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HIGH CLASS STUDENTS SOFT SKILLS DEVELOPMENT TECHNOLOGIES

Annotation. *The article discusses the possibilities of developing and improving soft skills in career guidance – this is an actively developing system of awakening the interest of high school students in studying the «Atlas of Professions». The relevance of this problem is dictated by the need to develop life skills – a set of behavioral skills that provide the ability to be socially adequate in behavior that allows students to interact productively with others and successfully cope with the demands and changes of everyday life. The purpose of the article is to consider the tools and opportunities for improving soft skills and remove barriers that prevent a modern school from coping with the task of vocational guidance for students. The foreign experience in the implementation of vocational guidance for schoolchildren is analyzed and its connection with their social success is shown.*

The article is based on the assumption that the most important competence is the ability to solve complex problems, think critically, and act creatively. As in many other cases, students need to be able to work in a team, make decisions, persuade, communicate, manage their time, and motivate themselves and others.

Recent studies show that interest in soft skills is constantly growing. Soft skills are necessary in terms of social skills that determine the stages of personality development. Soft skills, or flexible skills, are a set of skills that are responsible for successful participation in the educational process, their high efficiency and effectiveness, to evaluate the effectiveness of training and understand how well it is possible to use new knowledge with the use of technology in the classroom.

Keywords: *technology, development, soft skills, students, education, competencies, training, efficiency.*

Introduction

One of the tasks of modern education is to prepare modern youth for the choice of a profession and the successful implementation of professional activities in adulthood. The school, despite the function of career guidance work with students attributed to it, is not

evaluated according to such a criterion as the formation of their professional orientation and readiness for the professional choice of soft skills – these are the competencies of the future.

Globalization, the development of educational technologies, a better understanding of social relations and involvement in school projects affect how the school community perceives learning and what it should lead to.

The changes that are taking place are so serious that they are sometimes called "crisis innovations". In modern society, students already need to prepare for their future profession in order to provide productive preparation for life and be worthy citizens of their country.

According to O.A. Bogacheva, "Today it is impossible to deny that the formation of soft skills is a trend and a prospect of modern university education. Educational institutions that do not realize its importance and will not introduce it into the educational process will not be able to compete in the education market in a strategic perspective. Therefore, disciplines that form flexible skills should not only be included in the curricula for the relevant professions, but also introduced into the development strategy of universities as a point of growth of an educational institution" [1].

A similar point of view is expressed by E.V. Buyanov, noting that flexible skills are a person's abilities that help him to become more effective in many areas of activity, regardless of the professional, linguistic and cultural context, when using them [2].

Most researchers believe that soft skills are universal skills and personal qualities that increase the efficiency of work and interaction with other people, in particular: personal development management, competent time management, the ability to convince, communicate, negotiate, create a team, etc. We adhere to the opinion of L.K. Raitskaya and E.V. Tikhonova, who define soft skills in the most general form – as a set of supra-professional skills and personality qualities that are in demand in the labor market for the effective implementation of professional competencies. Based on the analysis of the literature, the researchers identified the most common taxonomy, according to which soft skills include: 1) social and communicative skills; 2) cognitive skills; 3) personality attributes and components of emotional intelligence [3].

A modern school graduate should be ready for self-determination and self-realization. This means being able to establish contacts and communicate with others, convince, motivate and achieve the set goal, competently allocate available resources, adapt to changing conditions, think creatively, make non-standard decisions, etc [4].

The Changing Nature of Work World Development Report 2019 notes that the pace of innovation will continue to accelerate to ensure the competitiveness of the future and the acceptance of new jobs as a result of modern advances in technology.

The fear is that schoolchildren are not sufficiently prepared to choose their future

profession and the secondary school does not provide the necessary life skills and does not form an idea about soft skills and how it affects the choice of conditions and opportunities for developing these skills based on monitoring the requests of future employers [5].

And here, first of all, it should be remembered that technologies for the development of soft skills at school age among high school students make it possible to achieve a higher understanding of the relationship between knowledge and socio-psychological readiness for the chosen profession. That is why they need education and soft skills in order to learn how to provide themselves with productive work, make informed decisions and be worthy citizens of their state throughout their lives.

