



DOI: 10.54919/physics/56.2024.136yi5

Current trends in the development of “soft skills” among foreign language teachers: A scientific and methodological review

Saule Zhunussova*

Ualikhanov University

020000, 76 Abay Str., Kokshetau, Republic of Kazakhstan

Lazzat Baimanova

Ualikhanov University

020000, 76 Abay Str., Kokshetau, Republic of Kazakhstan

Liza Naviy

Ualikhanov University

020000, 76 Abay Str., Kokshetau, Republic of Kazakhstan

Nurbubu Asipova

Jusup Balasagyn Kyrgyz National University

720033, 547 Frunze St., Bishkek, Republic of Kyrgyzstan

Abstract

Relevance. The relevance of the study lies in the fact that in today’s conditions, the requirements for the qualification level of a modern teacher have changed, which include ensuring a balance between the necessary soft skills.

Purpose. The purpose of this study is to determine the need for the development of soft skills among teachers in the context of teaching foreign languages using the example of education systems in several countries.

Methodology. During the scientific work, such theoretical research methods were used, including analysis and synthesis, induction and deduction, comparison, and generalisation.

Results. In order to achieve the set goals of the study, the conditions for organising the professional activities of foreign language teachers in the development of soft skills were considered. The analysis of pedagogical standards on competencies related to the available soft skills of the teacher was carried out. Based on the analysis of scientific resources, the role of soft skills in educational activities in relation to all participants in the educational process was reflected and their relationship with the development of hard skills affecting future practical activities and career growth was determined.

Conclusions. In the context of scientific research, a number of soft skills required from foreign language teachers were identified on the example of different countries and the need for the development of soft skills among teachers at the stage of their professional training and advanced training was actualised. The practical significance of the study lies in the possibility of applying the reflected results to writing manuals and creating scientific resources on pedagogical training.

Keywords: higher education; competence; educational activities; professional skills; qualification level.

Suggested Citation:

Zhunussova S, Baimanova L, Naviy L, Asipova N. Current trends in the development of “soft skills” among foreign language teachers: A scientific and methodological review. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):1365-1374. DOI: 10.54919/physics/56.2024.136yi5

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

Introduction

The issue of developing soft skills among modern teachers is relevant for the education system, since effective pedagogical training is an important aspect of quality education, affecting the provision of basic and special competencies, pedagogical potential, and the development of necessary conditions for professional growth, in which soft skills play a key role. Teaching activities are aimed at ensuring the quantitative realisation of educational goals and improving the general level of education, and in this context, the development of soft skills affects the formation of a teacher's professionalism, personal qualities, and ability to adapt to modern conditions. The problem is that interest in soft skills of employees is growing, and their importance in the educational space remains underestimated. This contributes to the fact that very little attention is paid to the development of soft skills in relation to professional skills. Employers believe that a future specialist has enough qualities to perform the job properly, but often such a judgment is erroneous. At the stage of implementing methods for the development of soft skills, it is important to be aware of their derivative, which follows from the personal qualities of a person, which significantly complicates the conditions for their development in trainees.

J.A. Raimbekova and M.M. Myrzaliev [1] studied the soft skills of a teacher as the necessary competencies of a future teacher, and came to the conclusion that the modern educational market needs, first of all, soft skills, which are a key factor in achieving professional success and pedagogical motivation. In turn, A. Nurzhanova [2] considered the concept of soft skills as the professional flexibility of a teacher and in her conclusions focuses on the relationship between the definitions of soft skills and professional perseverance. In this context, the professional stability of a teacher is key in effective practice and in the context of regular changes in the educational environment. J.A. Amantay and D.S. Ermakov [3] investigated the problem of the development of soft skills in the educational system of Kazakhstan and came to the conclusion that the development of soft skills among teachers is based on modern standards and norms, therefore, when organising programmes to improve pedagogical qualifications, it is important to consider the content of teaching the programme, professional pedagogical needs, means of organising co-working in education, and self-development of participants in the educational process.

