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PEDAGOGICAL TECHNOLOGIES FOR THE FORMATION OF SOFT SKILLS IN THE EDUCATIONAL PROCESS

Annotation. *The article considers pedagogical technologies of soft skills formation in the educational process, which allow students to develop the required competencies arising from the conditions of the modern world.*

The objective is to explore efficient teaching methods for fostering soft skills within the educational framework. The central premise was to demonstrate that applying well-structured pedagogical techniques for cultivating soft skills at the school level can enhance the learning process and enable students to acquire the essential soft competencies needed for both education and future employment.

Through theoretical analysis, the concept and significance of soft skills are explored, highlighting their value within the educational process. Various scientific approaches have been examined. During practical research, challenges related to the development of soft skills at both the school and student levels were identified. Effective methods for fostering soft skills in students have been selected, and the effectiveness of these methods has been experimentally validated. Practical recommendations have been developed to further enhance pedagogical techniques for soft skill development at the levels of school, teachers, and students.

This research offers a valuable contribution to the scientific domain of pedagogical methods for developing soft skills in education. It is grounded in a thorough analysis of current scientific approaches to soft competency development, while also identifying challenges and presenting effective solutions to enhance the educational process.

Keywords: *pedagogical technologies, soft skills, competencies, education system, students.*

Introduction

The importance of scientifically studying the challenges of soft skills in the educational process stems from the need to adapt general education programs to the rapidly changing conditions of the modern world. Pedagogical techniques are employed to cultivate key soft skills, including flexible and critical thinking, communication abilities,

teamwork proficiency, and the capacity to solve complex problems efficiently and accurately. These skills are increasingly in demand in today's environment, particularly for future professional careers. Therefore, developing these competencies in students has become a primary responsibility for modern educators.

The objective of this research is to investigate efficient pedagogical methods for cultivating soft skills within the educational process. The tasks set to accomplish this aim are as follows:

1. To define the concept and scope of soft skills and their significance in education;
2. To analyze current scientific approaches related to soft skill development in education;
3. To identify effective techniques for fostering soft skills in students;
4. To experimentally validate the effectiveness of the chosen method;
5. To formulate practical recommendations for further enhancement of pedagogical technologies aimed at developing soft skills in education.

The focus of this research is on pedagogical methods for developing soft skills. The specific area of investigation is the process of soft skill development in students. The scientific innovation of this study is the creation of a holistic pedagogical approach to soft skill development, incorporating theoretical instruction, practical exercises, and an evaluation of the skill acquisition level. Additionally, the proposed pedagogical methods are adaptable for use across various levels and fields of education.

The exploration of this issue encompasses research in fields such as pedagogy, learning psychology, and professional development. Our study has been shaped by the works of both Kazakhstani and international scholars. The scientific perspective is rooted in the leading ideas of system-based approaches that integrate pedagogical and psychological sciences. This includes the research of I. V. Blauberg, K. Boulding, W. Ross Ashby, A. N. Averyanov, L. E. G. Yudin, among others, whose findings are relevant to the study of soft skills. Among more contemporary researchers, it is important to highlight the views of C. King, director of MS Brookes, an educator who emphasizes that in modern pedagogy, educational institutions should encourage students to make independent choices and adopt a more flexible approach toward students. King argues that such an approach is not feasible within rigid, traditional education systems, as modern learners require a more adaptive and holistic learning environment, achievable only by stepping outside the conventional school curriculum. This approach allows students to develop the soft skills necessary to navigate the complexities of the modern world and be prepared for real-life challenges beyond school. Consequently, teachers should not only impart knowledge but also ensure that students can apply what they’ve learned in contemporary, real-world situations. [1].

