

Socio-pedagogical conditions for the development of future social workers' soft skills**Tkachuk Yuliia¹***Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine*E-mail: tkachukylia96@gmail.comORCID: <https://orcid.org/0000-0002-3147-5434>

The article is devoted to the problem of developing future social workers' social skills (soft skills). The relevance of the study is due to the public need for training competent and competitive social workers who are able to solve various social issues in society promptly and in a team, creatively perform social tasks, have motivation for self-development and self-realization.

For this purpose, such research methods as the analysis and generalization of normative, literary sources, educational and scientific programs of higher educational institutions on the investigated problem, as well as questionnaires among students of higher education at bachelor's and master's levels – future social workers – were used.

We understand soft skills as social skills – skills, abilities and characteristics that allow one to be competitive and successful in professional activities.

As a result of the survey conducted among students of 9 institutions of higher education, it was found out that 10 skills are the most important soft skills of future social workers: knowledge of a foreign language, an active civic and life position, analytical thinking, communication skills, the ability to inspire new ideas, time management, the ability to build an algorithm of actions to provide the necessary social assistance to people, the ability to resolve conflicts, leadership qualities and the ability to lead, work organization skills.

The necessary socio-pedagogical conditions for the effective development of future social workers' soft skills at a higher education institution were defined and substantiated: the motivation and readiness of future social workers to develop soft skills necessary for successful social work; integration of the development of the complex of social skills "soft skills" in students in the process of educational work and during extracurricular practical social activities; availability and integrative implementation of various forms of "soft skills" development; use of a complex of innovative technologies and interactive methods of "soft skills" development; self-education through the involvement of students in practical social work beyond school hours.

The set of factors affecting the introduction of socio-pedagogical conditions for the development of students' social skills in institutions of higher education is characterized.

Integration forms, innovative technologies and methods are highlighted, which are expedient to use in the educational process of modern institutions of higher education for the effective development of future social workers' soft skills.

Keywords: *future social workers, social skills, soft skills, development, educational process, institution of higher education, socio-pedagogical conditions, motivation, readiness, various forms, technologies, innovative methods, integration, self-education.*

Introduction. Today, Ukraine, which is actively integrating into the European community, is modernising all areas of social activity, including social work. At the same time, attention is focused on the fact that the quality of social services depends not only on the activation of mechanisms and resources of social work, but also on the level of training of future social workers in higher education institutions.

Let us emphasize that the profession of a social worker, as a type of activity, especially during the period of martial law, is oriented to the needs of specific strata of the population (military personnel, their families, internally displaced persons, children, etc.) and is aimed at solving urgent social problems based on the complex of available in specialized knowledge and social skills.

A future social worker must be able to provide the help that a person needs and be able to accept people with their views, difficulties, demands, problems, feelings, etc. Therefore, for the effective implementation of social work by a social worker, not only professional competencies are important, but also additional knowledge and social skills, soft skills.

That is, the modern needs of the practice of social work in Ukraine require a constant rethinking of the theoretical basis for improving the content, forms, technologies and methods of education in a higher education

¹ *Postgraduate Student of the Department of Social Pedagogy and Social Work at the Pavlo Tychyna Uman State Pedagogical University*

institution, as well as vectorial direction of the practical implementation of the training of social workers to meet their personal needs in terms of the development of soft skills.

It should be noted that the results of studies of certain issues of the problem of social skills were reflected in the works of Ukrainian scientists, in particular: definition of the phenomenon of "soft skills" (O. Abashkina, N. Dlugunovych, L. Ivanova, O. Kazachiner, K. Koval, O. Skornyakova), the question of the role of "soft skills" and "hard skills" in the professional and career development of employees (A. Ivonina, O. Chulanova, Yu. Davletshina), the theoretical and methodological foundations of social skills "soft skills" (O. Ilyenko), the resourcefulness of "soft skills" for increasing the professional success of employees (N. Shitova), modern determinants of the development of "soft skills" (S. Batsunov, I. Kungurova, O. Slyzkova), the development of "soft skills" in students as an important factor for employment and competitiveness in the labor market (K. Koval, L. Grebinnyk), the formation and development of "soft skills" in the training of professionals in various fields (tourism – E. Yegorov; IT specialists – N. Dlugunovych, pedagogy – N. Bezlyudna, N. Dudnyk, T. Smagina, I. Cherkasova, T. Yarkova), substantiation of the importance of "soft skills" for the professional development of future specialists in socio-economic professions (S. Nakhod), opportunities of the Enastus international program in the formation of "hard" and "soft" skills in order to increase the competitiveness of university graduates on the labor market (A. Dalibozhko, M. Herman, S. Shilova), formation of "flexible" skills by means of microgroup form works (S. Shilova), et al.