S.Ye. Zhunussova et al. [4] also investigated the role of soft skills in the pedagogical activity of foreign language teachers and in their research came to the conclusion that the purposeful development of soft skills among teachers will contribute to their professional training, which meets modern conditions and requirements, including willingness to work according to modern trends and compete in the foreign educational market. The opinion of T. Iskhakbayeva et al. [5], who studied educational approaches based on pedagogical skills, is different. The researchers concluded that the development of soft skills is the personal motive of every person, including a teacher in their professional field, since they independently determine those qualities that will help them grow and at a competitive level. P.A. Sanatbay et al. [6] considered the possibilities of developing soft skills in the professional

training of teachers and came to the conclusion that in the conditions of modern innovative education, the needs for the development of high-quality training of teachers developing soft skills and hard skills are increasing. This helps them in predicting professional work, effective interaction, and the ability to be focused on innovation.

Based on the statements of researchers, it can be argued that a modern teacher of a foreign language should not only master the complex requirements related to the educational programme, but also take a direct part in the process of acquiring and improving soft skills, understand their importance and apply them, considering personal values, and change in accordance with new conditions. Thus, the purpose of the study is to investigate the term and features of soft skills, to understand their meaning for a foreign language teacher, to identify the role of soft skills in interpersonal relationships of all participants in the educational process.

Materials and Methods

In the course of the study, such theoretical methods as the method of analysis and synthesis, induction and deduction, as well as comparison and generalisation were used.

The analysis was carried out based on research materials and papers by modern researchers in the field of pedagogy, educational environment, and soft skills. The method of analysis of theoretical resources was used, considering the problems of the available soft skills of foreign language teachers on the example of several countries, difficulties arising in teaching and communication with students, studying the experience of organisational processes of teaching a foreign language in the presence of appropriate qualities and skills of teachers. Based on the theoretical analysis, professional teaching skills were considered that do not aim to correspond to the chosen specialisation of the teacher, which, however, affect the future results and achievements of the teacher in the process of teaching a foreign language. The analysis of psychological and pedagogical scientific sources contributed to the identification of important soft skills that a modern foreign language teacher should possess for successful practical tasks and communication with students.

The next step was to use the direct synthesis method for a superficial acquaintance with the phenomenon of the soft skills' development of foreign language teachers, its features in various regions of the world. The elementary theoretical synthesis consisted in studying aspects of the essence of the soft skills' concept in the direction of the educational environment and their role in it, in identifying the causal effect of soft skills on the educational process, namely on teaching and learning foreign languages. The structural and genetic synthesis of theoretical research helped to identify the central goal in the study, namely, the development of soft skills of a foreign language teacher in a particular country, genetic links between the competencies of the teaching staff and communication with students in the context of learning foreign languages, and in a systematic review of the soft skills' development.

The induction was aimed at investigating the soft skills properties of teachers of the countries considered in the study. This induction method allowed drawing a general conclusion about the features of soft skills considered in

the study. This technique contributed not only to obtaining a formal research result, but also proved the non-randomness of the prevalence of certain teachers' soft skills and their regularity in teaching conditions. The deductive method consisted in forming a conclusion based on the general characteristics of soft skills and formalising this definition in the context of teaching. The characteristics of teachers' soft skills from different countries were also considered.

The following was the comparison method, which helped to compare the common features of the development of teachers' soft skills on the example of several countries and regions, and their differences and impact on overall results and academic performance in the teaching field. In the course of the study, an important stage was the generalisation of the previously considered features of soft skills of foreign language teachers. Thus, a significant number of essential qualities were combined to establish common and different groups of soft skills of foreign language teachers according to the educational standards of different countries, smoothed out in the course of research theoretical work.

As research materials, the legislation of the countries was considered, namely, Order of the Acting Minister of Education of the Republic of Kazakhstan No. 500 “On Approval of the Professional Standard “Pedagogue”” [7], Order of the MES of Ukraine No. 665 “On Approval of Qualification Characteristics of Professions (Positions) of Pedagogical and Scientific and Pedagogical Employees of Educational Institutions” [8], Education Law of USA [9], in which the main attention was focused on sections devoted to the organisation of higher education, the competencies of the organisation of education, individual pedagogical activity, and the section on the activities and competencies of the organisation of higher education.

Results

The sharp increase in the development of society in the socio-economic aspect and the rapid spread of innovations have led to variability in the labour market and the demands of workers. Modern employers focus not only on the professional qualities of a person, but also need specific flexible skills, that is, soft skills. Such skills are often described as interacting with personal characteristics, managerial, and social traits. In the context of a theoretical analysis of Kazakh and foreign experience, it was determined that soft skills are key in the issue of interpersonal communications, the implementation of goals through creative and critical thinking, in addition, personal qualities of emotional perception and intelligence that have a direct impact on the future and employment [10].