The most influential research in this field is the work of E.V. Getmanskaya and V.F. Chertov, who examine soft skills in teachers as both conceptual and practical categories. Additionally, they reference several applied studies from both domestic and international sources. [2, p. 21-41]. For instance, B. Besson et al. explore the teacher manifesto released by the Council of Europe, highlighting the educational reforms introduced. They emphasize that in the 21st century, expectations for the professional profile of teachers are increasing significantly. It is also noted that in general, in recent years, the national systems of European education and schools in particular have had to make rapid changes due to unforeseen conditions caused by the constant development of both science and technology [3]. A similar approach is noted in a study by an independent group of American scientists, which was established by the United Nations to write the report on global sustainable development in science and education [4]. All studies, including those by Grossman P. and McDonald M., emphasize the necessity of addressing educational challenges by fostering and reinforcing the connection between the learning process at all levels and contemporary teaching practices. [5]. Kazakhstani researchers have also explored the development of soft skills within the educational process, particularly in relation to pedagogical technologies. For example, the article by D.T. Makhmetova and Sh.U. Ungarbayeva examines the specific characteristics of soft skills development during professional education, drawing on psychological and pedagogical factors. [6, p. 37-45], this research enabled the authors to emphasize the importance of developing practical recommendations for teachers on fostering key soft skills in students at the higher education level. The issue of soft skills development in Kazakhstan's education system was also addressed by Zh.A. Amantai and D.S. Ermakov, who noted a low level of awareness regarding the significance of soft skills in the local labor market. A study involving 59 university teachers and 562 students revealed that most participants in the educational process remain uninformed about this issue. Meanwhile, the World Economic Forum identified soft skills in 2020 as the most in-demand competencies for the global workforce by 2025. In response, a program was proposed in Kazakhstan aimed at improving employment opportunities through enhanced education, with a focus on soft skills development. The authors argue that soft skills should be regarded as an innovative element in the modernization of pedagogical and foundational education in Kazakhstan. [7, p. 116-117]. Despite the abundance of research on soft skills in education, there is a noticeable lack of comprehensive approaches specifically designed to develop these skills. These methods should consider the significance of specialized pedagogical techniques and the unique characteristics of various educational levels.

The hypothesis of the study is that implementing effective pedagogical technologies for developing soft skills within the school-level educational process can enhance the

overall learning experience and enable students to acquire the soft competencies essential for both academic success and future employment.

The practical significance of this study is that its findings can be applied in the theoretical analysis of educational programs and teacher training curricula aimed at equipping future educators to prepare students for their professional careers. Without the use of specialized pedagogical technologies, it is not possible to train future specialists in the education system who possess a high degree of psychological and professional adaptability, the ability to effectively utilize information and communication skills, and the competence to organize and manage large volumes of information efficiently.

The future development of this research topic is shaped by the need and potential for advancing pedagogical techniques focused on cultivating soft skills within the education system. Additionally, it involves further testing and examining the influence of these skills on students and their subsequent professional growth.

Materials and methods

The foundation of this scientific study lies in the systems approach, which allows for viewing pedagogical methods aimed at developing soft skills within the educational framework as a comprehensive system, encompassing various components and the interactions that arise between individual elements.

The research methods are outlined as follows: a detailed analysis of the literature on the subject to determine theoretical and practical approaches to soft skill development in education and to identify more effective teaching methods; conducting surveys of teachers and students through questionnaires to gather data on challenges related to soft skill formation in the educational process; observing student behavior to assess the necessity of developing particular soft skills; and performing a pedagogical experiment.

The study was conducted in two stages.

Theoretical research: the concepts and content of soft skills and their importance in the educational process are disclosed; the existing scientific approaches in the field of soft skills formation and development in education are investigated;

Practical research: the problems are defined, on the basis of which more effective technologies of forming soft skills in students are selected; the effectiveness of the proposed pedagogical technology is determined in the course of the experiment; recommendations are developed.

The materials of the research at the first stage were monographs and scientific articles related to the research topic. For the first time Whitmore P.G. and Fry J.P. define soft skills as “important abilities of a person”, which are related to his work (activity) and mean only his negligible interaction with the technique or complete absence of such interaction [8]. E. Loshkareva, P. Luksha, I. Ninenko, and others (2017) pointed out in their research on the definition of soft skills, based on an analysis of behavioral models

and training methods, that soft skills are generally not linked to specific subject-related professional tasks. [9]. At the World Economic Forum in Davos, a widely recognized concept of soft skills was adopted, which encompasses elements such as critical thinking, emotional intelligence, problem-solving capabilities, creativity, and the ability to work effectively in teams [10]. A team of researchers, Fadel C., Bialik M., and Trilling B., during their study on essential competencies for success, highlights that soft skills serve as markers of a four-dimensional framework known as the four «C's»: creativity (or creative thinking), collaboration (or teamwork), communication, and critical thinking [11].

