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## Soft skills as an educational trend and a necessary development component for a vocational lifelong education teacher

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Continuous professional development of specialists in the knowledge society is a kind of challenge to its information parameters, a response to instability in the employment field and professions. Introduction into production of new equipment, digital technologies demands from pedagogical staff of professional (vocational and technical) education new comprehension of activity, non-traditional approaches, ability to study during all life. The article considers soft skills as the main educational trend and a necessary component of continuous professional development of a professional (vocational and technical) education teacher. There were presented defining characteristics of soft skills as a set of non-specialized, super-professional, cross-cutting skills that are responsible for successful participation in the work process, high productivity and are not related to a specific professional field. There were described competencies of soft skills of a professional (vocational and technical) education teacher for extrapolation of the main theoretical and methodological provisions for the training of a modern specialist, a professional in the system of continuing education.

**Keywords:** *continuous professional development; soft skills; adaptability; reform; social solidarity; leadership.*

### Introduction

The modern era marks a departure from the information society, for which technology is fundamental, is characterized by rapid changes in all spheres of human life, the accelerated process of devaluation and obsolescence of knowledge, skills and competencies of professionals.

In the conditions of digitalization, ie integration of digital technologies into all kinds of activity it is observed *a gap in the skills of a modern specialist*. At the beginning of the XXI century, the world amount of knowledge has increased more than 250 thousand times. Experts predict that in 2029, 80% of technologies will be by 10 years younger, ie we know nothing about them today. High level of youth unemployment is due to the fact that a significant proportion of young people do not have necessary professional skills and work experience. Employers consider the training level

at professional (vocational and technical) education institutions to be low, which does not meet the modern production requirements. Not only the training quality but also the qualification level of a significant number of graduates is not satisfactory. Therefore, there is an objective **need to improve the quality of professional training of skilled workers, taking into account educational and social challenges, demands of global and domestic labor market and key stakeholders**. This task implementation requires a proactive approach, introduction of innovative learning technologies, modernization of vocational training content, involvement of social partners in the development of state educational standards. **The issues of professional development of specialists, the employees competitiveness and qualification level become especially relevant.**

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### **Problem of Research**

In the discourse prevailing in Ukraine, “reforms” are often understood as simply making changes to legislation. At the same time, in order to achieve the desired changes in the results, legislative changes need to be implemented in practice. The reform of professional (vocational and technical) education should be primarily aimed at training qualified and competitive in the labor market professionals on the basis of a competency-based approach, who have acquired educational and professional competencies in accordance with their interests, abilities, capabilities, needs of the national economy and knowledge society. to the educational process of highly qualified workers in production and services, through public-private partnership in the field of professional (vocational and technical) education and the relationship with the labor market, formation of a professional qualifications system and creation of a single educational environment of professional (vocational and technical) education.

In the World Bank report “*Study of education in Ukraine to greater efficiency, equity and effectiveness*” (World Bank Report, 2019) it is noted that the training system of qualified personnel still does not meet the needs of professionals, the national economy and society. The education level of an average Ukraine resident exceeds that of citizens of other high-income countries, including the United Kingdom and Germany. The reason, in our opinion, lies in the lack of an established scheme of partnerships between business, employers, the labor market and institutions of professional (vocational and technical) education. Applicants choose educational programs by parameters that have nothing to do with the future profession and its national economy demand: by prestige, by education complexity level, by budget places availability. Outdated standards of Ukrainian education do not keep up with technological progress, innovation and growing demand for relevant economic and socio-cultural challenges. As a result, we have a labor market characterized by professional-occupational imbalances in labor supply and demand.

In today’s economy, workers must be able to solve complex problems in fluid, rapidly changing, team-based settings (Deming J. David, 2017). The use of modern tools, equipment and facilities requires enterprises, institutions and organizations and their employees professional mobility<sup>1</sup> (including development of cognitive, agile, personal, acmeological and reflective criteria), flexibility and adaptability, a high level of generalized professional knowledge to perform professional activities.