The theoretical analysis is based on the following soft skills groups, including communication skills, personal skills, and professional skills. Communication skills can be characterised through a person's attitude to others. Such skills include: interpersonal dialogue, the ability to convince, listen and perceive, the ability to work in a group, complete tasks, and the ability to behave in a conflict situation to resolve it. Personal skills characterise the personality and through which the person is able to solve problems, adapt to new conditions, set goals and achieve them in a short time, manage own feelings and

develop personality. Examples of personal skills are the ability to think critically and creatively, create presentations, manage time, or emotional intelligence. In turn, professional skills are directed to the implementation of common professional tasks on a broader scale. Examples are the ability to be proactive, the desire to learn new things, quick adaptation, the ability to be a leader and building healthy communication with others [11].

The conditions of recent years have significantly modernised the views on education and forced us to quickly and effectively adapt to online education. Teachers and students who have well-developed soft skills have adapted better in such conditions. In the context of distance learning, it is important to actively develop the soft skills of all participants in the educational process using various methods and tools in foreign language lessons, since students have reduced the time of real communication, while virtual has increased. Communication skills contribute to the creation of strong relationships with others in terms of written, verbal and non-verbal dialogue. Active listening contributes to a better perception of instructions. This helps to perform tasks more efficiently. Persuasion is an important soft skill that also develops in educational settings and affects a person's level of success. An important place in the professional space is occupied by the concept of general competence, which consists in the skills of abstract thinking, analytical and synthetic skills, building the interaction of processes and phenomena. Professional soft skills are distinguished, which are manifested through the ability to develop own personality, long-term training and self-management, the ability to build effective communication and management conditions, and the acquisition of leadership skills [12].

A direct example of the soft skills development in the context of the educational process is the teacher's feedback with colleagues and students, which increases the level of communication skills. Mentoring should also be included here, as the teacher adopts leadership skills and applies them in the teaching process. The topic of soft skills has become significantly popularised recently, which has forced modern educational institutions to organise trainings, courses or corporate exercises, for example, on teamwork, audience needs or on the topic of developing systemic thinking. Such courses are being implemented not only for students, but also for the teaching staff. As part of the measures to improve pedagogical skills, university employees are involved in webinars dedicated to the review of soft skills as an important component of a scientific and pedagogical worker. Therefore, the number of educational reforms has increased dramatically towards the introduction of recommendations for the development of soft skills and their presentation in the curricula of modern education.

Modern specialists in various fields often demonstrate their inability to build healthy communication and negotiate, are not able to argue reasonably, form correct questions in those conditions when there is a problem of communication in a foreign language. The problems of such specialists manifest themselves during public speaking and in the context of personal time management. Many foreign language educational programmes focus on the development of the most common soft skills, including communication and teamwork. In this context, a more

detailed overview of skills such as leadership ability, presentation and time management is provided. Leadership qualities are manifested in flexibility and motivation which contributes to adaptation in various conditions. This approach demonstrates the actions and theory through which modern students better understand the concept of leadership and, accordingly, more effectively implement the necessary skills. At the heart of so-called direct leadership is a person's mastery of the leader's behaviour. Therefore, the task of the teacher is important here in helping the student to define the concept and meaning of a leader, give examples and bring these qualities into personal and professional life [13].

Modern foreign language teachers should create tasks that will motivate students and help them become leaders not only in the educational space, but also in other aspects of professional life. One of the most effective means is to organise round tables and discussions during classes, in which the responsible role will fall on the participants. Indirect leadership development consists in the development of a number of commitments in the leadership team in conditions of regular rotation. Time management is a necessary skill and requires special attention from teachers and students. Due to the ability to form and complete tasks in a timely manner and allocate all the time, students can effectively and quickly solve a larger volume of tasks. In order to help students manage their time, it is important to discuss the time frame for completing tasks during the educational process. A distinctive feature of a qualified teacher is the development of effective time management skills and quick information retrieval. The development of a presentation is also an effective means of teaching students in the practice of a foreign language, namely, improving vocabulary, phonetics of grammar, or speech skills, reading and listening. This increases the student's level of confidence in their results, since presentation is a skill necessary for the quality work of a large group of people. Students whose teachers develop the ability to report well, accordingly, build healthy structured communication and freely express their suggestions and ideas, and reproduce a personal style of presentation of information [14].