At the same time, Ukrainian researchers highlight "soft skills" from various scientific approaches. In particular, S. Nakhod – emphasizes the importance of "soft skills" for specialists in "people-to-people" professions (Nakhod, 2018); K. Koval – justifies the importance of "soft skills" for students to successfully form a portfolio and pass a job interview (Koval, 2015); N. Kolyada, O. Kravchenko – emphasize the importance of the formation of "soft skills" during studies at a higher educational institution (Koliada & Kravchenko, 2020).

We emphasize that certain aspects of this problem have become the subject of scientific works by foreign researchers (Shepliakova, 2021). Among them are T. Parsons (studied the nature of the definition of "soft skills"), K. Rana (studied personal skills, creativity of a successful specialist), M. Robles (highlighted 10 social skills "soft skills" that are necessary for a specialist), J. James Heckman, Tim D. Kautz and others.

Despite the multifaceted studies of the given problem, the issue of creating the necessary socio-pedagogical conditions for the effective development of social soft skills among future social workers in a higher education institution requires additional study.

Formulation of the problem. The purpose of the article is to define and substantiate modern socio-pedagogical conditions for the effective development of future social workers' soft skills in higher education institutions.

Research methods. The research used such methods as the analysis and generalization of normative, literary sources, educational and scientific programs of higher education institutions on the investigated problem, as well as questionnaires among students of higher education at the bachelor's and master's levels – future social workers.

The main part. The term "soft skills" is most often translated as "soft" skills (competencies) (European Dictionary of Skills and Competences, 2012).

"Soft skills" is a sociological term that refers to a person's emotional intelligence, a kind of list of personal characteristics that are somehow related to effective interaction with other people (Kuzan, 2018). These are skills, the manifestation of which is quite difficult to detect, directly determine, verify, and visually demonstrate (Koval, 2015: 163).

Usually, Ukrainian scientists distinguish three categories of soft skills:

1. Social and communicative: communication skills, interpersonal skills, group work, leadership, social intelligence, responsibility, ethics of communication.
2. Cognitive: critical thinking, problem-solving skills, innovative (innovative) thinking, intellectual workload management, self-education skills, information skills, time management.
3. Personality attributes and components of emotional intelligence: emotional intelligence, honesty, optimism, flexibility, creativity, motivation, empathy.

We emphasize that the classification cannot be exhaustive and take into account absolutely all "soft" skills. The use of "soft skills" also involves the ability to use different models of behavior even in the same situations, to deeply understand one's own interests and the interests of stakeholders, to quickly and clearly set priorities, to make better choices when there are alternatives, to quickly adapt to new challenges and circumstances, to be stress-resistant to loads, to be able to achieve the set goal.

According to the European Dictionary of Skills and Competencies, soft skills are classified as skills (European Dictionary of Skills and Competences, 2012): personal competencies (personal qualities, attitudes and abilities; e.g. motivation, leadership, initiative, flexibility, adaptability, physical strength, good vision, etc.) and core competencies (general skills, key skills and transferable skills required for market success (e.g. communication, problem solving, teamwork, basic IT skills, etc.).

According to the Recommendations of the World Economic Forum (These are the top 10 job skills of tomorrow – and how long it takes to learn them, 2020) in the 21st century the following soft skills will be in

demand on the labor market: analytical thinking and innovativeness; active learning and learning strategies; solving complex problems; critical thinking and analysis; creativity, originality and initiative; leadership and social influence; use of technology, monitoring and control; creation of technologies and programming; endurance, stress resistance and flexibility; logical reasoning, problem solving and idea generation.