Although there are numerous definitions of soft skills, most scholars concur that these “soft” abilities should be recognized as the key competencies of the 21st century, regarded as universal. Meanwhile, as I.K. Tsalikova and S.V. Pakhotina emphasize in their research on soft skills development, citing international data sources, these skills cannot be quantitatively measured and are often absent from job descriptions. Nevertheless, it is soft skills that drive efficiency and enhance productivity in any field, including education. [12, p. 187-207].

The Learning and Life and Career Planning Program designed for Ontario schools emphasizes research methods, particularly the project-based approach, as the primary pedagogical tools for fostering soft skills. These methods focus on addressing creative challenges and promoting both independent and collaborative (team-based) problem-solving [13, p. 12]. V.I. Gromova, in her research on the development of soft skills in schoolchildren through competitive Russian language assignments (grades 5–11), emphasizes that the methods for cultivating soft skills in education vary based on students' age and their level of learning. According to the author, these factors should guide the selection of more effective pedagogical strategies for soft skills development. [14, p. 756-759].

The pressing necessity for implementing more effective pedagogical techniques in the development of soft skills within the educational system is highlighted by authors D.T. Makhmetova and Sh.U. Ungarbayeva, who explore the psychological and pedagogical foundations of soft skills cultivation in their works. [6, p. 37-45], Zh. Makhmetova and Sh.U. Ungarbayeva also explore the psychological and pedagogical principles underlying the development of soft skills within the education system. [6, p. 37-45], as well as J.A. Amantai and D.S. Ermakov, studying the problem of the education system of the Republic of Kazakhstan regarding the formation of “soft” skills [7, p. 116-117]. About the importance of pedagogical technologies in the formation of soft skills in the education system are written by M.S. Dobryakova, O.V. Yurchenko and E.G. Novikova, who consider soft skills as competencies of the XXI-st century, based on the opinion of parents and teachers [15] and V. Shipilova, studying the ways of developing soft skills in school [16].

To identify challenges faced by schoolchildren that necessitate the selection of more effective pedagogical methods for developing soft skills, a survey was conducted involving 82 students and 12 teachers. Both groups completed questionnaires and responded to questions aimed at assessing their views on the current state of the educational process and uncovering issues related to the development of soft skills.

The questions of the questionnaire for the survey of schoolchildren were: 1. Your age? 2. Are you in elementary or middle school? 3. How often do you feel lack of motivation to study? 4. How often do you have difficulties in communicating with your classmates and other peers? 5. Do you feel that you are not independent and initiative enough? 6. Do you often find it difficult to solve tasks and problems that arise? 7. Do you experience stress and some anxiety before exams? 8. Do you experience stress and some anxiety about your choice of profession? 9. Do you consider your preparation for real life at the end of school as sufficient? 10. Do you feel faith in your abilities and confidence in your abilities? 11. Do you often have difficulties in making decisions and planning for your future? 12. What specific skills do you think you need to improve in order to be successful in your professional activity and to achieve your future career? 13. How do you evaluate the quality of soft skills education in your school? 14. What pedagogical teaching technologies do you think can be most effective for the development of soft skills? 15. Do you have any suggestions to improve the process of soft skills education? Teachers answered only the last four questions.

Observation of high school students' behavior: teachers observed students' behavior in and out of the classroom in order to identify problems related to soft skills such as social skills, leadership, teamwork, and others. To do this, they administered surveys on questions such as: 1. Do you experience and how often do you experience difficulties in analyzing information and in making reasoned decisions? 2. Do you have and how often do you have difficulties in expressing your thoughts and in the course of constructing intelligent dialogues? 3. Do you feel confident in your ability to both motivate, lead and inspire others? 4. Do you have and how often do you have difficulties in cooperating with others, in delegating your tasks and in avoiding or resolving conflicts? 5. How do you rate your skills in planning time, managing tasks and resources to accomplish goals? 6. Do and how often do you have difficulty using digital tools and technologies for learning and working? 7. Experiencing and how often do you experience difficulties in managing your emotions, empathy and social interaction.

