

Study of the Teachers' Needs for the Development of "Soft Skills" To Prepare Students for the Modern Labor Market

A.A. Tautenbayeva¹, Zh.B. Zhauynshiyeva², A. Abdimurat³, I. Taken⁴

¹Candidate of Pedagogical Sciences, Associate Professor of T.Zhurgenov Kazakh National Academy of Arts, Almaty, Kazakhstan.

²PhD student, senior lecturer of Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

³ Bachelor student of Almaty Technological University, Almaty, Kazakhstan

⁴Bachelor student of al-Farabi Kazakh National University, Almaty, Kazakhstan

Abstract

In the era of globalization and technological development, society is faced with the need to prepare young generations to work in a complex and diverse environment. The traditional education system is facing challenges, as graduates require versatile skills that cannot always be acquired through traditional classroom learning. In light of these changes, higher education faculty must have the skills needed to meet the challenges graduates face in a changing job market in the 2020s.

The purpose of this article is to consider the needs for such skills and the role of teachers in their development in students. In particular, the article draws attention to the importance of "soft skills" in the teaching profession. To achieve this goal, a comparative study of the experience of Kazakh and European teachers was carried out. The study identified the state of a set of critical "soft" skills, such as assertiveness, networking, teamwork, sensitivity, social engagement, action orientation, ability to work under pressure, and social desirability.

This research helps in understanding the role of teachers in developing "soft skills" in students, which may be important for their successful adaptation to the requirements of the modern labor market.

Keywords: Professional Development; soft skills, higher education, teachers' competence.

1. Introduction

In recent years, the quality of teaching in the education system has become a priority both nationally and internationally. In Kazakhstan, special attention is paid to improving the quality and status of teaching, as well as modernizing higher education (1). In this context, the competencies of teachers play a key role, and it is important that future teachers be prepared to work with both a variety of educational content and the different requirements of students (2). Therefore, one of the priority tasks for teachers should be high-quality professional education. It is assumed that in order to perform such a complex job that requires emotional and cognitive effort, teachers must have continuous high-quality professional development and the best working conditions, although in most cases this is not realized.

Until the end of the 20th century, researchers in the field of psychology and education believed that

intellectual competencies play a major role in academic and professional success. However, there is now a growing focus on soft skills (3) such as motivation, teamwork, work ethic, planning, effective communication and cultural understanding, which can play an equally important and sometimes even more important role in academic and work success. Awareness of the importance of developing soft skills in education is growing, and as a result, new didactic methodologies and methods for assessing these skills are being developed (4).

These questions also highlight the intellectual challenges that must be met in today's scientific classroom, the social nature of learning, the professional identity of teachers, and their command of the professional language associated with learning and teaching. In addition, significant importance is attached to the personal contribution of trainee teachers as a key factor in efficiency, innovation and the maintenance of a healthy and committed teaching environment (5).

Teacher competency frameworks and professional standards define the expected results and pedagogical skills of teachers, which are key tools for stimulating and supporting the quality of teaching work. These skills can serve as a basis for conceptualizing quality, evaluating performance, and developing pedagogical capacity.

In recent decades, the importance of so-called "soft skills", which are seen as an important addition to traditional "hard" skills, has become increasingly clear (7). Hard skills are learnable and specific skills that can be defined and measured, such as math, writing, typing, etc. While soft skills such as listening, personal habits, assertiveness, sensitivity, or getting along with others are difficult to quantify.

In modern teacher education, the applied sciences are less a treated as the only object of study, and instead curricula seek to integrate and link these applied sciences with a reflective approach, which is seen as an increasingly important component of education (8). This experiential approach to learning encourages students to establish stronger links between practical knowledge, theoretical knowledge and personal experience and, in addition, contributes to an increase in self-esteem, self-esteem, responsible social consciousness, beliefs, values, etc., which implies a holistic development of the student, and not just the acquisition of purely didactic skills (9).

