

THE FUTURE PRIMARY SCHOOL TEACHERS' SOFT SKILLS CLASSIFICATION

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Nowadays in order to make a successful career the potential applicants for a position face the problem that only thorough knowledge and practical experience is not enough.

One of the main requirements of a modern society to a modern graduate of a higher educational institution is the ability to act independently, make quick decisions, realize the personal creative potential, be mobile, flexibly adapt to living conditions that are rapidly changing and developing. The employers pay a special attention not only to the high level of the potential employees' "hard skills" formation, which characterize not only professionally significant, narrowly focused qualifications, education and work experience, but also the level of their "soft skills" formation, which means a set of interprofessional, universal, social skills that determine effective participation in work and academic processes, the ability to interact effectively and relate to the culture of communication, regardless of the specialist's professional orientation [1]. Thus, the important components of the future teachers' professional training are the complexes of "hard skills" and "soft skills", which will be able to ensure the successful implementation of the professional work and help them to always be in demand in the labor market.

The terms of "hard skills" and "soft skills" should be studied from the standpoint of the competency approach. Consequently, "hard skills" can be considered as "basic competencies", which is the integration of knowledge, experience, professionally significant personal qualities that contribute to achieving high results in the process of professional work; such competencies can be clearly demonstrated. Thus, the future primary school teachers' "hard skills" include a system of the professional competencies that combine general didactic and special professional knowledge, system of professional skills, professional abilities and professionally significant personality traits [2]. In turn, "soft skills" are understood as "flexibility", lack of stereotypes, the ability to change, the willingness, ability and capability of a person to act in any changing situations, based on her own experience and intuition [2].

The basis of "hard skills" are the competencies, the components of which are the professional knowledge, skills, abilities and experience; they are formed with less effort, compared to "soft skills", and guaranteed results (under the condition of compliance with the basic criteria such as motivation, the ability to learn, etc.); their development is much faster than the development of "soft skills"; they practically have no ability to the reverse development; they are used in standard terms and are important in the short prospect. In contrast, the basis of "soft skills" are the competencies that

cover relevant patterns of behavior, personal values; they are formed with greater effort, compared to “hard skills”, and without a guarantee of achieving the required level (limit of competencies, deep integration into the structure of a personality); their development is slower compared to the development of “hard skills”; under specific conditions they have the ability to the reverse development; they are used in standard and changing conditions and are important in the long prospect.

Nevertheless, we believe that future specialists, especially primary school teachers, should have a high level of “soft skills” formation, because the work in the “person-person” system requires the direct contact with little children, and therefore unpredictable, and is associated with the lack of the only and rigid algorithms, requirements, technologies for the process of the professional work.

The problem of “soft skills” formation is studied by many scientists (O. Abashkina, O. Biliakovska, T. Blyzniuk, V. Davydova, N. Dluhunovych, L. Familiarska, E. Haiduchenko, O. Hlazunova, H. Ivonina, V. Korolchuk, K. Koval, K. Krutii, S. Nakhod, Y. Portland, L. Sebalo, O. Sosnytska, V. Sytnyk, A. Tiutiunnyk, T. Voloshyna, N. Zhadko, and others). But the characteristics of the future primary school teachers’ “soft skills” have not been revealed, and consequently the classification of them has not been represented.

“Soft skills” are defined as a set of non-specialized, super-professional skills that are responsible for successful participation in the work process, high productivity and, unlike specialized skills, are comprehensive and not related to a specific field [3].

Having made a detailed analysis of the program competencies, as well as the program learning outcomes, which reflect the full range of skills and abilities to be acquired by the future primary school teachers, we conclude that the distinguished “soft skills” based on the competencies prescribed by the 013 Primary education syllabus which can be formed in the process of the future primary school teachers’ professional training, it is expedient to classify according to the following groups:

1) *Personal effectiveness skills:*

- the skills to act socially responsibly and consciously in decision making;
- the skills to focus on achieving goals / success;
- the skills to feel self-reliance;
- the skills to take a positive aim;
- the skills to make objective self-appraisal;
- the skills to make self-improvement;
- the skills to resist failures / stress resistance;
- the skills to make self-organization and self-motivation;
- the skills to empathize;
- the skills to dedicate;
- the skills to resist criticism;
- the skills to solve problems wisely and find the most rational solution in each specific situation;
- the skills to resolve conflict situations and provide support in new, problematic and crisis situations;
- the skills to show determination in decision making;

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- the skills to work in stressful situations and the skills to distribute time wisely, forcing it to work for oneself;
- the skills to carry out professional work on the principles of tolerance, worthlessness of another person;
- the skills to do the work in accordance with moral, spiritual, ethical and legal norms, working in a team;
- the skills to act reasonably in unusual situations;

2) Communication skills:

- the skills to communicate in a foreign language in specific areas and situations;
- the skills to master a set of knowledge, skills and abilities that ensure the effectiveness of the English-language communicative process, to master the technique of communication in English;
- the skills to speak, make messages and reports;
- the skills to appreciate and respect diversity and multiculturalism;
- the skills to partner interaction with participants in the educational process;
- the skills to master certain norms of communication, standards, stereotypes of speech behavior;
- the skills to speak and be understood by others;
- the skills to be persuasive and influential during speeches, discussions and negotiations, thoughtfully looking for solutions that will satisfy all parties;
- the skills to reach understanding with others;
- the skills to hear, not just listen;
- the skills to communicate with parents, colleagues, other professionals to support pupils;

3) Management skills:

- the skills to show leadership qualities (not so much the skills to lead as the skills to wisely motivate others);
- the skills to show initiative;
- the skills to work in a team;
- the skills to organize the educational process on the basis of partnership between all participants (pupils, teacher, parents);
- the skills to set urgent tasks;
- the skills to carry out monitoring work in primary school;

4) Strategic skills:

- the skills to design the educational process in elementary classes with a variety of psychological, pedagogical, methodological factors; anticipate the possible consequences of their use;
- the skills to organize the educational process in elementary classes using traditional and innovative technologies, methods, techniques and funds;
- the skills to identify the conditions for the effectiveness of pedagogical activities and take them into account in the organization of their own work on the basis of knowledge about the state and trends of modern education;
- the skills to generate new ideas;

5) Skills of effective information management:

- the skills to learn and master modern knowledge;
- the skills to search, analyze, process and systematization of scientific and professional information from various sources (modern computer tools, cloud technologies, databases);
- the skills to show flexibility (adaptability, skills to learn, openness to the new);
- the skills to analyze, critically evaluate, compare facts, phenomena, experience updating theory and educational practices in different countries of the world / identify patterns and trends in education in different countries of the world;
- the skills to conduct research on an appropriate level;
- the skills to conduct, analyze, interpret and design the results of psychological and pedagogical research [4].

Summarizing the above, it must be noted that “soft skills” formation should take place on the basis of the integrated, general and professional competencies; be based on the specially worked out sets of tasks; take place in accordance with the school concept, meet the needs of the New Ukrainian school; take place from the standpoint of student-centeredness, which will enable the applicants for higher education to fully reveal their personal effectiveness skills, communication skills, management skills, strategic skills, skills of effective information management; take place under the condition of providing the possibility of the mutual assessment and reflexive self-assessment of the level of the “soft skills” formation by the future primary school teachers in the process of their professional training; “hard skills” and “soft skills” formation should be holistic and integrated when studying both the disciplines of the normative cycle and disciplines of the students’ free choice.

References:

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