In 2023, the development of the following soft skills is relevant in the European community: communication, change management, cooperation, negotiations, organizational development (The Job Skills of 2023, 2023).

Research results. As part of our research, a survey was conducted among 78 undergraduate (63 students) and master's (15 students) students from 9 higher education institutions (Uman State Pedagogical University named after Pavel Tychnya; Drohobych Ivan Franko State Pedagogical University; National Pedagogical University named after M. P. Dragomanova; Dubeni College of RDSU; Rivne State Humanitarian University (RDSU); Municipal institution "Baltic Pedagogical College" of Odesa Region; Zhytomyr Ivan Franko State University; Bar Humanitarian and Pedagogical College named after M. Hrushevsky).

The survey results showed that: 69.2% of respondents believe that social skills are soft skills that help to solve problems in society; 53.8% of the respondents believe that soft skills are competences that, along with professional ones, determine the successful self-realization of a social worker; 44.9% understand soft skills as the ability to adapt and behave positively in society.

In the research, we start from the position that soft skills are skills, abilities and characteristics that allow one to be competitive and successful in professional activities.

The students singled out the following 10 skills as the most significant social soft skills: knowledge of a foreign language (56.4% of the respondents), active civic and life position (55.1% of the respondents), analytical thinking (55.1% of the respondents), communication skills (55.1% of the respondents), the ability to inspire new ideas (55.1% of the respondents), time management (55.1% of the respondents), the ability to build an algorithm of actions to provide the necessary social assistance to people (55.1% of the respondents), the ability to resolve conflicts (53.8% of the respondents), leadership qualities and the ability to lead (53.8% of the respondents), work organization skills (53.8% of the respondents).

At the same time, the interviewed students noted that they have the greatest need for the development of the social soft skills as follows: communication skills (11.54% of those interviewed); knowledge of a foreign language (10.26% of the respondents); leadership qualities and the ability to lead (7.69% of the respondents); time management (7.69% of the respondents); time management skills (the ability to set priorities and manage projects correctly (7.69% of the respondents).

Today in Ukraine, higher education institutions have begun to develop such educational programs and educational disciplines in social work, to create a special educational space where students can receive both requirements and practical approaches to the formation of soft skills (Koliada & Kravchenko, 2020; Polozhennia, 2021).

The development of future social workers' "soft skills" in a higher education institution is based on certain approaches used by teachers during the educational training of future competitive specialists, in particular, these are: humanistic, integral, axiological, anthropocentric, andragogic, cognitive, humanitarian, synergistic (Savelchuk, 2017). The main methodological guidelines for the development of students' "soft skills" during the educational process are the principles of human-centeredness (student-centeredness), tolerance, partnership and interaction between participants in the educational process.

Discussion of results. Pedagogical conditions for the effective organization of the development of future social workers' social skills of soft skills under conditions of vocational training are understood as a set of factors that are determined and realized by the participants of pedagogical interaction, are implemented in the educational process of vocational training, motivate teachers and students to productive activities and cause an increase in the effectiveness of consolidating existing soft skills and mastering new ones.

On the basis of scientific literature, methodological approaches and principles of the organization of the educational process in a higher educational institution, the analysis of educational programs of higher education institutions and the results of questionnaires, we single out the most effective socio-pedagogical conditions that best ensure the effective development of future social workers' social soft skills in higher education institutions, namely:

1) Motivation and readiness of future social workers to develop soft skills necessary for successful social work.

2) Integration of the development of the complex of students' social skills "soft skills" in the process of educational work and during extracurricular practical social activities.

3) Availability and integrative implementation of various forms of development of students' "soft skills".

4) Use of a complex of innovative technologies and interactive methods of developing students' soft skills.

5) Self-education through the involvement of students in practical social work within extracurricular time.

During the study of the peculiarities of the implementation of the first socio-pedagogical condition, the factors influencing the formation of readiness and positive motivation of future social workers to master the

necessary social soft skills are highlighted. The first factor is the student's awareness of the relevance of social work, which stimulates activity and interest. The second factor is the intensification of educational activities through the improvement of the organization of the educational process in higher education institutions, aimed at ensuring the flexibility, accessibility, and continuity of educational programs. The third factor is the updating of the content of educational programs in the specialty "Social work", which should ensure an end-to-end vectorial direction of the process of developing students' skills throughout the entire period of the educational process in higher education institutions.