Globalization and technological progress lead to the emergence of new ways of learning and, accordingly, new approaches and methods that require the development of special skills. In this regard, there is a need to pay more attention to teaching "soft skills". This study attempts to assess the personality traits of schoolteachers in Kazakhstan, including assertiveness, networking, teamwork, sensitivity, socialization, action orientation, ability to work under pressure, and social position (10).

The collection of analytical data in this study was focused on proposing effective strategies for the development of "soft skills", describing the methodology and research procedure, which have a significant impact on the values that become functional in organizational contexts. In modern organizational structures, especially in the context of Kazakhstan, skills such as the ability to work in teams, mastery of communication processes aimed at managing change,

and the formation of a culture of innovation are of critical importance.

Soft skills have become an integral part of modern workplace requirements (11), and developing these skills has become a key factor in maintaining competitiveness in a rapidly changing labor market. Through this study, we aim to propose strategies to help develop these soft skills and reinforce the values that contribute to successful organizational performance.

2. Methods

The study sample consisted of 52 teachers, 63.4% (33) of whom were women. This helped create a more complete understanding of the various aspects of soft skills development among teachers and the impact of these skills on their work.

In this study, participating educators were assessed using the Business-Focused Personality Inventory (BIP), which had previously been adapted and applied in an educational context. This questionnaire is designed to assess personal characteristics in the context of work and is based on the theory of personalization and motivation. It was validated on a sample of 580 people, which revealed a structure of three factors with alpha factors from 0.86 to 0.93.

The BIP consists of 14 scales grouped into four domains, as well as an impression management scale. The following soft skills were assessed in this study: assertiveness, teamwork, sensitivity, action orientation, working under pressure, and social desirability. The responses to the questions were rated on a six-point scale ranging from "Completely True" to "Completely False".

The variables considered were grouped into three categories: intrapersonal, interpersonal, and development-oriented activities. An impression management scale was also used, which indicates how much participants tend, consciously or unconsciously, to create a positive and socially acceptable self-image. Very high scores on this scale invalidate the results of the questionnaire, as it is assumed that the participant did not answer sincerely.

The following soft skills were assessed in this study: assertiveness, networking, teamwork, sensitivity, action orientation, ability to work under pressure, and social desirability, described in Table 1.

Table 1. Classification and description of "soft skills"

Assertiveness	A skill that enables a person to assert their rights or the rights of others in a calm and positive manner, without resorting to aggression or passive acceptance of unwanted situations. This includes being able to set boundaries, communicate openly and honestly, and express your thoughts and feelings in a respectful and constructive manner.
Networking Capability	This is a comprehensive qualitative characteristic that describes the skills associated with communication, the ability to establish connections, create trust and maintain relationships. It plays a key role in any organization or institution, including educational ones, as effective networking promotes effective communication, collaboration, information and knowledge sharing.
Teamwork	Qualities and skills that allow you to work well with other people during conversations, projects, meetings, etc.; it depends on the ability to communicate well, listen actively, be responsible and honest
Sensitivity	Sensitivity in the context of "soft skills" refers to the ability to notice and understand the feelings and emotions of others, and to take them into account when making decisions and interacting with them.
Action Orientation	A key "soft skill" that refers to an individual's ability to translate

	intentions and plans into concrete actions in order to achieve set goals. This is due to proactivity, the ability to make decisions and initiative.
Ability to work under pressure	A key "soft skill" which refers to a person's ability to cope with demanding or stressful situations without losing efficiency or productivity.
Social Desirability	Control factor in the study. It is a psychological phenomenon that manifests itself in the fact that individuals, as a rule, tend to present themselves in the most favorable light. This can manifest itself in questionnaire responses, where respondents may present themselves more positively than is consistent with their actual behavior or attitudes in order to make a favorable impression on others.

3. Results

Based on the study (Table 2), it can be concluded that teachers in general show a high level of interpersonal skills, despite the relatively small sample size. The results can be explained by the nature of the work of teachers, which involves active social interaction. In the context of the current sample, skills such as assertiveness, networking, teamwork, and sensitivity scored the highest overall. On the other hand, dimensions such as social desirability and action orientation were the least highly rated.