At the subsequent stage, effective pedagogical methods were implemented during the educational experiment to foster the development of soft skills in students. The following pedagogical technologies (according to the survey and observation) were included in the teaching methodology:

1. Project-based learning technology – project work in the group was organized and individual projects were prepared;

2. Problem-based learning technology – solving real problems, including those related to determining the future profession and getting out of stressful situations. 3;

3. technology of game-based learning – board and computer games were organized;

4. distance learning technology – students are recommended to participate in special free webinars and short-term online courses. 5;

5. Technology of interactive learning – thematic dialogs were conducted.

Out of 82 students, 56 high school students (two classes) took part in the pedagogical experiment. One class was engaged in the methodology with the use of pedagogical technologies for the formation of soft skills, attended all the activities organized within its framework. Their total number amounted to 28 people.

Result

The results of the theoretical analysis. Soft skills are skills and abilities that can be applied in different situations and jobs. They include such important qualities as communication, leadership, critical thinking, teamwork and some others.

The content of soft skills is shaped by the specific competency in question. For instance, communication skills are defined by the ability to interact effectively with others, listen and comprehend their perspectives, and articulate thoughts clearly and precisely. Leadership skills involve the capacity to make independent decisions, organize team efforts, and motivate others to achieve shared goals. Critical thinking is reflected in a person's ability to analyze information, draw accurate and independent conclusions, and make well-reasoned decisions based on facts and data. Teamwork skills encompass the ability to collaborate towards a common goal, respecting the views and interests of fellow team members. Self-organization is characterized by the ability to plan time, manage tasks and resources effectively, and achieve self-set objectives.

The significance of soft skills in education lies in their role in equipping students with essential competencies for a successful career and life overall. In high school, these skills are especially crucial as they enable students to adapt to new learning settings, enhance their professional abilities, and get ready for future employment.

Scientific approaches in the field of soft skills development in the education system have been identified. They include various methods and strategies that can be applied to improve educational processes, to obtain better results for students and to prepare them for their future careers. Should be referred to scientific approaches in the field:

– systemic approach, which implies considering the entire educational process as a system in which all elements are interconnected and have their influence on each other. This approach helps teachers to better understand students' needs and develop effective learning strategies;

– A project-based approach enables students to independently design and execute projects, fostering the development of soft skills like critical thinking, problem-solving, and teamwork;

– An active learning approach is defined by engaging students actively in the learning process. It is implemented through various interactive activities, discussions, and group work. This method promotes the development of soft skills such as communication and teamwork;

– competency-based approach. It focuses on developing specific competencies that students need to succeed in their studies, careers and life in general. This approach helps students develop soft skills such as leadership, critical thinking, and information handling skills.

Problems that students may have that indicate the importance of developing soft skills have been identified. These vary somewhat by developmental level and age.

Figure 1 shows the main problems noted by schoolchildren, taking into account their age.

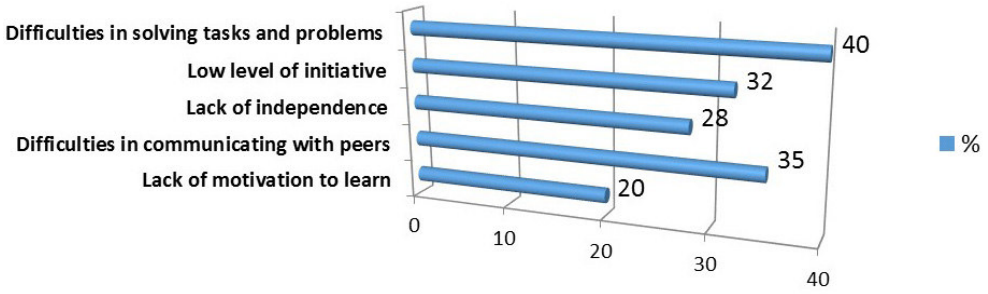


Figure 1 – Problems noted by younger students, in particular %

Thus, the most common problems of younger schoolchildren were identified as follows: when solving tasks and some problems there are difficulties – 40%; communication with peers is difficult – 35%; the level of initiative is low – 32%; lack of independence – 28%; motivation for learning is absent – 20%.