Modern youth should be able to establish social contacts and communicate with other people, convince, motivate and achieve goals, competently allocate available resources, adapt to changing conditions, think creatively, make innovative decisions, etc.

The modern paradigm of introducing soft skills at all levels of education will require schools and universities in the near future to develop a set of special skills – knowledge of technology, the ability to solve problems, critical thinking, as well as interpersonal communication skills, such as perseverance, willingness to cooperate and the ability to empathize.

In the modern field of education, there is a vivid attention to the development of technical skills. Nevertheless, in our rapidly changing world, where technology is constantly evolving, there are opportunities for obtaining knowledge in various forms. In addition, social mobility and cognitive abilities open the door for graduates to a successful future. It is important that the school helps students determine their place in this dynamic world. Therefore, the school curriculum should not only transfer theoretical knowledge, but also develop soft skills such as communication, analysis and the ability to use information to make the right decisions and interact effectively [6].

The continuous process of introducing innovations in the field of education continues to actively stimulate the search for more effective methods and technologies aimed at developing students' social skills. The acquisition and assimilation of these skills remains a difficult task for schoolchildren, who are often subjected to strict assessment of their actions in accordance with strict standards and expectations [7].

Nevertheless, it is worth noting that peer assessment takes place more informally and is not regulated by special rules. In response to such a reaction, students choose a strategy of social behavior and show a desire to look for new aspects of their personality.

However, modern technologies open up opportunities for creating new conditions for the survival of students who need specific psychological and pedagogical support.

The effectiveness of the step-by-step support system in developing effective strategies and tactics for social behavior and personal development for successful socialization and self-regulation of one's resources will help every school graduate in adulthood [8].

After all, most modern high school students are not self-confident and have a high level of anxiety for various reasons, and getting into a new social situation, learning new Soft skills, are some new ways of self-defense when performing new complex tasks.

Materials and methods

The effectiveness of the self-protection system during schooling will make it easier for students to develop their social skills and gain self-confidence. These skills have nothing to do with intelligence, the ability to quote writers in the original, or mentally multiply four-digit numbers. But, the ability of students to clearly formulate their thoughts, offer alternative solutions and respect the opinions of their peers will make them successful in all areas of educational activity.

At the same time, there is a 21st century skills structure for students, which gives them many opportunities to improve their learning situation (Table 1):

Table 1. Structure of skills to improve the learning situation

№	Structure of skills	Content of learning situation
1	Development of critical thinking	performing complex and unique tasks, working in a group
2	Development of individual educational trajectory	according to the interests and qualities of each individual student
3	Development of key competencies in collaboration	mastering new knowledge, searching for new information
4	Use of available modern technologies of adaptability in the learning process	in order to get the teachers' support to discuss with them students' successes and failures, plan their educational path

A motivated individual with developed adaptability, collaboration and critical thinking skills will remain in demand for a long time. That is why the reorientation of education towards the development of high school students' Soft skills is a key link in solving success in educational and social activities. A motivated individual with developed skills in adaptability, group work and critical thinking remains in demand.

Soft skills are not individual or disparate skills, but rather a set of skills needed to communicate effectively and solve problems together. This is one of the fundamental differences between a man-man and a man-machine – the latter can perfectly perform a certain task, learn and show certain "human" qualities, but the whole complex of flexible skills is inaccessible to him. Therefore, the reorientation of education towards the development of "flexible skills" among schoolchildren is a key link in successful socialization in the future. Soft skills can be developed further at an older age, but it is necessary to take into account the age period in the development of high school students,

which creates the most favorable conditions for the formation of certain psychological qualities and social types of behavior, their leadership function. [9]

Based on the elements of the content and levels of soft skills acquired by students, we determined the criteria by which the diagnostics of the studied competencies was carried out in order to assess the effectiveness of the process of its formation.

Results and Discussion

The study results reveal that the majority of high school students are unfamiliar with the terms hard skills and soft skills, encountering these concepts for the first time (70%). To validate this hypothesis, a list of 14 skills was presented, prompting students to categorize them as either subject-specific or social abilities.