<sup>1</sup> In the traditional sense, mobile (from the Latin mobilis – lively) – capable of rapid movement; agile.

Professional and pedagogical mobility is the ability of a specialist to adapt to dynamic socio-economic and professional conditions, to successfully find or switch, when needed, to the necessary forms; to develop competencies and acquire competencies for effective, skillful and proactive activities; to quickly self-organize, adapt and change in accordance with socio-cultural needs, work competently, creatively, making non-standard decisions in situations of market competition, avoiding stereotyping and pattern.

The Arkansas Department of Education report (The Arkansas Department of Education, 2007) on training of high school graduates for productive work in the workplace and everyday competencies pays great attention to the development of skills such as soft skills. Soft skills are defined as everyday life / social skills and will include work ethic, verbal and nonverbal communication, attendance, interview abilities and attitude, amongst others. Perception of High School Graduate Preparedness:

- 55.5% of respondents stated that recent American public high school graduates with no further education or formal training are either “not too well prepared” or “not well prepared at all” to enter the workforce;
- 66.7% of respondents stated that recent American public high school graduates with no formal education or formal training are either “not too well prepared” or “not well prepared at all” to advance within their company;
- 47.4% of respondents stated that they are somewhat dissatisfied with the job that American public high schools are doing in preparing their graduates for work.

In addition to mastering digital skills, employers should rely on the cross-functionality of staff, the development of their super-professional, end-to-end soft skills, which are responsible for successful participation in the work process, high productivity. Specialists who work “at the intersection” of professions are especially valued and will be in demand. The effectiveness of change depends on the timely study of the demand for new competencies of skilled workers in the labor market, innovative, organizational and methodological and scientific support for training of skilled workers, effective interaction between industry and professional (vocational and technical) education establishments.

Formation of a professionally mobile, qualified teacher is conditioned by a change in the requirements for existing professions, the emergence of fundamentally new professions and specialties (in particular, integrated and consolidated). According to the magazine “Focus”, the rating of “Top 20 most promising professions” of the next decade are those that are not related to education (TOP-20, 2009): 1. Seller. 2. IT specialist. 3. Production automation engineer. 4. Marketer. 5. Utility engineer. 6. Agricultural engineer. 7. Technologist for food production and processing. 8. Consumer service technologist. 9. Logistics operator. 10. Lawyer (business law). 11. Power engineer. 12. Veterinarian. 13. Pharmacologist. 14. Financier. 15. Communication engineer. 16. Practical psychologist. 17. Geneticist. 18. Biochemist. 19. Robotics technician. 20. Nano-engineer.

According to modern research, by 2022 the share of new specialties will increase to 27%. By this time, automation is anticipated to cause the loss of about 75 million jobs, and at least 54% of employees worldwide will need to be retrained to be competitive and in demand in the labor market. A public interest study conducted by McDonald’s in the UK predicted over half a million people will be held back from job sectors by 2020 due to lack of soft skills.

However, “The National Classification of Occupations” (Classifier of Occupations DK 003: 2010) and “The State List of Occupations for Training of Skilled Workers in Vocational Education Institutions” do not take into account new occupations, in particular integrated ones, required by the labor market. Most of the educational standards of vocational training, developed and approved earlier by the

Ukraine Ministry of Education and Science do not meet modern market requirements and cannot be used for quality training of production staff.

In addition, an important factor for ensuring the education content renewal is the creation of conditions for continuous professional development of a specialist, which would meet the conditions of modern production. At this stage, it is impossible to limit the refresher training of employees by psychological, pedagogical and methodological areas. New model of knowledge society development requires from a teacher of professional (vocational and technical) education a wide range of skills and competencies to successfully perform his professional functions, ensure comprehensive and sustainable development of education and science of Ukraine, social unity and further development of democratic culture.

### **Objectives**

**The article aim** is a thorough analysis of soft skills as a necessary component for continuous, lifelong professional development of a professional (vocational and technical) education teacher.