While for senior pupils such common problems were the following: before exams and choice of profession there is stress and anxiety; insufficient preparation for real life after school; they have no confidence in their abilities and capabilities; when making decisions and planning the future they have significant difficulties. They are confirmed by the results shown in Figure 2.

Results of the teacher survey:

The majority assess the quality of education for the development of soft skills in your school – in most cases, as not sufficient;

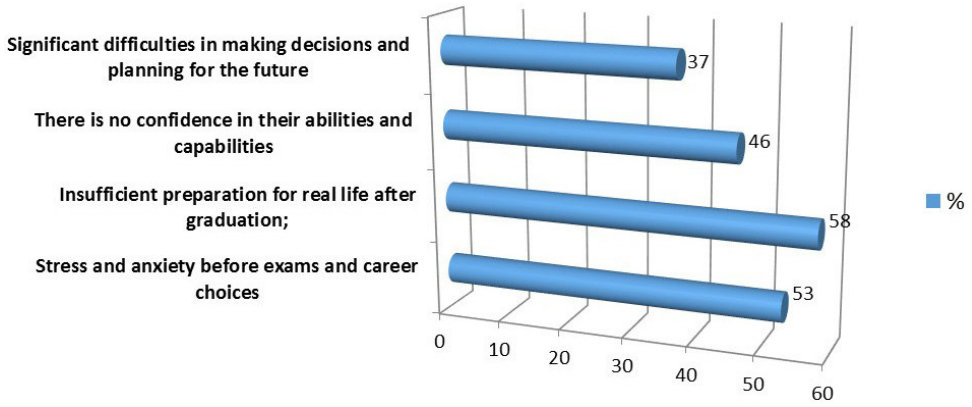


Figure 2 – Problems noted by high school students, in particular %

They have identified the most effective pedagogical learning technologies for the development of soft skills in schoolchildren: measures of project-based learning, methods of problem-based learning, technologies of game, distance and interactive learning;

It is proposed to intensify work to improve the learning process for the formation of soft skills.

The results of a survey of high school students, which showed what soft skills should be developed:

– many students have difficulty analyzing information and making reasoned decisions, some of them experience such difficulties quite often – which indicates that it is necessary to develop critical thinking skills in high school students;

– many people also have difficulties in expressing their thoughts and in the course of building smart dialogues, some of them arise quite often – which indicates a lack of development of communication skills;

– some students do not feel confident in their ability to motivate, lead and inspire others – which suggests that the problem of lack of communication skills should be addressed;

– Some students struggle with collaboration, delegating tasks, and managing or resolving conflicts, while others face these challenges more often. This suggests a deficiency in teamwork skills among students;

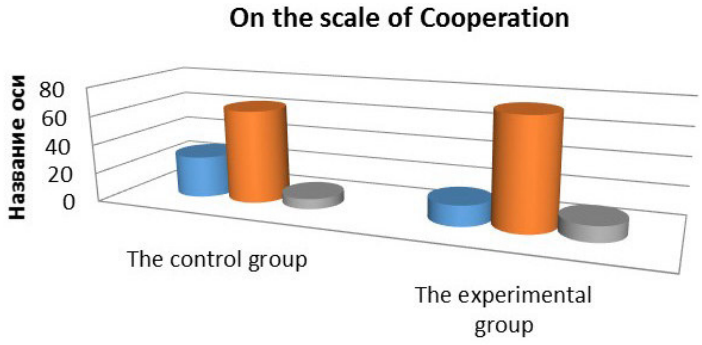
– many students rate their time planning, task management and resource management skills low to achieve goals – such indicators indicate that self-organization skills need to be developed;

– students have no difficulty using digital tools and technologies for learning and work – all this suggests that it is possible to use educational technologies based on digital tools;

Many students have difficulties in managing their emotions, empathy and social interaction, several people experience such difficulties quite often – such indicators indicate the need to develop emotional intelligence.