In foreign language classes, the teacher must create such conditions that will become a circumstance for the development of appropriate competencies of students. The higher education space is a system that provides circumstances or teaching environments that foster practical problem solving and build flexible qualities in education applicants and teachers. The educational environment is the leading condition, and the other is the motivation of participants in the educational process to form and develop soft skills in the classroom. The components of motivation include an interest in learning, a desire for education and teaching, emotions and a desire for activity. Such an intensification of educational activities is manifested in the desire to learn new things, to realise and solve problems, to create opportunities for the further development of their students. Developing the above-mentioned soft skills during the demonstration of

the presentation, it is important that the student feels free and confident, being in a state of absolute calm, is interested in the information presented, builds communication with other participants in the educational process, takes into account and analyses the reactions of others, and also draws the attention of the audience to the presented problems and the possibilities of its solution. In such conditions, eye contact is established with those present, facial expressions and gestures work to convey information and hold the attention of the audience. It is necessary to focus on the fact that usually in a learning environment, during knowledge control, students can often perceive questions as a so-called attack, therefore, the development of presentation skills is taught to perceive such questions as a joint search for an open problem in a presentation [15].

Discussing the domestic experience and analysing reviews in the highlighted issues on the example of Kazakhstan, it can be argued that in the modern educational space, Kazakhstan is interested in teachers of the newest format, for example, teachers-mentors, teachers-methodologists, and digital educators. The Order of the Acting Minister of Education of the Republic of Kazakhstan No. 500 "On Approval of the Professional Standard "Pedagogue"" [7] describes the content of the pedagogical activity, requirements for training levels, professional competencies, and personal qualities of a teacher (soft skills). Communication skills, organisation, adaptability, responsibility, moral stamina, stress resistance, critical thinking, mobility, desire for self-development, and authority are common. Educational institutions of the Republic of Kazakhstan are interested in teachers who can independently contribute to the introduction of innovative technologies, analyse their professional activities, develop strategic approaches to the educational process, manage time, achieve goals, work in non-standard conditions with diverse tasks, and realise the possibilities of professional growth. It is important to understand the need to increase personal professional prestige, in the context of which the same flexible qualities play a key role.

Thus, conditions are being created for regular teaching development. In order to be effective, it is necessary not only to develop professional skills, but also to acquire special competent knowledge, which is quite possible to obtain in the conditions of studying at universities. Among such qualities are communication, teamwork, prediction of plans in any activity, skills in working with the search for materials, endurance to stress, creative skills, and responsibility for proposals that form soft skills [16]. According to the information from researchers on the role of soft skills in education, educational institutions put the flexible qualities of a teacher in the first place, and professional skills play a secondary role. To solve these problems based on scientific and theoretical analysis, it is necessary to consider in detail the most common soft skills of teachers on the example of several countries (Table 1).

Table 1. Soft skills of foreign language teachers in different regions of the world

Country	Soft skills common among teachers
Kazakhstan	<ol style="list-style-type: none"> 1. Time management 2. Effective communication 3. Emotional intelligence 4. Conflict management 5. Teamwork 6. Stress management 7. Critical thinking 8. Adaptation
Ukraine	<ol style="list-style-type: none"> 1. Communication competence 2. Self-regulation (personal skills) 3. Effective thinking 4. Business management skills
USA	<ol style="list-style-type: none"> 1. Leadership 2. Communication skills 3. Teamwork 4. Creative skills 5. Stress resistance 6. Critical thinking 7. Analytical thinking 8. Cognitive resilience

Source: [17-19].

In Kazakh studies on the classification of soft skills of a modern teacher, the most important is the ability to manage time (time management), which, as a general definition, is considered a system of knowledge, tools, and principles aimed at improving the effectiveness of professional activity. The next skill is effective communication, which involves the ability to listen, speak out, reasonably convince, conduct discussions, public speaking. In terms of communication, the teacher educates students and organises their educational activities, evaluates their results and actions, informs and helps in various aspects, supports the general spirit and motivates them to act. The teacher should also develop emotional intelligence, which contributes to the free recognition of emotional states, intentions of students, the level of motivation and consideration of the wishes of colleagues, in addition, the skills of managing their own emotions and the emotions of others to achieve excellent results. In the issue of conflict management, which is the next important skill of a teacher, it is necessary to outline the pedagogical competence that contributes to the successful overcoming of the crisis. The skills of resolving contradictory situations by humane means have a positive effect on maintaining and maintaining high-quality working relationships, maintaining an educational atmosphere, protecting personal views while avoiding claims and mutual rejection. Teamwork involves not only communication between students, but also other participants in the educational process. In such conditions, their empathy, the desire to achieve excellent results, and the perception of colleagues' positions are manifested, which primarily has a direct impact on the overall results of educational institutions.