In accordance with the aim, the **main objectives** of the study are defined as follows: 1) to analyze the main trends, requirements, approaches to the training of a competent, competitive teacher of vocational education; 2) to provide a general description of soft skills as a set of non-specialized, super-professional, cross-cutting skills that are responsible for successful participation in the work process, high productivity and not related to a specific professional field; 3) to describe the competencies of soft skills for a teacher of professional (vocational and technical) education for training of a competitive specialist in the labor market; 4) to clarify the content of basic research concepts: "skill", "soft skills of a professional (vocational and technical) education teacher", "adaptability", "professional communication", "leadership", "self-management skills", "social solidarity".

### **Methodology of research**

#### **General Background of Research**

**Skill** is interpreted as the tendency or need to act, to behave in a certain way; habit; ability acquired through exercises, experience; skill (Dictionary of the Ukrainian language, 1974).

**Skill** is an action, formed by repetition; characterized by a high degree of comprehension and lack of element-by-element conscious regulation and control. Skills are components of conscious human activity, which are performed completely automatically. If the action is understood as a part of activity that has a clear goal, then skill can be called an automated component of the action. Ability is a readiness for conscious and precise actions, knowledge in action; skill is an automated part of this activity.

Thus, skills are automated abilities that are performed without the participation of consciousness, but under its control. The process of skill formation occurs in several

stages, the last of which becomes a dynamic stereotype. It is well known that most skills are developed in about fourteen days with daily repetition.

Research conducted by Harvard University, the Carnegie Endowment for International Peace and the Stanford Research Center found that 85% of success is due to well-developed soft and human skills, and only 15% of success is due to technical skills and knowledge (solid skills) (The Soft Skills Disconnect, 2015). This statistics was extrapolated from a study of the American physicist, engineer and educator Charles Ryborg Mann "A study of engineering education", published in 1918 by the Carnegie Foundation. In this study, fifteen hundred engineers answered the questionnaire in writing: "What are the most important factors in determining probable success or failure in engineering?" There was also a personal interview about the most important factors that determine success or failure, the requirements for the profession of engineer. In addition to technical knowledge and skills, respondents identified such personal qualities as common sense, integrity, resourcefulness, initiative, tact, thoroughness, accuracy, efficiency, and understanding. It was personal qualities that were considered by the interviewed seven times more important than knowledge of engineering science.

This result was then sent to thirty thousand members of the four great engineering societies, and each was asked to number six qualities required from leading engineers for their employment or refresher training. The best qualities were: character, judgment, efficiency, understanding of others, knowledge and technique. We must note that the top four are soft skills, and only the last two were hard skills. More than seven thousand engineers responded to this request, and their votes placed the Character group at the head of the list by a majority of 94.5 per cent, while Technique was voted to the bottom by an equally decisive majority.

Thus, the need to teach soft skills in schools and workplaces was justified in 1918 in a study by Charles Mann on engineering education, because about 80 percent of success is due to soft skills, and 20 percent is due to hard skills. However, according to the American Society for Training and Development (ASTD), American employers still spend  $\frac{3}{4}$  on training hard skills. In particular, the report "State of the Industry: Increased Commitment to Workplace Learning", data from more than 400 organizations in all major industries show that training and development are crucial for growth and maintaining competitive advantage. ASTD estimates that U.S. organizations spent about \$ 171.5 billion on employee L&D in 2010 (Green Michael, 2011). Only 27.6% went for soft skills training.

According to conviction of the National Soft Skills Association (NASSA), the assumption that soft skills are not knowledge-based and cannot be assessed and taught has led to the education and training crisis we face today in our schools and workplaces. (National Soft Skills Association, 2019). The National Soft Skills Association (NASSA) was created for the dissemination of research and best practices in the assessment and teaching of soft skills. Soft skills include personal qualities such as positive attitude, communication, planning & organizing, critical thinking, teamwork and more. Competences included in soft skills also include communication skills, interpersonal skills,

professionalism, and critical thinking. The core on which all other soft skills are developed is a positive attitude - an intrapersonal skill, it must be developed before developing interpersonal awareness, awareness of others.