Concerning hard skills, most students accurately identified knowledge (95%) and learning skills (82%). However, in the realm of soft skills, a significant portion of respondents misidentified skills such as communication (50%), teamwork (70%), willingness to learn continuously (80%), ability to handle vast amounts of information (80%), public speaking (55%), adaptability (45%), and independence in decision-making (40%).

Responses to this question highlighted that 30% of participants were aware of the term soft skills but lacked a precise understanding of its essence.

In the classification section of the listed competencies, we presented questions for students that can give in real practice an understanding of the differences between the description of the concepts of hard skills and soft skills. The situations in the questions are combined into a single storyline for the students themselves to analyze the necessary actions to understand the significance of the proposed competencies. The assessment of social, volitional, leadership and intellectual competencies in terms of their importance is presented on a scale using a 5-point system. For comparison and interpretation of the results each scale is divided into 5 diagnostic zones with a ranking of competencies.

The results of the answers to the questions gave feedback in the analysis of the general level of understanding by students of the significance of competencies. The following answers were received to the question of «What skills are most important for graduates as future specialists»:

Table 2. Results of answers on the order of importance of competencies

№	Competencies ranking	1st place	2st place	3st place	4st place
1	Social	20%	56%	18%	12%
2	Intellectual	45%	25%	14%	11%
3	Volitional	18%	14%	28%	42%
4	Leadership	30%	31%	32%	12%

Analyzing the data presented in Table 1, it is evident that a significant portion of surveyed students highly value social skills, ranking them in the first and second positions at 76%. Conversely, 30% of respondents did not give due consideration to these skills, assigning them third and fourth places.

Intellectual abilities were identified by students as paramount, with 45% emphasizing their importance. However, 25% of respondents did not rate them as highly, placing them in the third and fourth positions. Willpower traits were perceived as less crucial, with only 32% ranking them first or second, while 90% deemed them less significant. Lastly, just over half of the students acknowledged the importance of leadership qualities, with 61% highlighting their significance, while 44% placed these qualities in the third and fourth positions.

From these findings, it can be deduced that 70% of students prioritize intellectual skills by ranking them in the top two positions. Leadership qualities come next in terms of importance. Nevertheless, high school students tend to undervalue the roles of social skills and willpower traits. It is noteworthy that developing leadership skills without a foundation of strong-willed qualities can prove challenging.

The subsequent query in our survey was framed as follows: «To what extent do you possess the social, intellectual, leadership, and strong-willed qualities necessary for your future professional life? Please rate yourself on a 5-point scale.» The responses to this question have been meticulously tabulated for further analysis.

Table 3. The degree of students' possession of social competencies

№	Social competency	1th place	2th place	3th place	4th place	5th place
1	Sociability	43%	28%	23%	–	–
2	Emotional intelligence	38%	38%	13%	3%	–
3	Speaking in public	13%	33%	33%	8%	3%
4	Empathy	58%	13%	13%	3%	3%
5	Working in a team	43%	38%	8%	–	3%
6	Flexibility	27%	32%	27%	2%	–

In the context of social skills among students, some key aspects were highlighted. For example, 43% and 28% of respondents identified sociability as an important aspect, placing it in first and second places, respectively. The presence of empathy was also noted, which took first place in 58% and second place in 13% of respondents. Empathy refers to the ability to understand the emotional state of other people and perceive their experiences.

In terms of emotional intelligence, encompassing the ability to handle emotional

situations adeptly and regulate one's own emotions, 38% of the participants deem it significant, with an additional 38% believing they have developed this skill adequately.