Stress management is an equally important quality of a teacher, since managing a personal mental state, the ability to avoid the appearance of anxiety and minimise the negative impact of stress on the general condition affects the possibility of professional burnout and prevents it. Stress management also regulates the level of psychological and physical stress and promotes productive activities. Teachers of educational institutions in Kazakhstan first of all learn to manage their own emotions and stress levels, self-development, reflection, which is expressed in the definition of emotional intelligence. The critical thinking of the teaching staff is expressed in the skills of searching and analysing materials, decision-making, logical problem-solving, identifying weaknesses and strengths, alternative solutions in specific situations, and forming reasoned conclusions. The ability to think critically affects the perspective of the problem in which it is considered and what decisions are made. The adaptation of a teacher is just as important as the process of adapting it to the conditions of the profession and the result of success. The teacher's adaptation is difficult at the beginning of his professional path, which leads to an aggravation of the teacher's problems in personal and professional situations; therefore, this aspect requires the support of the educational environment [17].

To compare the requirements for teachers in Kazakhstan, an overview of the soft competencies required of teachers in Ukrainian educational institutions will be taken as an example. According to the Order of the MES of Ukraine No. 665 “On Approval of Qualification Characteristics of Professions (Positions) of Pedagogical and Scientific and Pedagogical Employees of Educational Institutions” [8], teachers of various specialities of higher

educational institutions perform a number of tasks and responsibilities, the list of which focuses not only on professional requirements, but also and on the soft skills of a teacher. Among such skills are the organisation and control of work in accordance with effective forms and means of education; responsibility for the implementation of the educational plan according to the training schedule (time management); support for discipline and visiting hours; respect for human dignity and reputation of students; making proposals for improving education (initiative). The document emphasises that a teacher of a higher educational institution should be able to establish contact with their students. Many institutions of higher education in Ukraine are focusing on updating theoretical training in accordance with the requirements of the educational market and modernising the material and technical base, but the pace of change in this area is quite slow.

Students' education considers the basic qualities of their level of professionalism and soft skills, which are important for students, including foreign language specialities, which implies the consideration of foreign experience. The means contributing to the development of soft skills of teachers in the context of teaching foreign languages are conditionally classified into several groups: a group for the development of communicative competencies, providing for the formation of the ability to listen, perceive, argue, negotiate, interact in a team, present; a group of self-regulation or the development of personal qualities involves the development of managing own emotional state, avoiding stress, self-development, manage time, be empathic; a group for the formation of effective thinking, offering to develop project thinking skills, make important decisions, search for and analyse information, think logically, build a strategy; a group for the formation of activity management skills, which assumes the ability to motivate, be a mentor and leader, lead projects [18].

Paying attention to foreign experience in education, it is important to analyse an excellent method of forming soft skills of foreign language teachers using the example of the United States. Apart from the fact that soft skills are highly appreciated by teachers, it is important to ensure the development of soft skills and proper training of students and graduates of higher educational institutions. To do this, it is very important to set the goal of building a relationship between the profession and education. In both contexts, it implies the creation of educational programmes for the development of not only soft skills, but also hard skills. Leadership, communication skills, group work, creativity skills, and stress tolerance have gained commitment in the issue of soft skills, and in the intellectual aspect the main role of critical thinking, cognitive flexibility, and analytical thinking.

Teachers of American universities, according to the conditions prescribed in the Education Law of USA [9], must be qualified and competent in their fields, develop a variety of skills to withstand rapid variability in modern conditions. Students show commitment to teachers who are interested in the language of teaching, proactive, contributing to the effectiveness in the teaching and didactic development of their students. In addition, teachers should be flexible and adaptive to new conditions,

diversify didactic materials and their content, be creative, innovative, be emotionally resilient and confident. American students believe that their success depends on how their teacher shapes the plan of didactic process and promotes a safe educational environment, the ability to think critically, show leadership in diverse situations, interact with all participants of the educational process and work together in a team. Nevertheless, American researchers have identified an average level of communication skills and empathy of teachers towards their students, which indicates the need to develop soft skills [19].

