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*Ми й'ємось за те, чому  
немає чини в усьому світі –  
за Батьківщину.*  
В. Довженко



# **Наукові інновації та передові технології**

СЕРІЯ "УПРАВЛІННЯ ТА АДМІНІСТРУВАННЯ"

СЕРІЯ "ПРАВО"

СЕРІЯ "ЕКОНОМІКА"

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## **SOCIAL AND PROFESSIONAL RATIONALE FOR PEDAGOGICAL ACTIVITIES IN THE CONTEXT OF SOFT COMPETENCY FORMATION**

**Abstract.** The article presents the results of a study that reveals the essential characteristics of socio-professional conditionality of pedagogical activity and the relevant competence of pedagogical specialists in the context of innovative processes in modern educational environment. Due to the activities of a teacher, the state policy is implemented in creating the intellectual and spiritual potential of a nation, developing national science, technology and culture, preserving and enhancing the cultural heritage and shaping a person of the future. The study presented by the authors concludes that the socio-professional conditionality of teaching profession is a conditioned social phenomenon determined by the specific socio-cultural changes, which set the value and normative guidelines for professional activity. Today, the social and professional activity of a teacher is considered as a purposeful work of a professional in the education sphere and the development of a personality in a particular society with the aim of successful social realisation, maximum disclosure of his potential, formation as a subject of social life in demand of a labour market, prepared for continuous improvement and self-



education. Accordingly, a teacher who trains such a personality should have certain competences, namely, the necessary knowledge, skills and abilities, have a value attitude to his/her profession and the subject of interaction, possess professional and personal qualities that contribute to his/her professional excellence and efficiency. The analysis of socio-professional conditionality of pedagogical activity in today's realities allowed the authors to formulate the direction of formation of socio-professional competence of a modern teacher in the context of defining Soft competencies, which consist in the need to form Soft Skills that reflect the interconnection of innovative changes in the educational space and socio-cultural factors. The authors also pay attention to the pedagogical narrative as a tool for understanding and interpreting personal experience and the surrounding reality, a leading means of self-improvement and self-development of an individual, which is an indispensable condition for the development of a specialist as a professional.

**Keywords:** Pedagogical activity, socio-professional competence, social and psychological competence, value and normative guidelines, personal and professional qualities, Soft competences, Soft Skills, pedagogical narrative.

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## СОЦІАЛЬНО-ПРОФЕСІЙНА ОБУМОВЛЕНІСТЬ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ В КОНТЕКСТІ ФОРМУВАННЯ SOFT КОМПЕТЕНТНОСТЕЙ

**Анотація.** У статті представлено результати дослідження, що розкриває сутнісні характеристики соціально-професійної обумовленості педагогічної





діяльності та відповідної компетентності фахівців педагогічного профілю в умовах інноваційних процесів у сучасному освітньому середовищі. Завдяки діяльності педагога реалізується державна політика у створенні інтелектуального, духовного потенціалу нації, розвитку вітчизняної науки, техніки й культури, відбувається збереження та примноження культурної спадщини й формування людини майбутнього. У наведеному авторами дослідженні міститься висновок про те, що соціально-професійна обумовленість педагогічної професії - це зумовлене соціальне явище, детерміноване конкретними соціокультурними змінами, яке задає ціннісно-нормативні орієнтири професійної діяльності. Соціально-професійну діяльність педагога на сьогодні розглядають як цілеспрямовану роботу професіонала із виховання та розвитку особистості в конкретному соціумі з метою успішної соціальної реалізації, максимального розкриття потенціалу, формування як суб'єкта соціального життя, що має попит на ринку праці, підготовленого до постійного вдосконалення та самовиховання. Відповідно викладач, який готує таку особистість, повинен володіти певними компетентностями, а саме, необхідними знаннями, уміннями та здібностями, мати ціннісне ставлення до своєї професії та суб'єкта взаємодії, володіти професійними й особистісними якостями, які сприяють його професійній досконалості та ефективності. Аналіз соціально-професійної обумовленості педагогічної діяльності в реаліях сьогодення дав змогу авторам сформулювати напрям формування соціально-професійної компетентності сучасного педагога в контексті визначення Soft компетентностей, що полягають в необхідності формування Soft Skills, відображаючи взаємозв'язок інноваційних змін освітнього простору та соціокультурних чинників. Також авторами приділено увагу педагогічному наративу, як інструменту розуміння та інтерпретації особистого досвіду та навколишньої реальності, провідного засобу самовдосконалення та саморозвитку особистості, що є неодмінною умовою розвитку фахівця як професіонала.