Nearly half of the students (43% and 38%) perceive themselves as proficient in effective teamwork. However, 13% of the students face challenges when it comes to performing in front of an audience. These outcomes are outlined in Table 3.
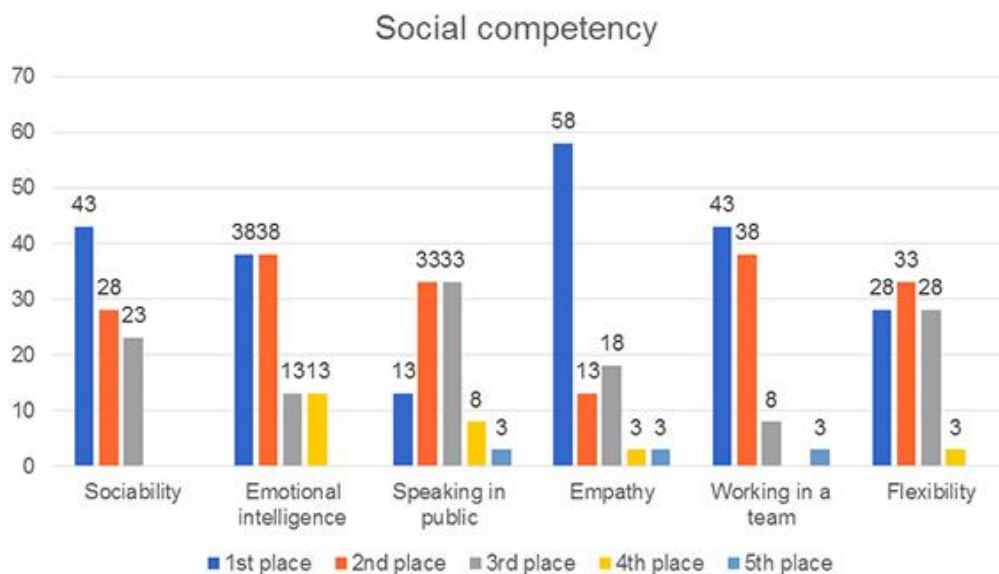

Figure 1. Graph of comparison social competencies in dynamics

The concept of «intellectual competence», its structure and content in pedagogical science began to be addressed relatively recently. Intellectual competencies are students' possession of the techniques of mental actions and operations. Intellectual competence implies that students have a formed intellectually conditioned experience, the ability to act independently and meaningfully in conditions of adequate application of knowledge, skills and abilities.

The degree of students' possession of intellectual competencies is described in Table 4.

Intellectual competencies continue to be highly regarded. Within the realm of this competence, skills such as learning and the inclination for self-improvement (33%), extensive knowledge (38%), and the capability to analyze vast volumes of information (18%) are considered well-developed. However, 28% of students admit to having a weaker memory, and 23% do not recognize the presence of creativity within themselves. Additionally, 18% feel uncertain about their ability to write reports and projects.

Table 4. The degree of students' possession of intellectual competencies

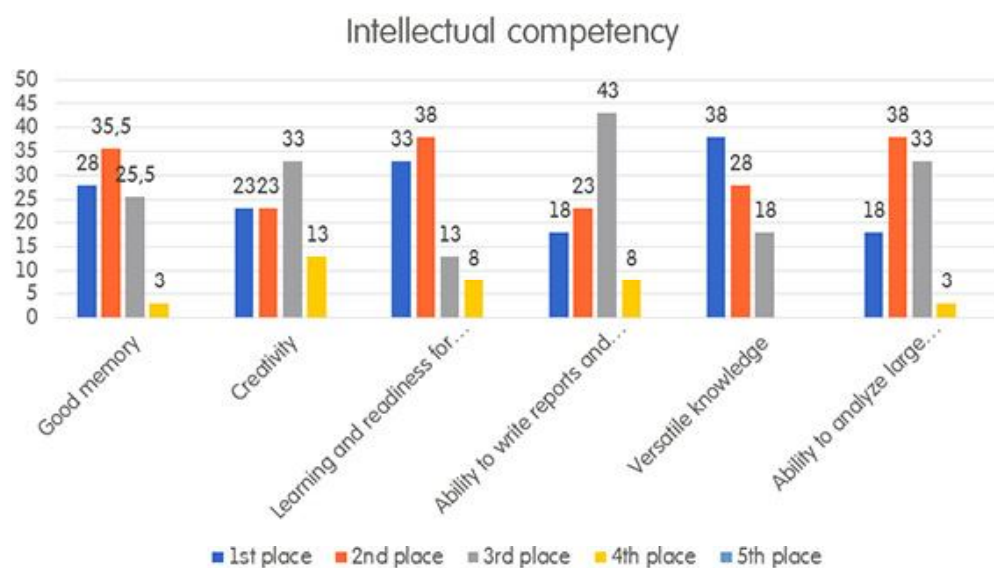| №	Intellectual competency	1th place	2th place	3th place	4th place	5th place
1	Good memory	28%	35,5%	25,5%	3%	–
2	Creativity	23%	23%	33%	13%	–
3	Learning and readiness for self-development	33%	38%	13%	8%	–
4	Ability to write reports and projects	18%	23%	43%	8%	–
5	Versatile knowledge	38%	28%	18%	0%	–
6	Ability to analyze large amounts of information	18%	38%	33%	3%	–