Focusing on the development of soft skills in teachers, it is important to modernise the format of interaction between teachers and students. Students are less interested in classical approaches to teaching a foreign language; therefore, in terms of designing teacher communication with them, they need to address educational trends, thus reproduce the transition from information transmission to its synthesis, avoid the traditional "teacher-students" scheme, and follow the creation of an individual approach to everyone.

Discussion

It has already been determined that in order to achieve the effective work of foreign language teachers, in addition to professional skills, additional skills and knowledge are important, including communicative qualities, strategicism, the ability to be a team player, endurance in stressful situations, a creative approach to teaching, responsibility, the problem of development of which in recent years has been actively raised by researchers.

K.N. Tang [20] in the study on the importance of soft skills of teachers of higher educational institutions, considers the concept of soft skills as pedagogical skills, knowledge, human traits, suggesting an increase and improvement of this interaction with society and an increase in the effectiveness of professional activity. Opinions differ somewhat, since in the course of scientific research, a statement was made in the context of soft skills – as skills and knowledge are not in the field of specific professional areas, but general personal qualities of a person. In turn, J. Mailool et al. [21] during the study of teachers' experience in the development of soft skills in the teacher training programme, found that the need for pedagogical qualities lies precisely in the need to develop a creative approach, activity and creativity, entrepreneurship and determination, and in the case of developing skills, only the skills of searching and processing information and the desire for self-improvement and career growth are key for a teacher. This opinion partially coincides with the results, but the difference lies in the definition of a large total number of soft skills that are not only necessary in the context of teaching foreign languages, but also need to develop and acquire such skills. Self-development and individual improvement affect the level of academic achievement of a teacher, and their absence significantly reduces a person's ability to carry out activities. Without the development of diverse soft skills, the overall pedagogical effectiveness decreases.

A.I. AlHouli and A.K.A. Al-Khayatt [22] argue that the development of analytical skills, decision-making skills,

creative and critical thinking, initiative is influenced by innovative gaming technologies, which the authors propose to apply from time to time in the practice of a foreign language. The opinion of the researchers is correct, however, it should be noted that the resources of regular foreign language practices are not fully exhausted in order to develop and improve the soft skills of students of pedagogical educational institutions. Therefore, it is useful to introduce tools for active educational practice, among which, as mentioned earlier, teamwork, participation in round tables, scientific activities, design and creative work, presentations. Such methods at the initial educational stage in an educational institution will contribute to the development of a space for obtaining new necessary professional skills of a qualified teacher.

In their study devoted to the investigation of self-assessment of soft skills of university teachers with a low level of digital competence, Á. Antón-Sancho et al. [23] expressed the opinion that the soft skills of teachers are manifested through a dynamic system, in which the main place belongs to cognitive and metacognitive, intellectual, practical, and interpersonal skills that affect the level of adaptation. The opinions coincide, because as metacognitive features, the researchers outlined purpose and attention, purpose and perception, purpose and thought, purpose and memory. According to the results of the study, it was found that these components subordinate the ability to link already acquired knowledge with new ones, optimise attention to several objects at once and at any time, and evaluate personal activity ability.

Susilawati et al. [24] in a study, the purpose of which was to explore the prospects of modern teachers regarding the available soft skills in the context of scientific activity, it was concluded that the successful combination of soft skills by a teacher and modern innovative cloud or digital technologies form a number of opportunities for individual education, interactive tools in the classroom and joint teaching, and also reduces costs software that is important for education, which increases the level of quality of the educational process and develops professional teaching potential. The statements of specialists coincide with the results of theoretical research, since in the process of research attention was focused on such soft skill as innovativeness, which implies a willingness to interact with innovations in order not only to improve the quality of education, but also for the purpose of career growth. The use of digital tools in the educational environment contributes to the preservation of an individual approach to the learning and teaching process, ensures the organisation of students' team activities due to the convenience of diverse forums and communicative electronic means. The long-term use of such tools in education opens up opportunities for development, forms innovative behaviour, facilitates the solution of difficult situations and, as a result, helps to increase accessibility to the educational process.