The introduction of the second socio-pedagogical condition implies that the formation of students' "soft skills" should take place during the educational process. And for the effectiveness of this process, it is necessary, first of all, to introduce separate courses aimed at the formation of general competencies. For example, such courses can be: "Professional and communicative culture of a social worker", "Fundamentals of theory and practice of social communications", "Social technologies", "Conflicts and their resolution", "Organization of management in society", "Ethics of interpersonal communications", "Youth policy", "Youth work in the field of leisure and volunteering" and other ones.

Secondly, it is advisable to use modern innovative and interactive learning technologies, which contribute to the more effective formation of students' soft skills while mastering new knowledge.

At the same time, as scientists-practitioners rightly point out (Koliada & Kravchenko, 2020), it is advisable to take into account a number of formal factors (requirements of the working curriculum, orientation of the educational material to the assimilation of a certain set of knowledge from the educational subject, fixed time of the academic classhours, personal factor of the teacher, etc.), which do not always allow for the optimal organization of activities for the identification and formation of "soft skills" among student youth. Therefore, classroom work should be combined with the involvement of students in practical forms of social work during their extracurricular activities.

As the experience of organizing the educational process at the Uman State Pedagogical University named after Pavel Tychyna shows, such forms of extracurricular activities of future social workers, such as student self-government, volunteer programs, social projects, trainings, etc., have proven themselves well in the process of developing soft skills within extracurricular activities. Such forms of work allow, along with professional competences, to develop the future teachers' abilities of communication, leadership, cooperation, diplomacy, building relationships, forming motivation for success, forming team skills, the ability to present ideas, make decisions, and creatively solve tasks. These competencies belong to soft skills, the possession of which largely determines the success of students' future professional activities, helps to successfully implement themselves in a rapidly changing world.

In addition, thematic centers and other professionally oriented organizations, on the basis of which temporary youth groups are formed, have proven to be the most favorable for the effective development of social skills within extracurricular time, in particular: Student Social and Psychological Service, National Patriotic Camp for Student Youth "Diya", Gender Center, Center for Social-Educational Integration and Inclusive Rehabilitation and Social Tourism "Without Barriers", Youth Center "START", Scientific and Practical Center for Family Education, Center for Psychological Diagnostics and Training Technologies "Insight" (Koliada & Kravchenko, 2020: 143-144).

The implementation of the third socio-pedagogical condition assumes that its implementation will significantly contribute to the formation of students' technical, critical, logical and creative thinking. Therefore, when designing forms of interaction with students in the process of developing soft skills, it is important to take into account a number of modern educational trends. For this, it is necessary: first, to implement the transition from knowledge transfer to knowledge creation. The availability of knowledge and the high speed of its exchange often allows to be more successful not the one who knows more, but the one who searches faster and better, identifying, analyzing and creating information; secondly, the transition from the traditional "teacher-student" system to "teacher-student" interaction, organization of interaction and teamwork; third, the transition from narrow specialization to cross-functional training.

For example, according to the Regulation on the formation of soft skills in the participants of the educational process of Skovoroda Kharkiv National Pedagogical University (Polozhennia, 2021), the most used forms of students' soft skills development within the educational process are: workshops, courses, trainings, master classes, seminars; coaching sessions from the management of the educational institution and external mentors as a method of motivation for changes; short-term or long-term projects; online and offline workshops; guest lectures.

The implementation of the fourth socio-pedagogical condition requires a combination of traditional and innovative forms, methods and technologies of learning, which include: traditional learning technologies, technology of personally-oriented learning, technology of project activities; technology of research activities, information and communication and multimedia information technologies, technology of cooperation in learning (coaching technologies), simulation (modeling) technologies, training technologies, health-preserving educational technologies, problem-based learning technology, case technology, technologies - "branding" and "trendspotting".