Google has set up its recruitment algorithm to select students with the highest grades in computer science from prestigious universities. In 2013, Google decided to test its hiring, dismissal and promotion hypothesis, accumulated since the company was founded in 1998 (Strauss Valerie, 2017). For this purpose there were carried out two projects: Oxygen and Aristotle. According to the results of the Oxygen project, The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas. With the help of Project Aristotle, data on the skills of productive team employees were analyzed. The most important and productive new ideas of the company come from B-teams, which consist of employees who do not always have to be the smartest. Project Aristotle shows that the best teams at Google exhibit a range of soft skills: emotional safety, equality, generosity, curiosity towards the ideas of your teammates, empathy, and emotional intelligence.

The article "5 skills that a teacher of the future 2018 should have" (Perekrest J., 2018) prioritizes the following: 1. *Deep knowledge of the subject*. 2. *The ability to be a mediator, a facilitator* – a skill defined in the educational systems of many developed countries (encouraging young people to education, to develop skills that will make students successful workers in the future). 3. *Developed social skills, skills of working with people, in particular communication and cooperation*, ability to work in a team; make decisions and solve problems; communicate effectively with other employees and people who do not belong to the staff of the organization, etc. 4. *External focus* (emphasis on learning outside the classroom; application of the studied material in real life situations.) 5. *Data analysis to verify and improve the effectiveness of their activities*, providing better and more detailed data. with which students have difficulties, and help them realize their potential.

The paper "Preparing 21st Century Students for a Global Society" (Preparing 21st, 2019) identifies four specific skills that are most important. They became known as the "Four Pillars" ("Four Cs"), including critical thinking, communication, collaboration and creativity.

## Results

The term "soft skills" is not new, but has mainly been the subject of research in the military, psychology, business, and more recently – in education, in the market of educational services.

The term "soft skills" has its prehistory. Since 1959, the U.S. military has invested heavily in technology to improve workflow and training efficiency. New requirements for the workplace, work environment and equipment are being developed. At the same time, researchers have found important for servicemen not only professional skills (hard skills), but non-specialized, universal (soft skills), which are

not amenable to systematic training. An understanding of the differences between the skills was presented on February 1, 1968 in a doctrine called "Systems Engineering of Training" (CON Reg 350-100-1) (Training, 1968). The doctrine became the basis for the development of courses for specific military tasks. It is summarized that soft skills are skills in working with people and papers (for example, checking troops, supervising office personnel, conducting research, preparing maintenance reports), and hard skills are skills of working mainly with machines.

The term "soft skills" officially appeared in 1972 at the CONARC Soft Skills conference. Dr. Whitmore and John P. Fry presented three articles on the analysis of skills and learning procedures: "What Are Soft Skills?" by John P. Fry and Paul G. Whitmore, "The Behavioral Model as a Tool for Analyzing Soft Skills" by Paul G. Whitmore, "Procedures for Implementing Soft-Skill Training in CONARC Schools" by John P. Fry. Dr. Whitmore presented a report on how the term "soft skills" (in the areas of command, superworld, consulting and leadership) is understood in different CONARC schools.

Seth Godin, an American businessman, economist, and former vice president of marketing for Yahoo, published an article on the Medium e-publishing platform, "Let's stop calling it soft skills" (Godin S., 2020). Professional skills have become the basis for the selection and management of personnel, but we attach little importance to the really more important – soft skills, considering them optional, secondary. Seth Godin suggests calling these skills not "soft" but real, arguing that: 1) they work in real life, which is what we need today; 2) real skills cannot be replaced by professional ones; 3) they cannot be recorded in the form of a computer program; 4) they are difficult to measure and teach.