**Ключові слова:** Педагогічна діяльність, соціально-професійна компетентність, соціально-психологічна компетентність, Soft компетентності, Soft Skills, ціннісно-нормативні орієнтири, педагогічний наратив, професійні та особистісні якості.

**Statement of the problem.** Innovative processes in modern education are the result of a new educational paradigm development, expressed in the globalization processes in the modern world, where social changes are increasingly beginning to be integrated into the global sociocultural space of human civilization.

Ukraine's integration into the European education space, intensive socio-cultural transformations, changes in value orientations and the expansion of intercultural and social ties are characterized by the transition to a digital, socially oriented society. The state and society need citizens who are able to socialize in a fast-moving society, people who are creative, active, competitive, competent, capable to change, with a flexible critical thinking, etc.



Education is a social institution through which every person passes, acquiring at the same time the traits of a person, a specialist and a citizen. Thanks to the activities of a teacher, the state policy of creating the intellectual and spiritual potential of a nation, development of national science, technology and culture, preservation and multiplication of cultural heritage and formation of a man of the future is implemented, as well as the Constitutional right of Ukrainian citizens to get an education is ensured.

Sociocultural conditions of education determine the requirements for the graduate, which are reflected in the requirements for the quality of education and determine his goals, realized in professional activity. The change of socio-cultural conditions of education, considered as a set of interrelated social and cultural relations, the presence and content of which determines the socio-professional conditionality of a teacher, predetermining him to respond appropriately to the requirements of the community and not only to act productively, but also to self-develop, self-organise, renew, change with the aim of effective professionalisation and improvement of education quality.

Society increases the requirements for the socio-professional development of a modern teacher, his ability to understand the essence of social processes, to build strategies for interaction with other people, to choose ways to achieve goals in social reality, to predict the consequences of one's own activities, to respond flexibly, to provide socio-pedagogical support for socialization, to form key and subject competencies of higher education students [1].

The social position of a teacher consists of a system of his/her views, beliefs and value orientations. Professional position through the attitude to the pedagogical profession, goals and means of pedagogical activity. Accordingly, the qualified solution of these problems depends on the professional social competence of a teacher.

The socio-professional activity of a teacher is currently considered as the purposeful work of a professional on the social education of a person in a specific society with the aim of his successful social adaptation. Accordingly, a teacher who prepares such a person must possess certain knowledge, skills and abilities, have a valuable attitude to his profession and the subject of interaction, possess professional and personal qualities that contribute to his professional effectiveness and accordingly certain competencies that are in demand in the modern educational space.

**Analysis of recent research and publications.** According to the recommendations of the European Council, it is customary to measure the quality of education today not in knowledge and skills, but in competencies that meet the requirements of society. Quite a lot of works by both domestic and foreign scientists are devoted to the issues of society development through professional training, development of education and professional competence of specialists. The works of L. Vovk, G. Hrynka, S. Nikolayenko, O. Ohienko, N. Protasova, O. Ovcharuk,





L. Pilgun, O. Pometun, I. Rodygina, K. Savchenko, O. Sadivnyk, V. Yagupov and many others contain the characteristics of of education development in Ukraine. The content and specifics of modern educational space were studied by V. Andrushchenko, A. Boyko, M. Kul'taeva, M. Trinyak and other scholars. The problems of determining the professional competence of teachers were discussed by many psychologists, pedagogues, philosophers, physiologists, among which are M. Bershadskyi, V. Bezrukov, V. Dahl, V. Demin, M. Elkin, I. Ermakov, O. Onats, M. Choshanov, K. Shaposhnikov and others. The essence and structure of teacher's professional competence were studied by V. Baidenko, I. Beh, N. Bibyk, M. Golovan, I. Zimnia, N. Kuzmina, Yu. Tatur, V. Tyuryna, O. Kovalenko, A. Markova, L. Tarkhan et al. Some foreign researchers are widely known for their work in the field of diagnostics and research of high-level competences, their nature, development, evaluation and implementation, among which the most famous are J. Raven, J. Bowden, S. Maslach, M. Leiter, E. Short, E. Toffler, R. White, A. Bermus, R. Highgerty, A. Mayhew et al. The professional competence of teachers is considered in the works of M. Doctorovich, L. Kunitsy, L. Lepikhova, V. Lyashenko, O. Polishchuk, K. Rudnitska, L. Sohan, G. Finin, H. Cherednichenko, L. Shapran et al.

**The aim.** The article is devoted to the study of pedagogical professionals' activities in the conditions of intensive socio-cultural changes in educational space, the role and importance of soft skills in the context of socio-professional pedagogical innovations, highlighting the main aspects of socio-professional competence in the context of soft skills formation.