The use of traditional technologies involves the transfer of thorough knowledge and useful experience in the formation of social skills. The technology of person-oriented training is aimed at forming future social workers' positive motivation for cognitive activity, self-knowledge, self-realization and self-improvement. The application of project activity technology is aimed at developing the ability of future social workers for effective communication, creative and analytical thinking, planning and teamwork, flexibility and adaptability, making informed decisions and self-control, establishing interpersonal relationships and research activities. Research technology is aimed at developing the intellectual abilities and research skills of the future social worker. Information and communication technologies are aimed at improving the students' information culture, developing the skills of independence, activity and self-regulation in the information environment. The use of information multimedia technologies allows to develop the creative and intellectual potential of the student and his/her abilities, which is extremely necessary for him/her as a future specialist for quick and effective adaptation in the modern information-rich life space. The use of collaboration technology in education is based on the joint professional activities of students (mentors and first-year students) and aims to improve communication and interpersonal skills, creativity and self-control, flexibility and adaptability. The use of simulation (simulation) technologies contributes to the development of skills to model and select techniques and theories for making professional decisions; increasing the level of communication, responsibility and creativity. The specificity of the simulation technology consists in modeling in the educational process various kinds of relationships and conditions of real life. The use of simulation technologies helps to form the experience of finding solutions in various and non-standard situations, promotes the development of adaptability, mobility, creativity and critical thinking. Game technologies as a kind of simulated educational technologies allow creating a creative educational environment for revealing and realizing the student's personal needs, mastering intellectual and communicative abilities. Training technologies provide for direct communication between participants during training, which has two components: content (i.e., topics studied during work) and process (style of interaction of training participants during training, created atmosphere for interaction, definition and implementation of roles, use of background techniques or cases). Health-saving technology is aimed at the development of social activity and healthy lifestyle skills. The technology of problem-based learning is aimed at forming the skills to thoroughly analyze problems and quickly make decisions. The purpose of using case technology is to deepen knowledge, establish life values, and gain experience in solving social problems. The technology of critical thinking consists in the formation of cognitive activity, creative imagination and the creation of students' own situations of success. The technology of "branding" and "trendspotting" is aimed at creating and developing a brand of a social worker and is aimed at forming his professional self-development and self-presentation skills, the ability to create a positive image in the process of social work with different groups of people (Kirdan & Kirdan, 2021).

The indicated technologies ensure the effectiveness of the development of social skills of soft skills in students through the use of innovative and interactive methods (case methods, background trainings (exercises that develop certain competencies), learning from the experience of others, working with a mentor, seeking feedback on the success of one's behavior in terms of the development of specific experience, combination of study and professional activity (dual education)).

They also agree with the researcher O. Zamashkina that students can acquire soft skills: at courses and trainings (for example, the public project of mass open online courses "Prometheus" offers many similar trainings on a free basis); work on public grounds; participation in the volunteer movement; participation in student self-government (such practical activity will teach teamwork, project management and delegation of responsibilities) (Zamashkina, 2021: 23). It is important to teach students to work together, because in real social work, most project activities are carried out in teams.

Activation of the development of soft skills among students in higher education also occurs in the process of their independent activities, which is realized through active participation in educational courses and trainings on mass open online courses. Attending thematic social-educational trainings, master classes, seminars allows students to independently acquire certain flexible competences, which are necessary for a deeper understanding of the essence of the theory and practice of social work and the specifics of its organization, the provision of social services to all segments of the population (Parfeniuk, 2017). The result of the initiation of such events and the participation of future social workers in them is the development of creative potential, activity, independence, initiative, the ability to competently solve problems that arise, etc.

And therefore, the involvement of future social workers in practical social work within extracurricular time is an important fifth socio-pedagogical condition for the effective development of future social workers' soft skills in higher education institutions.