The DISCO online thesaurus, or European Dictionary of Skills and Competences (DISCO, 2020), currently covers more than 104,000 terms and approximately 36,000 applied phrases for the classification, description and translation of skills and competences in the context of the European Qualifications Framework (EQF Recommendation, 2008). Users can create, compare, translate in eleven European languages competency profiles and descriptions of learning outcomes, skills requirements in programs such as personal resumes, e-portfolios, job advertisements. In the online thesaurus, "skill" is interpreted as the ability to apply knowledge and use know-how to complete tasks and solve problems. In the online thesaurus, skills are described as cognitive, related to the use of logic, intuition and creative thinking, or practical, related to the use of methods, materials, tools. The resource focuses on the following types of skills: personal (personal qualities, attitudes and abilities, such as motivation, leadership, initiative, flexibility, adaptability), basic (general skills, key skills and those skills needed to succeed in the labor market, for example, communication, problem solving, teamwork, basic IT skills, etc.), professional (specialized knowledge related to a particular profession or professional group).

The DISCO online thesaurus contains two functions: navigation and search of terms, phrases; profession profile, qualification profile (DISCO, 2020). Provides information about the profession, tasks and responsibilities, required professional, social, key skills and competencies. For

example, special knowledge and skills in the field of "education" include general knowledge of education and training (definition of competencies, teaching experience, coaching, mentoring, pedagogical advice, etc.), media education (distance learning, e-learning, including web learning and computer computerized training, media didactics, computer-assisted learning), vocational education (vocational education and training (continuing vocational education, primary vocational education and training, vocational training), self-study, situational learning).

The British e-learning platform SkillsYouNeed offers a thorough distribution and resources for the development of eight skills necessary for life and career (SkillsYouNeed, 2020): 1) personal skills (119 of them), including time management, self-development, emotion management, nutrition, etc.; 2) interpersonal, i.e. life skills that we use every day to communicate and interact with other people (107), including communication, teamwork, negotiation, conflict management, etc.; 3) leadership skills that are especially in demand by employers (81), including leadership styles, ethical leadership, project management, etc.; 4) Learning Skills (64), including mentoring, 'growth mindset', coaching, Management and Organizational Skills, networking with people who can help and support you; goal setting and prioritization, reading skills, auditing skills, data collection and analysis such as surveys, interviews and focus groups; 5) presentation skills (23), including presentations in interviews, presentations to large groups and conferences, lectures and seminars, interpersonal skills, holding press conferences, speeches; 6) Writing Skills (30), including spelling, grammar, punctuation, report preparation, resume, essay, press release, job application, etc.; 7) Numeracy Skills (44), including addition, subtraction, fractions, interest, budgeting, development of the best proposals for goods and services, etc.; 8) Parenting Skills (65), including preparation for parenthood, child care, entertainment for children and toddlers, parenting, Cyberbullying, environmental parenting, etc.

American business magazine Forbes, one of the most authoritative and well-known economic publications in the world, names the seven most important universal skills that will help you become a competitive candidate in the labor market (The Seven, 2010): Top-Notch Communication Skills (ability to listen, empathize, persuade, manage emotions, etc., Creativity (Companies need strategic candidates, not walking résumés.), Curiosity, Good Writing Ability (Clear writing demonstrates clear thinking), Ability To Play Well With Others, Re-engineering Skills, Computer Skills.

Skills such as critical thinking, analytical thinking, problem solving, creativity, teamwork, communication and negotiation skills, decision-making, decision-making framework for renewed key competences for lifelong learning, self-regulation, resilience, empathy, participation, respect for diversity, are taken into account in all eight key competencies (ANNEX, 2018).

## **Discussion**

**Soft skills** (superprofessional, flexible or soft skills) is a set of non-specialized, superprofessional, cross-cutting skills that are responsible for successful participation in the work

process, high productivity and not related to a specific professional field.

Analysis of the source base of the study provides an opportunity to provide a general description of soft skills:

- acquired socio-psychological skills that the specialist acquires through non-formal and informal education and uses for development in the professional field;
- do not have certification, it is difficult to track, measure with quantitative indicators, check their level of development, clearly demonstrate;
- the right hemisphere of the brain is responsible for their development, EQ - emotional intelligence;
- variable and situational, depending on the specific specialty and the company in particular;
- help professionals find optimal solutions in a wide range of tasks that are not described in their job responsibilities;
- include goal setting, leadership, motivation, emotional intelligence, communication, decision making, planning, conflict management, critical thinking, creativity, resilience to stress;
- personal qualities that allow you to interact effectively and harmoniously with other people, use different patterns of behavior;
- have little in common with professional knowledge, but instead are closely related to human character;
- absorb social, intellectual, communicative, volitional, etc. competencies.