**Presentation of the main material.** In recent years, the concept of competence has caused a wide discussion among the European member countries of the Organization for Economic Cooperation and Development (OECD), where the research was conducted on this issue, which is reflected in the International Documents of European International Labor Organization. The documents state that: "from a broader social point of view, knowledge, skills and competences are important because they go beyond the economy and work. They contribute to the expansion of individual participation in democratic institutions; social cohesion and justice; strengthening of human rights and autonomy in contrast to the growing global inequality of opportunities" [2].

The emphasis in modern society is not just on competencies but on the key competencies. The key competence is defining as it corresponds to the conditions of implementation, not limited or too specific, but to a greater extent universal. Today, the development of "broad-spectrum" key competencies that can prove themselves in various situations and conditions is preferred. As a result, the program emphasizing that key competencies enable an individual to work effectively in many social spheres, contribute to the qualitative development of society and personal success, therefore, can be applied to many spheres of life, has been developed.

The International Commission of the Council of Europe considers the concept of competence as general skills that include: the ability of an individual to perceive





and respond to individual and social needs; a complex of attitudes, values, knowledge and skills.

In the documents of the International Commission of the Council of Europe considers the concept of competence as general or key skills, basic skills, fundamental ways of learning, key qualifications, cross-curricular skills, key ideas, supports or supporting knowledge [3].

Swedish scientists Dominik Simon Rychen and Laura Hersh Salganyk argue that a person demonstrates competence only in actual actions, in a specific situation. At the same time, the content of competence appears to be complex, as it includes external requirements for a specialist, his individual abilities, attitude to the pedagogical process, emotional state, cognitive skills, practical skills, motivation, as well as conditions of activity. As competencies, they include: the ability of an individual to perceive and respond to individual and social needs; a complex of attitudes, values, knowledge and skills [4].

According to John Raven, competence "is necessary for the effective performance of a specific action in a specific subject area and includes highly specialized knowledge, special subject skills, means of thinking, as well as an understanding of responsibility for one's actions. Being a competent specialist means having a set of specific competencies of different levels (being able to observe, being deeply knowledgeable in the subject, being able to independently ask questions, prove oneself right, cope with interpersonal conflicts, etc.)" [5]. Competences include the presence of a person with a high level of initiative, an ability to organize other people to achieve a set goal, and readiness to evaluate and analyze the social consequences of one's actions.

Thus, the concept of "competence" has a complex meaning, as it covers different aspects of a person (as a person, a subject of activity, an individuality) and integrates its various characteristics.

A thorough scientific approach is marked by the examination of the concept of "competence" by the International Commission of the Council of Europe, which formulated a list of key competencies using a logically defined series: study - search - think - cooperate - act - adapt. At the same time, the list of eight key competences for lifelong learning, which every European should have, was defined both by the working group for the preparation of the report to the European Council in Stockholm and by the European Commission. The updated edition of key competences for lifelong learning was approved in the recommendation 2018/0008 (NLE) of the European Parliament and the Council (EU) [3] on January 17, 2018. It includes: Literacy competence; Languages competence; Mathematical competence and competence in science, technology and engineering; Digital competence; Personal, social and learning competence; Civic competence; Entrepreneurship competence; Cultural awareness and expression competence.

Understanding the innovations proposed in the document and their dissemination among the pedagogical community is relevant for Ukrainian education.



Solving the problem of professional competence formation of future specialists largely depends on understanding the essence of professional competence. The problem of professional competence of specialists is extremely relevant today and has found theoretical justification in the psychological and pedagogical works of modern researchers.

Some Ukrainian scientists offer the following definition of this concept: "Professional competence is the personal capabilities of a specialist that enable him to act constructively within the framework of a certain professional competence" [6].

Others define that the professional competence of a competitive specialist is a complex multidimensional formation that is formed in the process of acquiring professional education (theoretical knowledge, skills, abilities, professionally important qualities, etc.). It develops and improves in the process of professional activity (practical application of knowledge, skills, abilities such as an ability for an effective social interaction and communication, social and professional adaptation, independent problem solving, organization of one's work, self-study, self-development, self-analysis, self-regulation, self-organization, self-control, etc.) and directs the perception of goals, values, content, results and features of this activity [7].

Professional competence is realized in the professional activity, which remains one of the most important forms of human interaction with the social environment. Professional competence combines the system of knowledge, abilities and skills objectively determined by regulatory documents; personal component – interests, aspirations, value orientations, motives for self-realization of an individual; an ability to solve this or that problem, to actively search for new experience and to determine its inherent value, the presence of skills and independence in planning, organization, and control of one's own activities.