Pavlo Tychyna Uman State Pedagogical University practices the following forms of extracurricular work with students to develop their social soft skills (Koliada & Kravchenko, 2020):

- patronage of shelters and rehabilitation centers;
- preventive actions, quests, flash mobs regarding the prevention of negative phenomena, in particular, drug addiction and AIDS among minors and young people;
- street social work with children and young people;

- game libraries, theatrical performances, role-playing and creative games with young people, contests of wall paintings and social advertisements with the aim of preventing the spread of harmful habits, negative phenomena, and social diseases through educational work;
- social and charitable actions;
- festival of socio-psychological drama "Hear! See!";
- charitable actions (collection and delivery of various resources (food, medicine, clothing) to the ATO/OOS zone (Anti-terrorist operation / Joint Forces Operation); assistance to the families of ATO participants);
- meetings with public and volunteer organizations under the slogan "Volunteer heart will help those in need!";
- a gift-making campaign for children of children's shelters in the East under the slogan "We are children of Ukraine – we are for peace";
- collection of material support for displaced children and disabled children of Eastern Ukraine;
- city competition of social projects among school and student youth "RAZOM" in the following thematic areas: provision of social and psychological support to internally displaced persons due to the conflict in Ukraine, social and psychological assistance to ATO participants and their families, "We are for PEACE";
- a lecture on familiarizing students with the main regulatory and legal documents on gender issues;
- regional competition of student and student research papers on gender topics "Family from A to Z";
- brain-ring "Gender stereotypes";
- activities of the scientific circle "Mars – Venus";
- scientific project "Women in the history of social work";
- photo exhibitions: "My caring loving dad"; "STOP violence against women"; "My mother is a professional";
- development and implementation of inclusive tourism routes;
- student competition of social projects "Travel without barriers";
- festival of creativity "We are equal to each other. You and I will be together";
- training for freshmen "Being a student is cool!"; training "Tolerance is the basis of a modern personality";
- poster exhibitions;
- participation in competitions for student youth of various fields;
- participation in the "State Maker" personal and professional development program;
- realization of special courses "Preparation of youth for conscious motherhood and parenthood", "Happy parents – a happy child";
- activities of the student club "Happy Parenting";
- photo exhibition "Mom and I" for Mother's Day (second Sunday of May);
- the educational event "From you, mother, the world leads to roads..." to the International Family Day;
- participation in the work of the Parent University;
- author trainings for personal and professional growth;
- quest for FSPO (Free Software Foundation) students "Goal Goal Motivation";
- adaptation trainings for students of the 1st year of FSPO "I + You = Successful freshmen";
- participation in comprehensive psychological testing of applicants, school graduates with the aim of identifying professional and intellectual abilities as a stage of preparation for admission to higher education institutions.

Note that in accordance with the creation of the necessary socio-pedagogical conditions for the effective development of soft skills, the content of the training of social workers in the higher education institution is also being unified. It is determined primarily by internal factors – the social context of practice and the nature of the problems that social workers have to face (Horishna, 2017).

At the same time, each institution of higher education adheres to its own policy regarding the development of students' "soft skills". At the same time, the educational program should be aimed at the effective acquisition by the future social worker of social skills for the successful implementation of professional activities.

Conclusions. A modern social worker, in order to ensure his/her own competitiveness in the labor market and success in professional and social life, must not only be a professional in his/her own business, but also possess a certain set of soft skills. And the more multifaceted the spectrum of these soft skills will be, the more purposeful the educational program in a higher education institution will be to ensure a high level of mastery of soft skills, the faster the graduate will be able to realize himself/herself in society and build a successful professional career.

It is designed to ensure the defined socio-pedagogical conditions for the effective development of future social workers' "soft skills" under conditions of higher education: the motivation and readiness of future social workers to develop the "soft skills" necessary for successful social work; integration of the development of the complex of students' social skills "soft skills" in the process of educational work and during extracurricular

practical social activities; availability and integrative implementation of various forms of "soft skills" development; use of a complex of innovative technologies and interactive methods of "soft skills" development; self-education through the involvement of students in practical social work beyond school hours.

We see the prospects for further research in this direction in the identification and substantiation of influencing factors on the effective development of future social workers' social soft skills in a higher education institution.