Soft-skills of a teacher of professional (vocational and technical) education are divided into several blocks, including communication skills, skills of self-management or personal management, professional flexibility and adaptability, emotional intelligence, leadership and teamwork, social cohesion and social interaction.

## **I. Communication skills**

**Professional communication** is a multidimensional multifunctional process in which the transfer of cultural and historical experience of mankind, social norms, information and semantic exchange (communicative aspect); enables cognition and understanding of the inner world, intentions, ideas, needs of participants, mutual understanding, settlement of relations, coordination of position, behavior, integration into the socio-cultural environment (perceptual or socio-perceptual aspect) is achieved; the coordination of internal and external contradictions in the positions of communicative partners is realized in order to create an individual and collective educational product (interactive or connotative aspect). We identify professional communication with art, where there are certain rules, features, strategic and tactical principles. The communicative potential of a modern specialist, which determines the effectiveness of communication in various spheres of life, is evidenced by his communicative erudition, communicative experience, professional and communicative abilities, skills, abilities and guidelines, communicative technique, communicative style.

Important communication skills of a teacher of professional (vocational and technical) education include the following:

- ability to program the process of professional interaction, designing means of communicative influence, based on the uniqueness of the communicative situation, the characteristics of the recipients, previous communicative (positive or destructive) experience, common life experience;

- to synthesize communicative knowledge, abilities for successful solution of communicative tasks, selection of effective means, methods and receptions, translation of own communicative experience;

- have ways to involve subjects in joint communicative co-creation, subject-subject, partnership format of communication, methods of developmental assistance;

- have a repertoire of discourse genres, such as: speech (during discussion, debate, controversy), response (to comments, suggestions, requests, comments), educational dialogue, conversation (with colleagues, administration, members of the public), interview, business conversation, controversy, discussion, debate, business meeting, speech (informational, persuasive, generalizing, parting), report (scientific, including thematic, informational, reporting, introductory), consultation, warning, remarks, advice, suggestion, instruction, approval, etc.;

- communicative tolerance, respect for the interlocutor, feelings of sympathy, trust, tolerance and indulgence of thoughts, views, invaluable attitude to the subjects of communication;

- variation of communicative behavior, communicative style, communicative-behavioral strategy and tactics in situations of interpersonal interaction depending on conditions, tasks, behavioral models and position of interlocutors;

- interpersonal intelligence as the ability to understand the motives of behavior of recipients, moods, aspirations and respond adequately to them;

- communicative leadership, activity, initiative in the organization of professional interaction;

- choose the best way of professional interaction;

They have the technique of speech, techniques that help to persuade, reach common decisions, compromises;

- cause the necessary emotional state, mood, regulate the emotional and volitional sphere;

- create an atmosphere of psychological comfort, psychological security, etc.

**II. Self-management skills**, or personal management, provide a set of skills, strategies and tactics that help the specialist to achieve personal and professionally significant results, manage their own lives, professional careers, find ways of individual professional self-development, harmonious self-realization and self-improvement through formal, non-formal and informal education. These skills include three main aspects of self-management: time management (time management), life management and self-management. In particular, setting a professional goal for its implementation in the near and future prospects, monitoring their actions, condition, emotions, personal development, prioritize decision-making. Rational use of time involves getting rid of chronophages – time absorbers.

Chronophages (from the Greek χρόνος - time and φάγομαι - eat; also time absorbers, time eaters) – one of the terms of time management, denoting any objects that interfere with and distract from the main activity (fuzzy planning, lack of priorities, disorganization, improper division of labor, fatigue, the Internet, disorganization, the syndrome of postponement)". Absorbers, robbers of time distract from the main work, interfere with the achievement of the goal in the shortest possible time. The method of detecting chronophages is a clear timing of time by recording and measuring actions, detecting living and non-living time absorbers and destroying them.