Professional competence of a teacher is the ability to solve professional problems and tasks of his professional activity. It is a set of knowledge and skills that determines his labour effectiveness and efficiency. It is a combination of personal and professional qualities.

Pedagogical activity is a special type of social and professional activity aimed at transferring all the wealth of knowledge, material and spiritual culture and experience accumulated by mankind from the older generations to the younger one, creating conditions for their personal development and preparing them to perform certain social roles in society.

The social demand of society today determines those tasks, the solution of which the efficiency, success and comfort of teachers' activity in the rapidly changing world largely depends on. The priority among these tasks are the following:

- formation of a social life subject, prepared for constant improvement, self-education and self-development;
- prioritising the development of a creative personality;



– acquiring the experience of emotional and value relations to the world, to people and to oneself.

Let us consider in more detail how this concept is interpreted in the domestic psychological and pedagogical literature.

Thus, the socio-professional competence of modern teachers is characterized by a focus on the formation of a number of competencies of education seekers, so we consider it necessary to analyze the mentioned concept in the context of pedagogical activity.

Taking into account the fact of the socialization of a personality in the educational space, it is necessary to consider the personality of a teacher in the context of a social being who possesses stable social and professional competence.

Finin G.I. notes that in order to be a competitive specialist, it is necessary not only to perfectly possess specialized professional competences but also to be able to effectively implement social actions, perform one's social functions, ensure normal social relations, adhere to the norms of social behavior, that is, to be a socially oriented person [1].

M. Doktorovych interprets the scientific category of 'social competence' as an individual's ability to flexibly navigate in constantly changing social conditions and effectively interact with social environment [8].

Considering the phenomenon of the concept of "social competence", L. Shvydun and O. Vynogradov emphasize the fact that this phenomenon is multifunctional, structured, dynamic. It changes depending on changes in society. It can be characterized as a person's assimilation of certain social norms, as a formation and development of values, which is manifested through social interaction [9].

Ya. Lukatska understands the social competence of an individual as "the ability to establish a certain social interaction taking into account the positions of other individuals, which is aimed at cooperation, teamwork, communication skills, ability to make decisions, to realize one's own needs and goals, to determine personal roles in society" [10].

In turn, O. Nicolaescu considers it as the process and result of assimilation and active reproduction of social and cultural experience by an individual on the basis of his activities, communication, relationships; as an integrative result, which involves a shift in emphasis from their accumulation to the formation of the ability to apply experience in solving life problems, take responsibility, show initiative, activity in teamwork, warn and resolve conflicts, be tolerant in difficult situations, show empathy [11].

From the point of view of professional and social competence of future teachers, it is the readiness to perform their job and professional duties at a professional level in accordance with modern theoretical assets and best experience, close to global requirements and standards. Here, competence is a combination of scientific and theoretical knowledge with the practical activity of a specific person, which makes it possible to constantly ensure a high final result.





O. Melnychenko and O. Blozva consider the concept of social and personal competence of a higher school teacher. It is a complex, integrative, constantly incomplete formation of a teacher's personality, characterized by a long-term and comprehensive process of forming a system of general human and professional values, attitudes towards oneself as a person and specialist, society and professional field of activity (college, university, academy, etc.) as an important socializing institution. The process of development and formation of this competence is accompanied by an uninterrupted processes of internalization-externalization in the system of "internal environment of a teacher's personality" and "external environment/society" [12].

Some scholars associate the concept of social competence of a teacher with the concept of socio-psychological competence. They note that the socio-psychological competence of a specialist involves the development of both basic general psychological qualities and their rethinking, the formation of certain social personal properties and skills on this basis. It is believed that such social and psychological qualities include social intelligence, adaptability to social situations, personal flexibility, verbal intelligence, soft dominance as a way of managing a situation, social courage, initiative in contacts, self-confidence, and success in life. The development of these qualities is one of the conditions for the successful formation of students' professional competence [13].

The development of socio-psychological competence of a teacher is an absolutely professional requirement. In the new situation of socio-psychological competence development, the creative reserve of a teacher is revealed, which ensures his/her ability to be creative, to be guided by non-standard, original, effective solution of professional problems. Socio-psychological competence is the basis for building successful interaction in the process of communication [14].

Summarizing the point of view of many researchers, we state that social competence is considered as a person's ability to function effectively, develop and adapt in social life, without interfering with the realization of professional activity through socially and professionally oriented perspectives and projects. It is the most important element of professional activity, which implies the acquisition of professional knowledge, awareness of the importance of one's own activity and its importance for the future generation, the ability to empathize in subject-subject relations in the educational space; knowledge of student characteristics and personality development.