Given the challenges mentioned above, more effective pedagogical techniques have been chosen to foster the development of soft skills in high school students. These methods include project-based learning, problem-based learning, game-based learning, distance learning, and interactive learning, all applied through a systematic and competency-based approach. When properly implemented, these technologies help high school students cultivate essential soft skills that enable them to adapt more successfully to life and future professional roles. These skills include communication, critical thinking, leadership, self-organization, teamwork, emotional intelligence, and others. Additionally, it is important to highlight that these pedagogical approaches not only build and enhance soft skills but also boost students' motivation to learn and improve the overall quality of education. Each method was specifically tailored to meet the needs of high school students, considering the requirements of this age group.

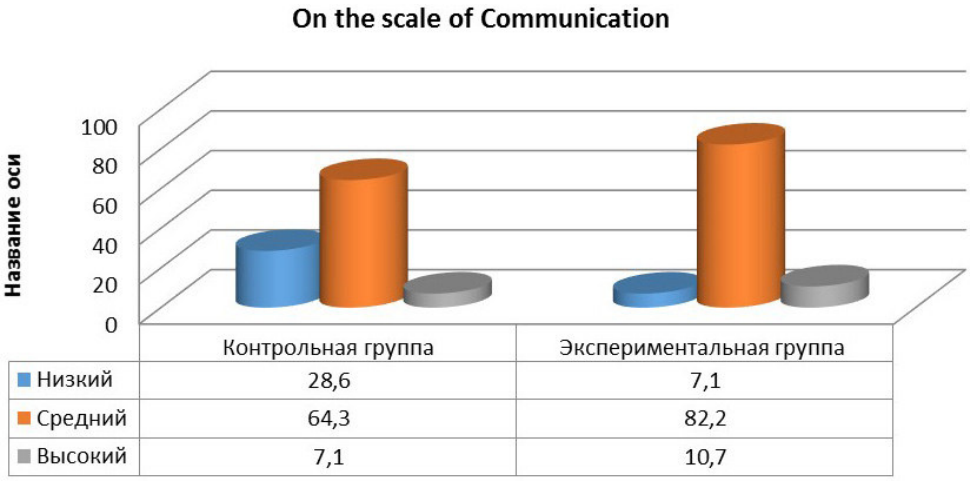
The results of a pedagogical experiment on the formation of basic soft skills in high school students (level of formation) are interpreted. The comparison of indicators obtained from two classes is carried out. Figure 3–6 shows the results for the four main indicators of soft skills: Cooperation, Communication, Creativity and Critical Thinking.



	The control group	The experimental group
Low	28,6	14,2
Average	64,3	75,1
High	7,1	10,7

Figure 3 – Comparative data on the formation of skills in the field of cooperation

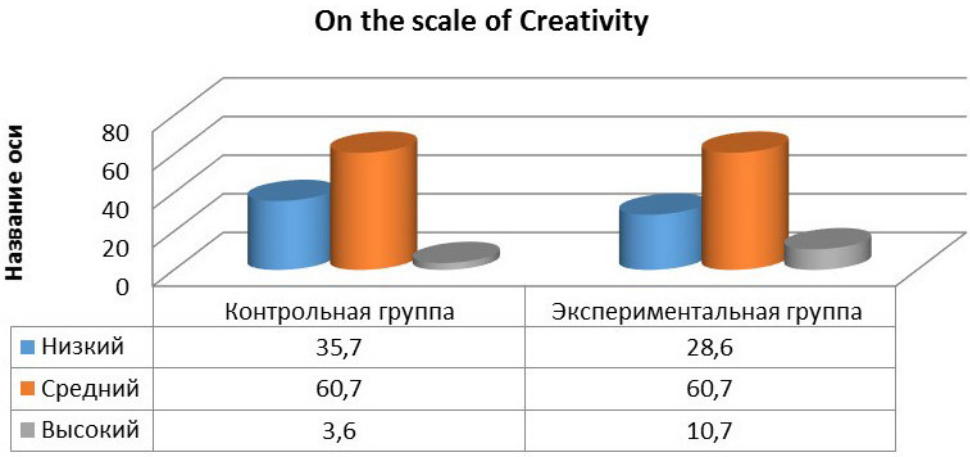
The indicators of the experimental group show a higher level of formation of soft group interaction skills.