**III. Professional flexibility and adaptability.** Modern socio-cultural challenges require a teacher of vocational education to a certain level of flexibility, adaptability and ability to change professionally throughout life. Professional flexibility helps the modern specialist to successfully solve a wide range of professional problems, to change the available ways to solve them to more effective ones, to find new original approaches to solving problem situations. The developed adaptive skills of the specialist give him the opportunity to successfully adapt to various new requirements of life, production, effectively eliminate or compensate for the impact of adverse environmental factors by restructuring ties and relationships between entities, activities in conditions of instability, change when the situation changes, restructure your workflow. These skills provide high efficiency, endurance, stress tolerance, mental and physical harmony.

**IV. Emotional intelligence (EQ)**, which refers to social skills, is manifested in real interaction with colleagues, management, customers, key stakeholders. The ability to show, explain and understand the emotions, intentions and motivations of other people and their own, as well as the ability to manage their emotions and the emotions of others, a sense of tact and timeliness of reaction. The main skills of EQ are self-esteem (perceived level of personal value, key competence in interpersonal relationships, which dictates how people can feel in social situations), interpersonal awareness (intrapersonal awareness and self-awareness), empathy (mandatory characteristics of qualified communicators). involves understanding, accepting the thoughts, feelings and behavior of another person), a favorable environment (this is the degree of influence of friends, family, colleagues to achieve goals (Why Soft Skills, 2019).

#### **V. Leadership and teamwork**

Leadership includes initiative, coordination between team members, the team, mentoring, mentoring and supervision. Leadership behavior is determined by self-confidence, personal responsibility, purposefulness, emotional intelligence, stress resistance, communication and self-presentation skills, motivation and self-motivation, creativity and ability to innovate, gaining experience in solving problems both professional and interpersonal, strategic thinking, ability to influence on others, persuade them, form and develop effective teams.

A modern leader is defined as a person who:

- thinks in global terms, creates a common vision of the future;
- welcomes changes, demonstrates knowledge of the latest technologies, encourages a constructive challenge, succeeds in competing with competitors;
- promotes the development of people's abilities, delegates authority to them, values people's authenticity;
- shows readiness for joint leadership, develops a team approach to work, a sense of partnership, ensures people's satisfaction;
- demonstrates personal achievements, a high level of competence, acts flexibly, as required by the situation, in accordance with the proclaimed values and mission;
- ability to manage themselves and their time;
- civic and socially significant personal values.

## VI. Social solidarity and social interaction.

According to the World Bank, social solidarity is a state in which a group of people within a certain territory – a country, demonstrates the ability to cooperate, which, in turn, creates an institutional opportunity for productive change. Social solidarity is an opportunity to ensure coordination and cooperation for the realization of critical goals of society without losing individual differences.

The social interaction skill is realized in the exchange of professional activities, information, promising professional experience, abilities, skills, mutual influence of people, social communities; a system of interdependent social actions related to cyclical dependence, in which the action of one subject is both a cause and a consequence in response to the actions of other subjects. Social interaction is probably the most necessary skill in the workplace for high-quality, innovative performance of professional tasks.

## Conclusions

Thus, the market economy clearly defines the guidelines of professional (vocational and technical) education, makes it clear that the main goal of all subjects of the educational process is the need to take into account modern socio-economic realities of the labor market and transform them into innovative educational and retraining programs. The training and professional development of professional (vocational and technical) education workers should be based on professional standards that meet the dynamics of behavioral attitudes of young people, meet the needs of employers and key stakeholders and the reliability of labor market forecasting. The task is to create integrated, broad-based professions. In almost every field, the skills requirements of employees will change. Businesses that intend to meet the requirements of the fourth industrial revolution will have to help production staff adapt to new conditions. An important component will be the diversity of the workforce, and the blurring of geographical boundaries and the ability to work remotely – will work with talented people from anywhere in the world. It is soft skills today is an educational trend and a necessary component of professional self-development and self-realization of a teacher of vocational education throughout life, his competitiveness in the domestic and international labor market.

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