References

- European Dictionary of Skills and Competences*. (2012). URL: http://disco-tools.eu/disco2_portal/.
- Horishna, Nadia. (2017). Cuchasni tendentsii rozvytku sotsialnoi roboty ta pidhotovky sotsialnykh pratsivnyki [Contemporary trends in the development of social work and training of social workers]. *Social Work and Education*, 4 (2), 8-22 [in Ukrainian].
- Kirdan, O., & Kirdan, O. (2021). Formuvannia soft skills zdobuvachiv vyshchoi osvity v osvitnomu protsesi zakladu vyshchoi osvity [Formation of soft skills of students of higher education in the educational process of a higher education institution]. *Psykhologo-pedahohichni problemy suchasnoi shkoly – Psychological and pedagogical problems of the modern school*, 2 (6), 152-160 [in Ukrainian].
- Koliada, N., & Kravchenko, O. (2020). Praktychnyi dosvid formuvannia "soft-skills" v umovakh zakladu vyshchoi osvity [Practical experience of forming "soft-skills" in the conditions of a higher education institution]. *Aktualni pytannia humanitarnykh nauk – Current issues of humanitarian sciences*, 3(27), 137-145 [in Ukrainian].
- Koval, K.O. (2015). Rozvytok "soft skills" u studentiv – odyz z vazhlyvykh chynnykiv pratsevlashuvannia [The development of "soft skills" among students is one of the important factors of employment.]. *Visnyk Vinnytskoho politekhnichnoho instytutu – Bulletin of the Vinnytsia Polytechnic Institute*, 2, 162-167 [in Ukrainian].
- Kuzan, H. (2018). Profesiina pidhotovka fakhivtsiv profesii typu "liudyna-liudyna" u vymiri suchasnykh vymoh i realii [Vocational training of people-to-people professionals in accordance with modern requirements and realities]. *Molod i rynek – Youth and the market*, 10 (165), 68-73. [in Ukrainian].
- Nakhod, S.A. (2018). Znachushchist "soft skills" dlia profesiinoho stanovlennia maibutnykh fakhivtsiv sotsionomichnykh profesii [Significance of "soft skills" for the professional development of future specialists in socio-economic professions]. *Naukovyi chasopys NPU imeni M.P.Drahomanova – The scientific journal of the M.P. Dragomanov NPU*. (Vyp. 63), Serii: Pedahohichni nauky: realii ta perspektyvy. (pp. 131-135). Kyiv: Vydvo NPU imeni M.P.Drahomanova [in Ukrainian].
- Parfeniuk, V. O. (2017). Pedahohichni umovy profesiinoho samovdoskonalennia maibutnykh sotsialnykh pedahohiv u protsesi fakhovoi pidhotovky [Pedagogical conditions of professional self-improvement of future social pedagogues in the process of professional training]. *Extended abstract of candidate's thesis*. Sloviansk [in Ukrainian].
- Polozhennia pro formuvannia soft skills v uchasnykh osvithnoho protsesu Kharkivskoho natsionalnoho pedahohichnoho universytetu imeni H. S. Skovorody*. (2021). [Regulations on the formation of soft skills in the participants of the educational process of Kharkiv National Pedagogical University named after H. S. Skovoroda]. URL: http://hnpu.edu.ua/sites/default/files/files/Normat_dokum/Piojenn/Formuvanya_soft_skills.pdf
- Savelchuk, I.B. (2017). Paradyhmalnyi pidkhid do pidhotovky fakhivtsiv sotsialnoi sfery [A paradigmatic approach to the training of specialists in the social sphere]. *Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka – Bulletin of Zhytomyr Ivan Franko State University*, 1 (85), 142-146 [in Ukrainian].
- Shepliakova, I.O. (2021). Do problemy formuvannia soft skills u protsesi profesiinoy pidhotovky maibutnykh sotsialnykh pratsivnykiv. [To the problem of the formation of soft skills in the process of professional training of future social workers]. *Suchasni realii ta perspektyvy sotsialnoho vykhovannia osobystosti v riznykh sotsialnykh instytutsiiakh – Modern realities and prospects of social education of personality in various social institutions: Proceedings of the All-Ukrainian Scientific and Practical Conference*, (pp. 70-72). Kharkiv: KhNPU imeni H.S. Skovorody [in Ukrainian].
- The Job Skills of 2023. The fastest-growing job skills for businesses, governments, and higher education institutions. *Coursera*. URL: <https://epale.ec.europa.eu/en/blog/job-skills-2023>.
- These are the top 10 job skills of tomorrow – and how long it takes to learn them*. (2020). URL: <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrowhow-long-it-takes-to-learn-them/>.
- Zamashkina, O. (2021). Rozvytok soft skills u maibutnykh sotsialnykh pratsivnykiv [Development of soft skills in future social workers]. *Pravova ta sotsialna transformatsiia suchasnoho suspilstva v umovakh yevrointehratsii Ukrainy – Legal and social transformation of modern society in the conditions of European integration of Ukraine*, 21-24. URL : [http://dSPACE.idgu.edu.ua/jspui/bitstream/123456789/1687/1/Zamashkina O. Pravova ta sotsialna transf orratsiia_15.10.21.pdf](http://dSPACE.idgu.edu.ua/jspui/bitstream/123456789/1687/1/Zamashkina_O_Pravova_ta_sotsialna_transf_orratsiia_15.10.21.pdf) [in Ukrainian].