	Контрольная группа	Экспериментальная группа
Низкий	28,6	7,1
Средний	64,3	82,2
Высокий	7,1	10,7

Figure 4 – Comparative data on the formation of communication skills

In the experimental group, there are better indicators of the level of formation of soft communication skills.

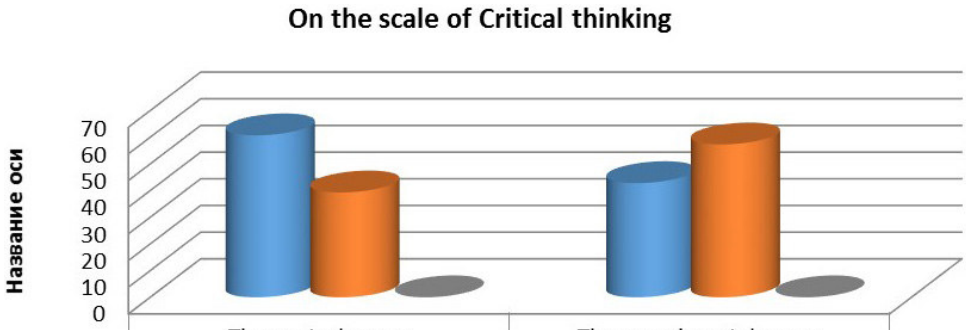


	Контрольная группа	Экспериментальная группа
Низкий	35,7	28,6
Средний	60,7	60,7
Высокий	3,6	10,7

Figure 5 – Comparative data on the formation of a skill in the field of creativity

Indicators of creative thinking in the experimental group show a higher level of formation of these soft skills.

Both groups showed low and medium levels of critical thinking. At the same time, the indicators in the experimental group show a higher level of average formation of soft skills, while in the control group a lower level of critical thinking is recorded.



	The control group	The experimental group
Low	60,7	42,8
Average	39,3	57,3
High	0	0

Figure 6 – Comparative data on the formation of a critical thinking skill

Conclusion

Theoretical research has revealed that soft skills are essential in a wide range of situations and across various professions, including education. The nature of soft skills is determined by the specific competency involved, with key examples including communication, leadership, critical thinking, and teamwork. The role of soft skills in education is to equip students with the competencies necessary for a successful career and life overall. The primary scientific approaches to developing soft skills in education highlight the project-based, systematic, and competency-based methods.

Practical research has identified challenges in developing soft skills, which vary based on age and development level. High school students highlighted the need to enhance critical thinking, communication, leadership, teamwork, self-organization, and emotional intelligence. Most teachers rated the quality of soft skills education in schools as insufficient. In response, it is recommended to intensify efforts to improve the learning process for developing soft skills and implement more active and effective strategies. The experiment's results demonstrated that, by incorporating effective pedagogical methods into the educational process, the experimental group showed significantly better outcomes across all soft skills categories compared to the control group, both at high and low levels.

Overall, the study presents a novel approach by integrating various methods to investigate challenges and develop a pedagogical framework for fostering soft skills. This methodology includes theoretical instruction, practical exercises, and an evaluation of the level of skill acquisition. Additionally, it takes into consideration that the proposed pedagogical techniques should be tailored to the students' age and education levels. The results support the study's hypothesis, showing that the application of well-chosen

pedagogical strategies for soft skill development at the school level enhances and strengthens students' soft competencies, essential for both education, career choice, and future professional success.

Recommendations in the field of pedagogical technologies for the formation of soft skills in the education system.

Schools are advised to: establish dedicated programs or courses focused on soft skill development; provide specialized training and workshops for teachers on implementing modern pedagogical techniques; actively incorporate innovative teaching methods, such as project-based, problem-based, and game-based learning; design curricula and lesson plans that emphasize the importance of soft skill development; and ensure that everyone has access to modern technologies and tools for enhancing soft skills.

It is proposed for teachers: to conduct additional professional training in new teaching methods and the use of modern pedagogical technologies aimed at developing soft skills; to participate more actively in special trainings and seminars on the development of soft skills; to apply in their practice the technology of project, problem and game learning and other methods; to organize additional classes and extracurricular activities for the development of students of soft skills; to support and encourage students' initiatives regarding the self-active development of soft skills.