Thus, we can define the socio-professional competence of a teacher as a new formation of teacher's personality, formed with the integration of conscious value orientations and motives, personal qualities, skills of social interaction, professional knowledge and skills that ensure productive solution of professional education tasks.

The social-perceptive component within the framework of formation of teachers' social-professional competence includes psychological features and personality traits, effective socializing factors of adaptation to the educational space;



cultural peculiarities and cross-cultural differences as well as specialized social-psychological and professional training. The formed competence ensures the psychological, pedagogical and professional readiness of future teachers.

Innovative educational activity presupposes the formation of competencies based on new knowledge, methods, approaches and technologies of learning, which are aimed at obtaining a specific educational result, in the form of such educational services, which are in demand in society and in the labor market.

That is why the modern target model of competencies includes key universal competencies, without mastering of which it is impossible to be a professional in the XXI century. Such competencies of graduates include such soft competencies as: communication, interpersonal skills, managerial skills, intercultural interaction, adaptability, flexibility, solving non-standard problems, achieving results, leadership, organization, self-development.

Scientists note that soft skills represent a set of competencies focused on personal values and behavior patterns. They, in contrast to "the hard skills", are formed with the help of greater efforts and without a guarantee of reaching the required level (limit of competences, level of integration into structures and personality), which are significantly more relevant in the long term and demonstrate the ability to reverse development.

The formation of such competencies is especially important for specialists in the field of education, and those who will further prepare the younger generation for life in a changing modern society.

The teacher's profession is social and public, which makes such skills as: presenting oneself and one's ideas in demand; build relationships with various subjects of education - students, teachers, social partners; to cooperate with other participants of the educational process; to solve creative problems; to show leadership qualities etc.

The group of flexible skills includes such personal qualities of a person that cannot be measured. They depend on the character and are acquired with personal experience. The basis of a teacher's strict professional competences is knowledge - subject and methodical. Flexible or soft competencies are based on personal qualities and personal experience.

Today there is no unambiguous interpretation of concepts denoting non-subject, extra-professional competences of a specialist, in particular: soft skills, "key skills", "universal competences (skills)", "the 21<sup>st</sup> century skills", "meta-subject skills", "skills for social progress", "employability skills", "people skills", "non-professional skills", "skills for social progress", "life skills". For example, in the Oxford dictionary, "soft skills" are defined as personal qualities of a man that make it possible to interact more efficiently and harmoniously with other people. From the point of view of a specialist's professionalism, soft skills are human qualities without which even the best professional cannot achieve any good result [15].



L. Familiarska interprets “soft skills” as a sociological term that characterizes a list of personal characteristics related to an effective interaction in the process of professional activity: the ability to convince, find an approach to people, interpersonal communication, conducting negotiations, teamwork, personal development, erudition, creativity, communication interaction, high level of self-organization, etc. [16]

A. Ivonyna, O. Chulanova interpret "soft skills" as a socio-labor characteristic of a set of knowledge, abilities, skills and motivational characteristics of a specialist in the sphere of human interaction. The ability to effectively manage your time, convince and negotiate, leadership, emotional intelligence – all these skills are necessary for successful work performance, They meet the requirements of a position and the strategic goals of the organization [17].

Also, domestic researchers give an integrated definition of soft skills [18;20;21]. Soft skills are understood as a set of super-professional skills and personal qualities that are in demand in the modern labor market and create a competitive advantage for a university graduate, contributing to the effective implementation of professional activities and the realization of professional competencies. Such skills are considered in modern literature as an important component of professional competence, which require constant improvement. Mastery of skills and competencies that ensure close cooperation, interaction in a group or team, achievement of success in work occurs in all links of education, in particular, in the system of professional training of future teachers. All these competencies make up a single complex of soft skills that ensures successful learning and solving joint tasks.

The main idea and goal of today's professional education from the point of view of soft competences formation is to search for the relationship of soft skills with the parameters of a specific activity. This becomes possible through a psychological analysis of activity, which allows to identify the key competencies for a specific professional field. In higher education, it is necessary to form soft skills as a general system of skills and abilities necessary for modern specialists, with an emphasis on identified basic, key competencies. Thus, for specialists in the pedagogical sphere, flexible skills of a professional orientation in the general structure of soft skills are considered to be decisive in the formation of a professional's personality and his effective realization.