Table 2. The level of "soft skills" among teachers

"Soft Skill"	Gender	Index	Art. deviation
<i>Assertiveness</i>	male	4.26	0.19
	female	4.85	0.14
<i>Networking Ability</i>	male	3.62	0.24
	female	3.61	0.2

"Soft Skill"	Gender	Index	Art. deviation
<i>Teamwork</i>	male	4.27	0.23
	female	4.09	0.17
<i>Sensitivity</i>	male	4.23	0.26
	female	4.86	0.11
<i>Action Orientation</i>	male	2.46	0.25
	female	2.29	0.12
<i>Ability to work under pressure</i>	male	3.02	0.12
	female	3.13	0.1
<i>Social Desirability</i>	male	2.17	0.21
	female	2.53	0.15

Our exploratory analysis allows us to look at the results of a self-inventory related to teacher soft skills. The mean assertiveness value for male teachers is 4.26, with a standard deviation of 0.19, while for female teachers this value is 4.85, with a standard deviation of 0.14. This suggests that women, on average, rate their assertiveness higher than men and show less variability in their scores.

However, for completeness of the analysis, we must examine this difference in the context of the full range of possible values. None of the groups achieved a high level in this indicator, indicating absolute confidence in their assertiveness. This suggests that there is room for improvement in assertiveness in both groups, regardless of gender.

Taking into account the standard deviation, we see that the difference in assertiveness ratings in both groups is quite small. This suggests that, in general, teachers, regardless of their gender, have a similar perception of their level of assertiveness. The lower standard deviation in the women's group may indicate uniform perception of assertiveness by women teachers compared to men.

However, what does this mean in the context of the academic world? Assertiveness is an important soft skill in learning and communication. It allows educators to

express their thoughts and ideas clearly and confidently while maintaining open dialogue and collaboration. Assertiveness levels reported in this survey may reflect the degree to which teachers are comfortable with colleagues and students, their ability to state their needs and set boundaries.

It is important to note that, despite the average advantage of women in assertiveness, teachers of both genders rate their assertiveness at an average level. This highlights the importance of including training on soft skills such as assertiveness in the professional development of teachers.

It is also worth considering that self-esteem can be subject to various distortions. Some teachers may underestimate their assertiveness due to modesty or misunderstanding of this skill, while others may overestimate it due to overconfidence or lack of self-reflection. Based on this, feedback from students and colleagues, as well as professional assessment, can give a more accurate idea of the actual level of assertiveness of teachers.

4. Ability to Network

Ability to network is a key skill that helps teachers establish and maintain connections with colleagues, students and other participants in the educational process. This skill can also facilitate knowledge sharing, collaboration, and teacher professional development.

According to the data provided, the average level of networking ability for male teachers is 3.62 with a standard deviation of 0.24, while for female teachers this score is slightly lower, amounting to 3.61 with a standard deviation of 0.2. These data show that, in general, teachers rate their networking ability close to average on a scale of 1 to 6.

The small standard deviation in both groups indicates the relative stability of the grades, which indicates a similar perception by teachers of their skills in networking, regardless of their gender.

However, the average level of this skill indicates that there is room for improvement. Educators can work to improve their communication skills, actively participate in educational networks and communities, and develop their teamwork and collaboration skills.

Organizing seminars, training courses or workshops to improve networking skills, and providing platforms and opportunities for the exchange of ideas and knowledge

can be useful methods to support educators in improving this skill. It is also worth considering that low networking ability scores can be attributed to various factors such as lack of time, lack of opportunities for collaboration, or lack of effective communication skills.

Given that networking plays a key role in the academic world, including resource acquisition, knowledge sharing, and research collaboration, this is an area that will need more attention and support.

Compared to assertiveness, teachers rate their networking skills lower. This may be because networking involves a more complex set of skills, including the ability to make connections, build collaborations, attract resources, and maintain relationships. In addition, there may be more barriers to effective networking in the academic world, including competition for resources, time constraints, and geographic barriers.

An important aspect to consider is the ability of teachers to work in a team. This skill is of particular importance in an academic environment where teamwork and interaction are essential for research, participation in pedagogical projects, and curriculum development.