Recommendations for students: constantly participate in events (projects, competitions, special courses, etc.) aimed at developing soft skills; take part in group and team events organized by the school or teacher in order to learn how to solve tasks and problems; use the most modern technologies and tools to develop their soft competencies; independently explore new methods of learning and developing soft skills.

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Білім беру процесінде икемді дағдыларды қалыптастырудың педагогикалық технологиялары

Аннотация. Мақалада білім беру процесінде икемді дағдыларды қалыптастырудың педагогикалық технологиялары қарастырылады, бұл студенттерге қазіргі әлемнің жағдайынан туындайтын қажетті құзыреттіліктерді дамытуға мүмкіндік береді.

Мақсаты – білім беру процесінде икемді дағдыларды дамытудың тиімді педагогикалық технологияларын зерттеу. Негізгі идея білім беру процесінде, мектеп деңгейінде икемді дағдыларды қалыптастырудың ұтымды педагогикалық технологияларын қолдану оқу процесінің тиімділігін арттыра алатынын және оқушылардың білім алу үшін де, одан әрі жұмыс істеу үшін де қажетті икемді құзыреттіліктерін дамытуға мүмкіндік беретінін дәлелдеу болды.

Теориялық талдау барысында икемді дағдылардың түсінігі мен мазмұны ашылып, олардың білім беру үдерісіндегі маңызы көрсетілген. Қолданыстағы ғылыми тәсілдер зерттелді. Практикалық

зерттеу барысында білім беру процесінде, мектеп пен оқушылар деңгейінде икемді дағдыларды қалыптастыру мәселелері анықталды. Оқушыларда икемді дағдыларды қалыптастырудың тиімді технологиялары таңдалды. Ұсынылған технологиялардың тиімділігі эксперименталды түрде дәлелденді. Мектеп, мұғалім және оқушы деңгейінде икемді дағдыларды қалыптастыру үшін педагогикалық технологияларды одан әрі жетілдіру бойынша практикалық ұсыныстар әзірлеу.

Бұл зерттеу білім беру процесінде икемді дағдыларды қалыптастырудың педагогикалық технологияларының ғылыми саласына айтарлықтай үлес қосады. Өйткені ол икемді құзыреттіліктерді қалыптастырудың қолданыстағы ғылыми тәсілдерін терең талдауға негізделген, сонымен қатар білім беру процесін жақсарту үшін проблемалар мен тиімді шешімдерді көрсетеді.

Кілтті сөздер: педагогикалық технологиялар, икемді дағдылар, құзыреттер, білім беру жүйесі, оқушылар.

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Педагогические технологии формирования гибких навыков в образовательном процессе

Аннотация. В статье рассмотрены педагогические технологии формирования гибких навыков в образовательном процессе, которые позволяют учащимся развивать требуемые компетенции, вытекающие из условий современного мира.

Целью является изучение эффективных педагогических технологий вырабатывания гибких навыков в образовательном процессе. Основная идея заключалась в доказательстве того, что использование рациональных педагогических технологий формирования гибких навыков в образовательном процессе, на уровне школы, может повысить эффективность процесса обучения и позволяет развить у учащихся гибкие компетенции, требуемые как для получения образования, так и для дальнейшей работы.

В ходе теоретического анализа раскрыты понятие и содержание гибких навыков и показано их значение в образовательном процессе. Изучены существующие научные подходы. В ходе практического исследования установлены проблемы формирования гибких навыков в образовательном процессе, на уровне школы и учащихся. Подобраны эффективные технологии формирования гибких навыков у учащихся. Экспериментально доказана эффективность предложенных технологий. Выработать практические рекомендации по дальнейшему совершенствованию педагогических технологий для формирования гибких навыков на уровне школы, учителя и учащихся.

Данное исследование вносит значительный вклад в научную область педагогических технологий формирования гибких навыков в образовательном процессе, так как основано на глубоком анализе существующих научных подходов формирования гибких компетенций, а также показывает проблемы и эффективные решения для улучшения образовательного процесса.

Ключевые слова: педагогические технологии, гибкие навыки, компетенции, система образования, учащиеся.