Figure 2. Graph of comparison of intellectual competencies in dynamics

In the first section of classification, we considered result-oriented volitional competencies, time management, stress resistance, readiness for routine work. In the task, the questions are related to each other, which describe specific situations of interaction deployed in time. In each task, the student needs to analyze the situation and indicate how effective or ineffective each of the proposed actions is for deciding the choice of certain volitional competencies (Table 5).

When it comes to the students' highlighted strong-willed traits, it's noteworthy that patience stands out as the most prevalent (28%). Additionally, 13% of students acknowledged their determination, while 23% claimed high stress resistance, and 13%

expressed a willingness to make independent decisions. These figures, being quite substantial, underline the significant presence of strong-willed qualities among the students.

Table 5. The degree of possession by students of volitional competencies

№	Volitional competency	1th place	2th place	3th place	4th place	5th place
1	Purposefulness	13%	58%	18%	3%	–
2	Patience	28%	24%	33%	8%	–
3	Stress resistance	23%	43%	23%	3%	–
4	Readiness to make independent decisions	23%	58%	13%	–	–
5	Readiness for routine work	13%	28%	48%	–	3%
6	Ability to work under pressure	18%	23%	38%	13%	–

However, there are also some weaknesses: 13% of students have difficulty doing the routine, and 18% of students admit that it is difficult for them to work under pressure or under strict control. Pressure can manifest itself in the form of a lack of time and a large amount of work that needs to be done in a short period of time.
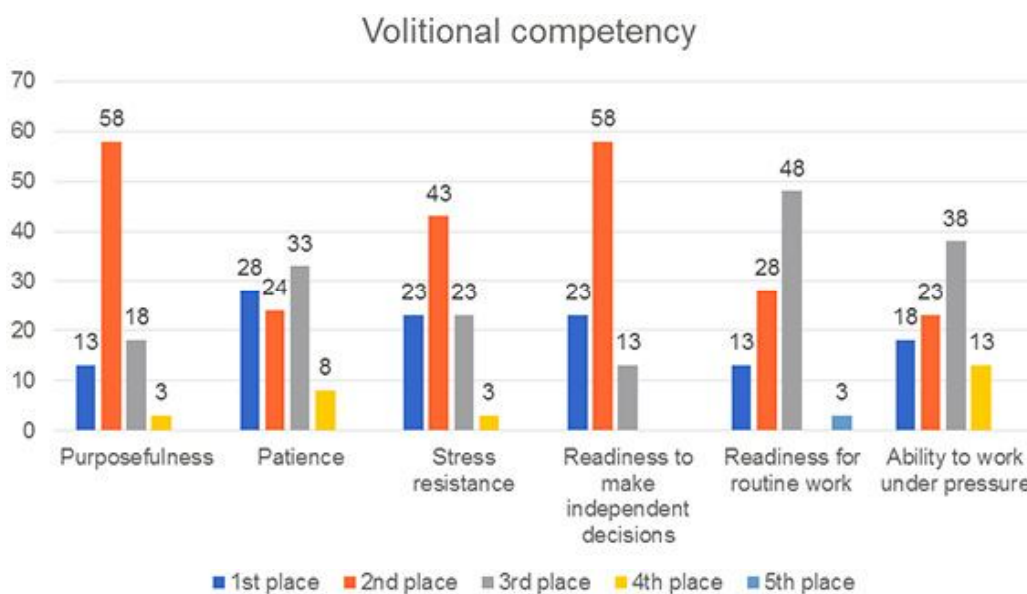

Figure 3. Comparison graph of volitional competencies in dynamics

Volitional competencies are responsible for achieving goals in the student's actions, which can be relied upon in organizing subsequent education and the formation of the

student's internal position. The volitional-positive attitude of the student to the school orients him to the meaningful moments of school reality – lessons, strengthening the will for more effective getting new knowledge, mastering skills and new volitional competencies, which affects the nature of educational cooperation with the teacher and classmates. At school age, the process of mastering the primary skills of cooperation, interaction with teachers and classmates takes place [10].