The data show that the mean teamwork ability score for male teachers is 4.27, with a standard deviation of 0.23. For female teachers, the average is slightly lower at 4.09 with a standard deviation of 0.17. These results may indicate that men, on average, rate their teamwork skills slightly higher than women do, although the difference is not significant.

Given the maximum value of 6 points, none of the groups achieved a high score. This may indicate that teachers of both genders see room to improve their teamwork skills. Given the importance of this skill in an academic setting, this highlights the need for support and training to develop this competency.

Overall, the data highlight the importance of working on teamwork skills in an academic context. Even though average scores are higher than for networking, there is still room for improvement, especially given the importance of teamwork to function effectively in an academic setting.

Let us turn to the analysis of data on a soft skill called "sensitivity". This skill reflects the teacher's ability to empathize and understand the feelings of others, which

can be especially important when interacting with students and colleagues.

The data show that the mean sensitivity value for male teachers is 4.23 with a standard deviation of 0.26. For female teachers, this value is higher at 4.86 with a relatively low standard deviation of 0.11. This indicates that female teachers, in general, rate their sensitivity higher than their male counterparts do, and that there is less variation among the female group.

The data shows that teachers of both genders rate their sensitivity at an average level. This may indicate that teachers see an opportunity to improve their sensitivity skills. This is especially important in academia, where empathy and understanding can help build more relationships that are effective and support learning.

Let us move on to analyzing the data for a skill called "action orientation." This skill reflects the teacher's ability to act quickly and effectively, make decisions and overcome obstacles, which is extremely important in a rapidly changing academic environment.

A very important finding of the study is the overall low level of action orientation among teachers of both genders. The data show that teachers rated their action orientation at a significantly low level. This may indicate that faculty members feel they have significant potential for improvement in this area.

Action orientation is a skill that includes the ability to make decisions quickly, take action, and move from words to action. A low score in this skill can manifest itself in problems with decision making, procrastination in completing tasks, an unwillingness to take responsibility, or even manifest itself in the form of "analysis paralysis", when the teacher spends too much time analyzing the situation, instead of making a decision and acting.

In an academic setting, a lack of action orientation can slow down progress in research, because problems with meeting deadlines, reduce the effectiveness of the learning process, and even affect relationships with colleagues and students. Teachers with a low level of action orientation may find it difficult to manage their time, priorities, and resources, which in turn can negatively affect their overall work and productivity.

A low score on action orientation can be attributed to many factors. For example, excessive fear of making mistakes, stress, lack of self-confidence, lack of time

management skills, lack of motivation, or lack of clarity about goals and objectives. It can also be influenced by cultural and social factors, including stereotypes and expectations regarding teacher roles.

Various strategies and practices can be used to increase the level of action orientation. First, it is helpful to work on improving your time and priority management skills. This may include learning techniques such as the Pomodoro method, using task management apps, or planning and setting specific, measurable, achievable, relevant, and time-limited (SMART) goals.

Second, educators can work on how they deal with failure by learning to see it as an opportunity for learning and growth rather than failure. Mental training, meditation, and other stress management practices can also help.

Third, you can use techniques to increase self-confidence and motivation, such as positive self-suggestion, visualization of success, receiving feedback and support from colleagues or mentors.

5. Ability to Work Under Pressure

Ability to work under pressure is a key skill, especially in an academic environment where the demands and workload can be high. Let us look at the data on this skill.

The mean for male teachers is 3.02 with a standard deviation of 0.12, while for female teachers the average is slightly higher at 3.13 with a standard deviation of 0.1. This data suggests that, in general, teachers rate their ability to work under pressure close to average on a scale of 1 to 6.

The low standard deviations indicate that the responses of teachers in both groups were relatively stable, without a large variation in scores. This may indicate some general agreement among teachers about their ability to work under pressure, as well as the possible universality of this skill in the academic environment.

Nevertheless, it is important to note that the overall level of ability to work under pressure, as shown by the data, is quite low. For educators who regularly deal with stress, time pressure, and high demands, this can be a major problem. Lack of the ability to work effectively under pressure can lead to reduced productivity, reduced quality of instruction, and may also affect the health and well-being of the teacher.

