curricula, and in extracurricular activities. Being a competitive graduate means meeting the current professional requirements, being in demand for job seekers, and meeting the employer’s values and motives. The requirements of modern employers are not limited to the presence of a large amount of theoretical knowledge. The labor market requires universal teachers with developed «flexible» skills, which include: critical thinking, versatility, responsibility, communication skills, managerial abilities.

### СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ


REFERENCES


Material received on 14.09.22.

*Р. Ж. Тулкина¹, А. Ж. Аплашова², А. Е. Мухаметкаиров³
¹Торайғыров университет, Қазақстан Республикасы, Павлодар қ.;
²³Павлодар педагогикалық университет, Қазақстан Республикасы, Павлодар қ.
Материал 14.09.22 баспаға түсті.

БОЛАШАҚ МУҒАЛІМДЕРДІҢ SOFT SKILLS ДАМЫТУДЫҢ ТЕОРІЯЛЬЫҚ МӘСЕЛЕЛЕРІ

Бұл мақалада болашақ мұғалімдер үшін soft skills дамытуының маңыздылығы қарастырылады. Жұмсақ дағдылардың маңыздылығы болашақ мұғалімдері даярлау призмасы арқылы қарастырылады.

Болашақ мұғалімдерің жұмысқа дағдылар жұмысқа жүйесі тәрізді топка бөлінеді: негізгі коммуникация, алдын ала болжауды басқару, тиімді ойлау дағдылары, өзін-өзі басқару. Сондай-ақ, аталған жұмысқа дағдыларды болашақ мұғалімнің жұмысқа тәжірибелик енгізу тәлімді.

Мақаланың негізгі мақсаты – болашақ мұғалімдердің даярдау soft skills-тің даму рөлін талдау, сонымен қатар, болашақ мұғалімдердің жұмысқа ен елі тәрізді орын алатын soft skills-ке назар аударып құшейтік қажет. Қазіргі заманғы еңбек нарығы студенттердің негізгі құзыреті — soft skills, ол олардың құрылысында немесе олардың елінің елінің құрылысында.

«Икемді» технологияларды әзірлеу үдерісінде көптеген ғалымдар қақынған, олар мәдениетінің мәртебәсінде soft skills-тің дамуын арқылы қақынған. Бұл ретте, ғалымдар құрылысындағы негізгі фактор — soft skills-тің дамуына арналған мәліметтер.
В данной статье рассматривается важность развития soft skills у будущих учителей. Важность мягких навыков рассматривается через призму подготовки будущих учителей.

Система мягких навыков будущих учителей структурирована по четырем группам: базовая коммуникация, управление предвидением, навыки эффективного мышления, самоуправление. Также анализируется практическое внедрение упомянутых мягких навыков в работу будущего учителя.

Основная цель статьи – проанализировать роль развития soft skills в подготовке будущих учителей, а также усилить акцент на soft skills, которые будут наиболее заметными в работе будущих учителей. Современный рынок труда требует развития soft skills среди основных компетенций студентов.

В процессе разработки «гибких» технологий многие ученые выделяют в качестве ведущего фактора достижения вершин профессионализма самоактуализацию, включающую в себя категории вдохновения, мотивации «изнутри», участия, которые, в свою очередь, также необходимы в процесс развития мягких навыков.

Ключевые слова: мягкие навыки, будущие учителя, развитие, подготовка учителей, основы коммуникации, управление предвидением, навыки эффективного мышления, самоуправление.

Электронды баспа
3,23 Mb RAM
Шартты баспа табагы 24,6.
Таралымы 300 дана. Багасы келісім бойынша.
Компьютерде беттеген З. С. Искакова
Корректоры: А. Р. Омарова, Т. Оразалинова
Тапсыrys № 3976


Электронное издание
3,23 Mb RAM
Усл.п.л. 24,6. Тираж 300 экз. Цена договорная.
Компьютерная верстка З. С. Искакова
Корректор: А. Р. Омарова, Т. Оразалинова
Заказ № 3976

«Toraighyrov University» баспасынан басылып шыгарылған
Торайғыров университеті
140008, Павлодар к., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы
Торайғыров университеті
140008, Павлодар к., Ломов к., 64, 137 каб.
8 (7182) 67-36-69
e-mail: kereku@tou.edu.kz
www.pedagogic-vestnik.tou.edu.kz