In our study, senior school age refers to the period of development of children from 15 to 18 years, which corresponds to the age of students in grades 9–11 of a general education school. By the end of this age, the student will have an ideological and psychological level of the same level of maturity in order to start an independent life, continue his studies at a higher educational institution or work after graduation.

Senior school age is a period of social self-determination, active participation in creative activity [11]. Each high school student should be able to choose his own path, for this he must have leadership qualities and leadership potential. This behavior has a deep psychological meaning. To better understand himself as a leader, he needs to be able to compare himself with others [12]. In Table 6, we rank leadership competencies and the result of the students' choice of one component of this quality.

Table 6. The degree of students' possession of leadership competencies

№	Leadership competency	1th place	2th place	3th place	4th place	5th place
1	Ability to form a team	28%	18%	38%	8%	–
2	Ability to resolve conflicts	24%	33%	23%	8%	3%
3	Conducting complex negotiations	18%	23%	28%	8%	13%
4	Initiative	28%	33%	28%	8%	–
5	Ability to take risks	22%	47%	17%	3%	–
6	The ability to make decisions and take responsibility	37%	37%	17%	–	–

Among the components of leadership competencies in determining the results of the survey results, the most characteristic were the ability to make decisions and bear responsibility for them (38%), initiative (28%, 33%) in 1st and 2nd places, the ability to form a team (28%,18%), the ability to resolve conflicts (24%, 33%) and the ability to take risks (23% 48%,). A more untapped skill where students have difficulty is difficult negotiation (8%, 13%).

In the next phase of our investigation, high school students were queried with the following question: «In your view, what personal qualities are essential for a prosperous career and effective communication in the future, and how familiar are you with the concept of soft skills?» Currently, the dominant attributes reflected in the responses

include diligence and tenacity (80%), self-assuredness (70%), problem-solving skills (60%), decision-making abilities (60%), a penchant for continuous learning (55%), self-reliance (45%), and a positive mindset with enthusiasm (35%).

Figure 4. Comparative Visualization of the Evolution of Leadership Competencies

There is no doubt that the school should provide concrete knowledge. Children should be able to count, write, know the capitals of different countries, names of chemical elements, and so on. But as practice shows, a certificate with marks "5" is not a guarantee of successful implementation in life.

Considering these competencies as a meta-ability that goes beyond the subject results, it is possible to develop recommendations and make materials through self-control and evaluation procedures that allow the student to determine the level of formation of the ranked competencies.

Recommendations for the development of schoolchildren's meta-ability as soft skills of the competence of the 21st century should become part of educational standards in the career guidance system. Much more important is how well developed soft skills are – soft skills that help to integrate into modern life, adapt to the learning process, and apply their knowledge in practice in real life [13].

Conclusion

An analysis of the study's findings reaffirms the pivotal role of cultivating soft skills in preparing high school students for their future careers. Further research is imperative to

pinpoint effective methodologies for instilling and honing these soft skills in high school students, thereby contributing to their comprehensive development.

In a broader context, it is worth noting that universities could expand their efforts in the realm of soft skills development. A survey among high school students has revealed that some have a vague understanding of these skills, while others lack proficiency in them. However, students do recognize the significance of nurturing soft skills for their future professional endeavors. Consequently, it becomes imperative to incorporate supplementary programs into the educational and developmental processes. These programs might include career guidance and training, with an emphasis on fostering soft skills. Such initiatives may encompass the enhancement of language proficiencies, engagement in project and volunteer activities, and the provision of internship opportunities.

Furthermore, the establishment of discussion clubs and public speaking courses may offer high school students the means to cultivate skills that empower them to articulate and substantiate their perspectives, master the art of eloquence, and conquer the fear of public speaking.

Prioritizing collaborative teamwork and project-based activities within the school curriculum is of paramount importance. The development of additional educational programs aimed at enhancing personal qualities spanning all facets of soft skills might be deemed necessary. In order to devise strategies for nurturing soft skills, it would be judicious to involve not just educators but also the students themselves in this process.