A low-pressure ability score can be attributed to a variety of factors. Lack of stress management skills, high workload, lack of support from peers or management, insufficient time to rest and recover are all potential causes.

You can improve your ability to work under pressure through practice and training. For example, you can learn stress management techniques such as meditation, breathing exercises, or progressive muscle relaxation. You can also work on your time and priority management skills to better manage your workload.

In addition, it is important to pay attention to your health and well-being. Regular physical activity, a healthy diet, adequate rest and sleep, and taking care of your mental health can improve your ability to cope with stress and work under pressure.

Intervention from universities and administrations can also be helpful. Providing support, stress management workshops, providing adequate rest and recovery time, and creating a healthy and supportive work environment can all contribute to improving this skill among educators.

6. Social desirability

Social desirability is a psychological term that refers to people's tendency to present themselves or act in a way that makes a good impression on others. In the context of teaching, social desirability can be associated with the desire of the teacher to be positively perceived by students and colleagues, the desire to maintain harmonious relationships and avoid conflicts.

According to the data presented, the average score of social desirability for male teachers is 2.17 with a standard deviation of 0.21, and for female teachers - 2.53 with a standard deviation of 0.15. These values indicate that, in general, teachers rate their social desirability at a low level. However, it should be noted that this figure is higher for women than for men.

A low social desirability score may indicate that faculty members are more focused on their own academic and educational goals than on pleasing others. This can be a positive aspect as this approach can help focus on the quality of teaching and research. However, on the other hand, this can lead to possible conflicts or problems in interaction if teachers do not take into account the expectations and needs of students or colleagues.

The reasons for low social desirability may be different. In an academic setting that values independence of thought and a critical approach, pleasing others may be considered less important. In addition, teachers may experience stress or pressure due to high academic demands, which may reduce their desire for social desirability.

To improve levels of social desirability, educators can work on their communication and interpersonal skills, learn to better understand and meet student needs and expectations, and create a more open and inclusive classroom environment. They may also seek to develop relationships that are more positive with colleagues through collaboration, sharing, and support.

Perhaps the need for teachers in interpersonal skills is increasing due to innovation and the emergence of new types of creative networks, which are emphasized in the modernization program. However, the most relevant skills identified in this study require further careful analysis to determine their significance in the context of a specific situation.

7. Discussion

The categories of intrapersonal and interpersonal skills overlap with the key elements of emotional intelligence. This gives grounds to consider an approach that assumes a broader concordance between intrapersonal and interpersonal skills and culture.

World Economic Forum Study (2018) titled "Eight Options for the Future of Work: Scenarios and their Implications" provides several hypothetical overviews of the future of work until 2030. It suggests that "...the evolution of learning between current and future workforces, as well as the amount of talent mobility across geographic regions, is likely to influence the nature of work in the future..." (World Economic Forum, 2018, p. 15).

Given this projection, cultural factors and differences in educational systems may explain differences in skill levels among teachers. While all countries emphasize the importance of higher education for teachers, the Kazakhstani system is based on uniformity of approaches and strict requirements for the education of teachers. On the contrary, the European system relies more on the autonomy of individual educational institutions, especially in the field of higher education.

Such differences may reflect different emphasis placed on different types of skills in these systems. This may be visible in formal curricula, or it may be more hidden, associated with teaching methods and processes.

The study indicates the need for Kazakh teachers to improve their "soft" skills, especially in the area of assertiveness and teamwork, which are related to the intrapersonal sphere, as well as sensitivity and establishing contacts, related to the interpersonal sphere. It is also relevant for teachers to work on socialization skills and action orientation.

It is important to emphasize that the sample size of the present study limits the rigor of the conclusions and therefore the study should be considered within its limitations and the results taken with caution. At the same time, some of the findings and proposals presented motivate the need for further research using a larger and gender-homogeneous sample. This would provide deeper data on "soft" skills, which are fundamental to the renewal of teacher education and professional development.