The analysis of studies on soft skills showed that the term has both a general interpretation and a professionally oriented one. In the general understanding of soft skills as flexible skills, it boils down to the following components:

- building contact with new people and the ability to interact with them, ability to correctly explain one's own points of view to other participants of interaction;
- skills of internalizing the interests of the organization, skills of self-education and self-development, ability to work with a great amount of information;





- development of creativity, assertiveness skills, development of leadership qualities, ability to persuade and defend one's own opinion, oratorical skills and verbal literacy;
- ability to find a way out of a conflict situation, act as a mediator for conflicting parties, skills of communicative tolerance, development of organizational and managerial qualities;
- skills of communication in a team, capable of leading it to a high, competitive result, ability to take responsibility for one's decision and the team's actions;
- skills of empathy and ability to feel the situation and emotions of interaction participants, to ignore the negative reactions of professional interaction participants, ability to evoke sympathy and respect for oneself and the members of one's team in different situations;
- ability to set and achieve personal and team goals, motivation of everyone to achieve results, valuable attitude to many professional situations;
- ability to adapt to difficult circumstances and extreme conditions, stress tolerance and high adaptability;
- development of a high level of learning and, as a result, self-realization, understanding and acceptance of other people's characteristics as well as one's own resources and weak, limiting characteristics;
- skills in working with modern technical devices and communication in the Internet space, media literacy.

The list of characteristics included in the terminological field of soft skills can be continued and naturally it cannot be covered by the competencies of one specific activity. Therefore, theoretical and practical research is needed to study and describe the specific characteristics of soft skills for a higher school teacher.

The content of general professional competences for any modern specialist must be supplemented with the elements of specific activity environment, surrounding a person and the ability to purposefully interact with it. Our research deals with the professional and special competence of a teacher, in particular, his social and professional orientation.

For the purpose of a deeper understanding and analysis of "soft skills", we will consider various structural models of these skills development in students, which are offered by specialists in certain fields.

S. Nahod presented the concept of "soft skills" as a complex of non-specialized supra-professional "flexible competences" that affect the successful performance of professional duties of any profile, in particular professions in "person-to-person" spheres, which solve professional tasks related to the provision of social well-being, establishment of communication links between individuals, broadcasting of socio-cultural experience and formation of socially accepted norms, rules and traditions. One of the main components of "soft skills" of these specialists



is socio-communicative competence, which reflects the specialist's ability to effectively interact with the environment, despite changes in social surrounding. The author also includes emotional intelligence, social facilitation and a prognostic component in the structure of "soft skills" [18].

L. Hrebinyk suggests the combining of "soft skills" into four groups. Social skills: cultural and multicultural competence, empathy and ability to build relationships with others, ability to listen and formulate one's own statement. Mental skills: creativity in solving problems, multidisciplinary thinking. Organizational skills: self-discipline, teamwork. Personal skills: endurance, self-confidence, initiative, responsibility, emotional stability, flexibility [19].

K. Korniyush divides "soft skills" into two large groups, which are constantly interspersed: personal and interpersonal. The category of personal soft skills includes self-organization and self-motivation; responsibility; decisiveness; ability to work in stressful situations, ability to competently manage time, making it work for you, flexibility (adaptability, ability to learn, openness to new things), etc. The group of interpersonal includes communication skills; emotional intelligence; ability to empathize; ability to express oneself and be understood; ability to hear, not just listen; leadership qualities; ability to work in a team; ability to be persuasive and influential during speeches, discussions and negotiations, thoughtfully looking for a solution that will satisfy all parties; ability to reach an understanding with the people around, etc. [20].

Moving into the field of professional activity of a higher school teacher, A. Tyutyunnik also divides them into four groups: personal effectiveness: ability to set and achieve set goals; time management; stress resistance; sense of responsibility; creativity; analytical thinking; conducting presentations; managerial skills: ability to unite people; ability to form a team; ability to form a communication system in a team; ability to motivate team members; development of leadership qualities; formal and informal leadership; communication skills: ability to work in a group; ability to carry out effective communication; interpersonal communication; resolution of conflict situations; conducting negotiations; ability to persuade; making group decisions; 4) strategic skills: strategic planning; making strategic decisions; ability to work in risky conditions; ability to delegate authorities [21].

So, we see that experts, analysing the characteristics of soft skills, offer their own structural approaches to combining soft skills into different groups, based on the characteristics of a students' future speciality.