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Жоғары сынып оқушыларының жұмсақ дағдыларын дамыту технологиялары

Аннотация. Мақалада кәсіптік бағдарлаудағы soft skills дамыту және жетілдіру мүмкіндіктері қарастырылады-бұл жоғары сынып оқушыларының «Кәсіптер атласын» оқуға деген қызығушылығын оятудың белсенді дамып келе жатқан жүйесі. Бұл мәселенің өзектілігі өмірлік дағдыларды дамыту қажеттілігінен туындайды – мінез-құлықта әлеуметтік адекватты болу қабілетін қамтамасыз ететін мінез-құлық дағдыларының жиынтығы, бұл студенттерге басқалармен нәтижелі қарым-қатынас жасауға және күнделікті өмірдің талаптары мен өзгерістерімен сәтті күресуге мүмкіндік береді. Мақаланың мақсаты-soft skills-ті жетілдірудің құралдары мен мүмкіндіктерін қарастыру және қазіргі мектептің оқушылардың кәсіби бағдарлау міндеттерін шешуге кедергі келтіретін кедергілерді жою. Оқушылардың кәсіби бағдарын жүзеге асырудың шетелдік тәжірибесі талданды және оның әлеуметтік жетістіктерімен байланысы көрсетілді.

Мақала ең маңызды құзыреттілік күрделі мәселелерді шешуге, сыни тұрғыдан ойлауға және шығармашылықпен әрекет етуге қабілетті деген болжамға негізделген. Көптеген басқа жағдайлар сияқты, студенттер топта жұмыс істей алуы, шешім қабылдауы, сендіруі, қарым-қатынас жасауы, уақытын басқаруы және өздерін және басқаларды ынталандыруы керек.

Соңғы зерттеулер жұмсақ дағдыларға деген қызығушылық үнемі артып келе жатқанын көрсетеді. Жұмсақ дағдылар тұлғаның даму кезеңдерін анықтайтын әлеуметтік дағдылар тұрғысынан қажет. Soft skills немесе икемді дағдылар – бұл білім беру процесіне сәтті қатысуға, олардың жоғары тиімділігі мен тиімділігіне жауап беретін, оқытудың тиімділігін бағалауға және сабақтарда технологияны қолдана отырып, жаңа білімді қаншалықты жақсы пайдалануға болатындығын түсінуге мүмкіндік беретін дағдылар жиынтығы.

Кілтті сөздер: технология, даму, жұмсақ дағдылар, студенттер, білім, құзыреттілік, тренинг, тиімділік.

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Технологии развития мягких навыков старшеклассников

Аннотация. В статье рассматриваются возможности развития и совершенствования soft skills в профориентации – это активно развивающаяся система пробуждения интереса старшеклассников к изучению «Атласа профессий». Актуальность данной проблемы обусловлена необходимостью развития жизненных навыков: набора поведенческих навыков, обеспечивающих способность быть социально адекватным в поведении, что позволяет учащимся продуктивно общаться с окружающими и успешно справляться с требованиями и изменениями повседневной жизни. Цель статьи-рассмотреть средства и возможности совершенствования soft skills и устранить барьеры, мешающие современной школе решать задачи профессиональной ориентации учащихся. Проанализирован зарубежный опыт реализации профессиональной ориентации учащихся и продемонстрирована его связь с социальными достижениями.

Статья основана на предположении, что наиболее важная компетенция способна решать сложные проблемы, критически мыслить и действовать творчески. Как и во многих других ситуациях, студенты должны уметь работать в команде, принимать решения, убеждать, общаться, управлять своим временем и мотивировать себя и других.

Недавние исследования показывают, что интерес к мягким навыкам постоянно растет. Мягкие навыки необходимы с точки зрения социальных навыков, которые определяют этапы развития личности. Soft skills, или гибкие навыки – это набор навыков, которые позволяют успешно участвовать в образовательном процессе, отвечать за их высокую эффективность и результативность, оценивать эффективность обучения и понимать, насколько хорошо можно использовать новые знания с помощью технологий на уроках.

Ключевые слова: технологии, развитие, мягкие навыки, студенты, образование, компетентность, тренинг, эффективность.