It is worth emphasizing the differences between "soft" and "hard" skills, especially given the challenge of integrating "soft" skills into teacher training and curricula in addition to already existing "hard" skills (13). Human and context-specific soft skills can be fluid, adapt to different situations, making them subjective and difficult to measure, and evaluate. Therefore, the skill assessments obtained in this study are based on self-assessment, which, although not as deep as the 360-degree assessment, is more easily organized as a research procedure. There is a clear need to develop an appropriate assessment framework to measure soft skills (14).

It is also important to ensure the integration of qualitative data derived from quantitative results, given the complexity of the role of the teacher in the 2020s. Research is currently underway around the world to identify the key qualities of a good teacher, although putting them into words remains a challenge (15). Researchers have compiled a list of competencies that has received broad political support (16).

Some researchers highlight the difficulty of defining a "good teacher" in terms of normative frameworks, noting that these definitions can change depending on the context and individual characteristics of the teacher (17). Others reject the possibility of setting standards

for teaching, emphasizing that it ignores the complexity of the profession, while most agree that standards should be based on good teaching practice, reflect values and beliefs, and respect the aims of teaching and the mission of the profession (18).

Greater participation in the development of competency frameworks and occupational standards can lead to better acceptance and adherence to this approach among people with different perspectives and experiences. Competence systems and professional standards define what teachers can and should do, thus avoiding the methodological problems associated with measuring the quality of teaching through "proxies" such as seniority or student achievement (12). These indicators do not always reflect support for student development or the ability to create an environment for learning.

Competence frameworks and professional standards should be pragmatic tools based on a functional analysis of the tasks of the teacher, and they should support compliance with the expected ethical norms and cultural values of the country. They should also be in line with national qualifications frameworks, which reflect the formal training and certification required for various industries and specific jobs, including education (19).

Modern educational contexts require skills in multi-level communication, facilitation of interaction, flexibility and the use of various tools. There are calls for open innovative thinking, 4.0, social technologies, digital strategies and other enabling technologies. Therefore, it is important to ensure that the development of teacher education curricula takes into account relevant knowledge and skills, as well as conceptual and soft skills in addition to hard skills.

Incorporating soft skills into the curriculum can ensure the success of the profession in the 2020s (20), but in order for teachers to adapt to innovation, change and stay up to date in education, they must be prepared for professional development throughout their careers. To this end, continuing education courses (INSET) have an important role to play in educating educators about innovation and change in order to promote change (21).

Online professional development programs are a solution that can ensure the professional development of teachers in the digital age. However, some research

suggests that the use of pedagogical methodologies that teachers themselves have been trained on may also be an option, and possibly a positive one. Literature reviews on the development of teaching in higher education discuss the need for a greater variety of methodologies and approaches to studying the impact of development initiatives by measuring actual behavioral outcomes (22)).

This may help avoid some of the problems associated with traditional surveys, such as the difficulty of identifying unconscious processes and the risk of obtaining socially desirable responses. However, it should be noted that the interpretation of the various questions may not fully reflect the actual performance of the teachers that have been researched. Previous research has noted that teachers' beliefs may be related to their pedagogical approaches, which may suggest that their interpretations are also related to their pedagogical approaches.

8. Conclusion

Teaching is a complex process that requires a wide range of knowledge and skills to be successful in the classroom. Therefore, the importance of appropriate training and development of these skills among university teachers should not be underestimated, as this significantly affects the quality of effective learning and teaching. There is evidence to support the importance of soft skills such as communication, creative thinking, problem solving and teamwork in university teaching practice. Therefore, it is important to raise the awareness of society and the teachers themselves of the needs and expectations associated with these requirements, and to stimulate the demand for appropriate action in the context of higher education.

As part of each new reform, new topics are introduced into the curricula, which are increasingly associated with the practice of school education and clearly indicate the need for pedagogical research. However, the issue of distribution of time, knowledge and resources remains insufficiently explored. To implement these fundamental changes, it was proposed to introduce curriculum-oriented teaching and learning of "soft skills", considering them as specific methodological approaches, rather than abstract pedagogical recommendations. This approach emphasizes the importance of pedagogy as a strategic component of the educational system.