At the same time, the scientists identify the key role of higher education in the soft skills development, which are extremely important for being successful in the modern world and determine the main reasons for this [22]:

- higher education involves numerous written and oral tasks that help students improve their communication skills. They learn to express themselves clearly, both in writing and orally;



- while studying at higher education institution. students develop their ability to analyze information, evaluate its reliability and formulate reasonable conclusions. It helps them develop critical thinking and problem-solving skills;
- many assignments, course projects and independent work in higher education are performed in groups, which helps students develop their teamwork skills. They learn to cooperate, distribute tasks and achieve common goals;
- higher education requires students to be able to manage their time effectively in order to keep up to complete numerous tasks and prepare for exams, seminars and tests. It develops the skills of time management, which are extremely important in any professional activity;
- communication with teachers and fellow students, participation in various events, conferences and projects helps develop one's emotional intelligence.

Thus, on the basis of the conducted analysis, the definition of basic soft skills in relation to pedagogical activities is as follows.

1. Complex multilevel solution of pedagogical problems. This competence provides for an independent definition of a problem and the entire complex of its causes and sources; identifying and eliminating the cause of the situation, not its consequences; systemic interdisciplinary approach to problem solving. A teacher must be able to determine the range of problems within the framework of the set goal and choose the optimal ways to solve them, based on the current legal norms, available resources and limitations.

2. Critical thinking as a professionally oriented type of thinking that contributes to the productivity of pedagogical activity. Competence presupposes doubt in the reliability of all incoming information, already existing rules and even those presented about the world; choosing facts, not information, as the basis for decisions and actions. A teacher must be able to search, critically analyze and synthesize information, apply a systematic approach to problem solution.

3. Creativity as the ability to creative search, non-standard solution of pedagogical problems, characterized by the following criteria: speed (productivity) and flexibility of thought, originality, curiosity, accuracy and courage. It means the skill in creating a situation of doubt in the reliability of all incoming information, already existing rules and even one's own presented about the world; the choice of facts as the basis for decisions and actions but not just the received information.

4. Management of people (students). This competence presupposes the skill of creating conditions for the disclosure of creative potential and maximum achievements in the surrounding people; the combination of a "vision" of a solution to the situation and the organization of people to implement this "vision".

5. Collaboration with others (colleagues, management, students, external partners). This competence presupposes the ability to build interaction with the participants of the educational process at various levels, from information exchange to meaning exchange; creation of a common field of activity for solving educational problems.





6. Emotional intelligence. This implies the presence of such skills as: recognizing emotions and understanding other people's intentions; management of one's own emotions and emotional states; influence on emotions and emotional state of others.

7. Judgment and decision-making. This competence presupposes the ability to form one's own opinion, the courage to make independent decisions realizing their consequences.

8. Ability to conduct negotiations. It is a communication skill from the perspective of the negotiation process aimed at long-term cooperation; persuasive presentation of one's position through both verbal and non-verbal techniques, taking into account the specifics and interests of the other party of negotiations.

9. Cognitive flexibility. It involves a quick switching from one thought to another as well as considering several ideas and tasks at the same time.

10. Self-management. The competence implies a multi-level process of self-organization and self-realization of teacher's personality.

Thus, we can state that the social and professional competences of teaching professions are not only intertwined with general and special competences but also acquire a new meaning in the context of soft skills study.

On the basis of theoretical analysis, we can offer a structure of necessary "soft skills" of pedagogical specialists is provided in Table. 1

Table 1

Soft competences	Soft Skills	Components
Social	Social interaction skills	Ability to communicate with representatives of other professional groups of different levels; ability to act socially, responsibly and consciously; ability to exercise one's rights and responsibilities as a member of society, to understand the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine; ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of the subject area development.
Communicative	Effective communication, Professional, intercultural and business communication	Interpersonal communication skills; productive communication activity; skill of communication from the point of view of cooperation; convincing presentation of one's position through both verbal and non-verbal techniques, etc.); oratory skills; active listening; ability to present one's own opinion, competence and tolerance with reason; ability to create a professional image; ability to productively criticise and self-criticise; ability to resolve conflict situations and adapt to 'difficult in communication' students



Personal	Independent determination of a problem and the entire complex of its causes; identifying and eliminating the causes	Systematic interdisciplinary approach to problem solving, skills of forming one's own opinion and courage in decision-making, self-organisation and self-realisation of teacher's personality, self-motivation, etc.); goal-setting skills; skills of effective organisation and planning of one's activities; self management; self-motivation skills; positive thinking and optimism; emotional intelligence; emotional stability and stress resistance.
Organizational-managerial	Interaction with colleagues, management, students, external partners, ability to interact with others and solve people's problems based on understanding their values and needs, etc.	Ability to work in a team; ability to organise a system of communication between team members; ability to motivate team members; ability to see a common goal and find ways to achieve it; skills in organising business communication; focus on a customer
Leading	Skills to manage people (creating conditions for unlocking creative potential and maximising achievements of people around, etc.)	Ability to unite people around a socially significant goal; ability to take responsibility for a team; ability to unite people and clearly define responsibilities in accordance with the capabilities of every person; ability to persuade and find a compromise; ability to wisely motivate others; initiative and demanding of oneself and others; ability to make independent decisions and solve problems.
Intellectual and cognitive	Effective thinking skills, ability to creative search, non-standard solution of pedagogical problems, etc.	Management of mental processes; critical thinking; creativity; ability to find non-standard, new solutions; ability to generate and implement new ideas; ability to navigate the wide information and communication of the modern world; cognitive flexibility, quick thinking as well as thinking about several ideas and tasks at the same time.