Соціально-педагогічні умови розвитку soft skills у майбутніх соціальних працівників**Ткачук Юлія²**

Уманський державний педагогічний університет імені Павла Тичини, Умань, Україна

У статті актуалізовано проблему розвитку соціальних навичок (soft skills) у майбутніх соціальних працівників. Актуальність дослідження обумовлено суспільною потребою в підготовці компетентних та конкурентоспроможних соціальних працівників, які здатні оперативно та в команді вирішувати різноманітні соціальні питання в соціумі, креативно виконувати соціальні завдання, мають мотивацію до саморозвитку та самореалізації.

З цією метою використано такі методи дослідження, як аналіз та узагальнення нормативних, літературних джерел, освітньо-наукових програм ЗВО з досліджуваної проблеми, а також анкетування серед здобувачів вищої освіти бакалаврського та магістерського рівнів – майбутніх соціальних працівників.

Під соціальними навичками soft skills розуміємо – навички, вміння та характеристики, які дозволяють бути конкурентоздатними та успішними у професійній діяльності.

Внаслідок анкетування серед студентів 9 закладів вищої освіти з'ясовано, що найбільш значущими соціальними навичками soft skills майбутні соціальні працівники сьогодні виділяють 10 навичок: знання іноземної мови, активна громадянська і життєва позиції, аналітичне мислення, комунікативні навички, вміння надихати на нові ідеї, управління часом, вміння будувати алгоритм дій щодо надання необхідної соціальної допомоги людям, вміння вирішувати конфлікти, лідерські якості та вміння вести за собою, навички організації роботи.

Визначено та обґрунтовано необхідні соціально-педагогічні умови ефективного розвитку навичок soft skills у майбутніх соціальних працівників у закладі вищої освіти: мотивація і готовність майбутніх соціальних працівників до розвитку у них навичок «soft skills», необхідних для успішної соціальної роботи; інтеграція розвитку комплексу соціальних навичок «soft skills» у студентів у процесі навчальної роботи та під час позанавчальної практичної соціальної діяльності; наявність та інтегративне упровадження різноманітних форм розвитку «soft skills»; використання комплексу інноваційних технологій та інтерактивних методів розвитку «soft skills»; самоосвіта через залучення студентів до практичної соціальної роботи в позанавчальний час.

Схарактеризовано сукупність чинників, що впливають на упровадження соціально-педагогічних умов для розвитку соціальних навичок у студентів у закладах вищої освіти.

Виділено інтеграційні форми, інноваційні технології та методи, які доцільно застосовувати в освітньому процесі сучасних закладів вищої освіти для ефективного розвитку soft skills у майбутніх соціальних працівників.

Ключові слова: майбутні соціальні працівники, соціальні навички, soft skills, розвиток, освітній процес, заклад вищої освіти, соціально-педагогічні умови, мотивація, готовність, різноманітні форми, технології, інноваційні методи, інтеграція, самоосвіта.

Accepted: September 15, 2023



² аспірантка кафедри соціальної педагогіки та соціальної роботи Уманського державного педагогічного університету імені Павла Тичини