In conclusion, in order to increase the motivation of teachers and the development of humanistic values in pedagogy, it is necessary to consider the possibility of including courses on "hard" and "soft" skills in the curricula, which contributes to the development of pedagogical culture and the creation of forms of continuous education.

Acknowledgements

This research is funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. IRN AP19678780).

Reference

- [1] S.E.Zhunosova, L.S.Baimanova., L.N.Naviy (2023). The role of soft skills formation among foreign language teachers. Bulletin of the LN Gumilyov Eurasian National University. Series: Pedagogy. Psychology. Sociology, 142(1), 107-118.
- [2] M.A.Flores, C.Day, (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. Teaching and teacher education, 22(2), 219-232.
- [3] D.S.Ermakov, J.A.Amantai, (2021) soft skills model. Modern education and soft skills. Education Policy, 4, 42-50.
- [4] B. Streitwieser, A.C. Ogden, (Eds.) (2016, March). International higher education's scholar-practitioners: Bridging research and practice. Symposium Books Ltd.
- [5] A.Gizatullina, O.V.Shatunova, (2019). Superprofessional skills of teachers. World of Pedagogy and Psychology, (4), 105-110.
- [6] Y.Sharan, (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. European Journal of Education, 45(2), 300-313.
- [7] C.A.Klaassen, (2002). Teacher pedagogical competence and sensibility. Teaching and Teacher Education, 18(2), 151-158.
- [8] T.H.Lin, (2021). Revelations of service-learning project: Multiple perspectives of college students' reflection. Plos one, 16(9), e0257754.
- [9] Y.V.Sorokopud, E.Y.Amchislavskaya, A.V.Yaroslavtseva, (2021). Soft skills ("soft skills") and their role in the training of modern specialists. World of science, culture, education, (1 (86)), 194-196.
- [10] E.P. Gracia, R.S.Rodríguez, A.P. Pedrajas, A.J.Carpio, (2021). Teachers' professional identity: Validation of an assessment instrument for preservice teachers. Helion, 7(9).
- [11] O.G.Byrdina, S.G.,Dolzhenko, E.A. Yurina, (2020). Soft skills of university graduates with pedagogical education as a competitive factor. Higher Education Today, (5), 24-29.
- [12] L.N.Ruliene, (2019). Development of "soft skills" in continuing education. Lifelong learning: continuing education for sustainable development (pp. 477-480).
- [13] O.P.Pereira, C.Costa, (2017). The importance of soft skills in the university academic curriculum: The perceptions of the students in the new society of knowledge.
- [14] S.Ravindranath, (2016). Soft skills in project management: A review. IUP Journal of Soft Skills, 10(4).
- [15] V.Sharma, (2018). Soft skills: An employability enabler. IUP Journal of Soft Skills, 12(2), 25-32.
- [16] E.Taylor, (2016). Investigating the perception of stakeholders on soft skills development of students: Evidence from South Africa. Interdisciplinary journal of e-skills and lifelong learning, 12(1), 1-18.
- [17] A.Oleson, M.T.Hora, (2014). Teaching the way they were taught? Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices. Higher education, 68, 29-45.
- [18] V.Caggiano, K.Schleutker, L.Petrone, J. Gonzalez-Bernal, (2020). Towards identifying the soft skills needed in curricula: Finnish and Italian students' self-evaluations indicate differences between groups. Sustainability, 12(10), 4031.
- [19] O.V.Zaslavskaya, A.S.Malafiy, (2021). Formation of "soft skills" in the educational process of the university as a factor in the development of the competitiveness of a young specialist. Perspectives on Science and Education, (3(51)), 115-126.
- [20] A.G.Volkova, (2021). Training a 21st century specialist in soft skills. In the collection: Scientific and practical aspects of the development of the agro-industrial complex. Materials of the national scientific conference. Krasnoyarsk (pp. 238-241).

- [21] G.Halász, J.Looney, (2019). Teacher professional competencies and standards. concepts and implementation. European Journal of Education, 54(3), 311-314.