Source: compiled by the authors

The considered skills should be synthesized in pedagogical activities, since it is a teacher as a moderator, accompanied by all the participants of the pedagogical process, who must be able to establish contact with students, present his thoughts in an accessible manner, possess management and leadership qualities and successfully resolve conflict situations. Soft skills, related to the "plastic zone" of competencies, determine the quality of teacher's work. Pedagogical workers create an educational environment aimed at the development of students' soft skills.

The communicative nature of a person implies organising the educational process as a creative communication associated with the production of new knowledge and meanings, analysis and rethinking of the known facts in accordance



with life situations and practical tasks. The emphasis in educational activities shifts from the assimilation of known truths by the participants of educational interaction to the release of the creative potential of thinking, skills of independent and critical reasoning. Participants of the cooperation learn to listen and hear each other, express their ideas, suggestions and opinions [23].

Accordingly, it should be noted that the narrative competence is interesting from the point of view of studying the communicative competence of a teacher. According to E. Mykhailova, narrative competence is a communicative ability that characterises a person's readiness and ability to consistently present a story about an event, highlight its stages, describe participants, place and personal attitude to the topic and subject of the story in accordance with the norms of social interaction accepted in a particular culture [24].

According to N. Chepeleva and her co-authors, narrative is not only an important tool for understanding and interpreting personal experience and the surrounding reality, but also a leading means of self-understanding and self-development of an individual, which are the important factors in his or her self-development, considering narrative competence to be the ability of an individual to identify and interpret the narrative statements of other person, that is, to identify narratives in socio-cultural and personal discourses and generate their own narrative constructions on their basis [25].

A narrative is also understood as a complete closed structure that contains such characteristics as completeness and sequence of actions, events that are organised in a certain order, subordinated to a single logic, order and assessment of significant events [26].

Education is seen as a process of personal development, the purpose of which is to reveal an individual spiritual potential. Such attributes of interactive and communicative pedagogical technologies as empathy and reflexion are the integral features of narrative approach. While speaking, the subjects of communication pronounce the text with comprehension and reflection, The emotional sphere is involved. A learner expresses his/her attitude to the received information. Consequently, the act of narration is characterised not only by the transfer of information, but also by the expression of a personal attitude to the narrative. Here there is the uniqueness of manner of inimitable author's interpretation of the narrative. Thus, there is an interaction between a teacher and a learner, the way of organising joint activity, which is the purpose of teaching and education - the interaction of all the participants of educational process. The construction of the educational process on the basis of the narrative approach can take place as a modelling of professional situations and attitudes to them through a business game, round table, debate, discussion - a variety of active forms of learning. The task of a teacher is to set the topic for discussion in which a learner takes the initiative and interacts with the environment.





Also, the narrative approach to learning allows learners to revise their own actions or reality. By remembering the sequence of their own actions and organising them logically, a learner has an opportunity to revise the algorithm of actions, to rethink the actions in their interrelationship and to develop a new strategy that will allow him to avoid mistakes made earlier. This closes the hermeneutic circle and leads to the next stage of cognition and experience.

**Conclusions:** Changing socio-cultural conditions of education, which determine the socio-professional conditionality of a teacher, predetermines him/her to respond appropriately to the requirements of community not only to act productively, but also to develop himself/herself in order to effectively professionalise and improve the quality of education. In accordance with this, summarising the theoretical research, we have proposed the substantiation of the essence and structure of socio-professional competence of a teacher and formed the directions of his development. Studying the requirements transmitted by the modern professional community, in the conditions of intensive socio-cultural changes in the system of professional education, soft competences as a key component of professional innovations and as one of the conditions for ensuring the quality of professional education acquire special significance in the success of a teacher. Realisation of the practical component of socio-professional competence consists of determining the role and significance of soft competences of teachers in the context of soft skills formation, which reflect the interrelation of innovative changes in educational environment and socio-cultural factors that affect its development and act as an applied aspect of the approach in professional educational process.

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