M. Asbari et al. [25] argue that for the effective development of soft skills in the educational process in an educational institution, it is necessary to create appropriate conditions conducive to motivation in updating personal characteristics and qualities, the acquisition of soft skills by all participants in the educational process, which are important for improving professional skills in the

successful activity of a teacher. The researchers also came to conclusions about the complexity of the nature of teaching, which necessitates the acquisition of a variety of soft skills and the experience of teachers is significantly responsible, which should positively influence the creation of data on the teaching competencies of colleagues at the stage of entry into professional teaching. The opinion completely coincides with the results and confirms them, since the acquisition of soft skills by teachers provides for an increase in their productivity, ensuring the preservation of internal balance and equilibrium, then the potential of the teacher and their level of general development in the context of innovative, scientific, and philosophical competencies is confirmed.

Thus, many researchers investigated various aspects of the problem of soft skills' developing of teachers of various disciplines, including foreign languages, and analysed the psychological and pedagogical characteristics of teaching. In the context of the development of the education system and the introduction of innovative tools into educational programmes that contribute to changing the requirements for the skills and qualities of teachers, the importance of the development of pedagogical critical and creative thinking is also changing. The interest of the educational environment in teacher's soft skills has increased, and due to the rapid spread of digital technologies, outdated skills and abilities are being disused. It is important to outline soft skills as competencies necessary for teacher communication with colleagues and students, interaction in educational, professional, and personal activities. In practical activities using the theoretical knowledge gained, the main attention should be focused on the types and methods of soft skills development, which will contribute to the development of modern teachers of higher educational institutions in the field of a foreign language to gain useful skills for the active implementation of the tasks facing a successful teacher. However, in the conditions of analysis corresponding to a certain area and activity of soft skills, it is important to understand that various types of activities require excellent priority qualities of an employee, which is manifested even in the context of teachers of various disciplines.

Conclusions

It is determined that recently there has been a problem of drastic changes in the requirements for specialised pedagogical training of a modern teacher, which requires not only professional competence, but also competence, which is based on soft skills. This is the key reason for creating a database of recommendations for the development of soft skills for foreign language teachers at the stage of their professional development.

As a result of the theoretical analysis, similarities were revealed in the requirements for teachers of higher education institutions in countries such as the Republic of Kazakhstan, Ukraine and the USA. In this context, the main focus was on communication competence, which involves the following skills: listening, speaking out, making arguments, persuading, being an active participant in discussions, public speaking. In terms of communication, the teacher educates their students and shapes their successful educational activities, evaluates

their results and actions, informs them in various situations, supports, and motivates them to act. Equally important is the development of critical thinking, which involves searching for information and analysing it, making important decisions, logically solving tasks, identifying own weaknesses and strengths, searching for alternative solutions in difficult situations, forming reasoned conclusions, which affects the perspective of the problem and ways to solve it. Also important is the adaptive competence of the teacher, which adapts them to new professional conditions and increases the result of success. The lack of such competence can lead to an aggravation of the problems that arise before the teacher in professional situations. Much attention was paid to

leadership qualities and teamwork skills, without which successful teaching activities become almost impossible.

The prospect of further study lies in the possibility of applying the results obtained by specialists in the field of pedagogy and pedagogical psychology in order to write monographs, manuals, and recommendation standards on the specific features of teaching foreign languages and modernising teaching.

Acknowledgements

N/A.

Conflict of Interest

N/A.

References

- [1] Raimbekova JA, Myrzaliev MM. Soft skills of a teacher as necessary competences of “future teacher”. *Prof Kazakh*. 2022;145(2):45-49.
- [2] Nurzhanova A. Developing soft skills for future initial class teachers. In: *Student Research: Collection of Articles of the X International Research Competition (pp. 205-208)*. Penza: ICNS “Science and Enlightenment”; 2020.
- [3] Amantay JA, Ermakov DS. Problem of forming “soft” skills in the education system of the Republic of Kazakhstan. In: *Actual Problems of Psychology and Pedagogics in the Modern World: Collection of Scientific Papers of Participants of the V Interuniversity Scientific and Practical Conference (pp. 106-110)*. Moscow: Peoples’ Friendship University of Russia; 2020.
- [4] Zhunussova SYe, Baimanova LS, Naviy LN. The role of soft skills formation among foreign language teachers. *Bull LN Gumil Euras Nat Univ Ped Psychol Sociol Ser*. 2023;142(1):107-118.
- [5] Iskhakbayeva T, Shkutina L, Abeuova M. A new approach to education: A skills-based economy. *Ped Psychol Mod World Theor Prac Res*. 2022;11(65):162-170.
- [6] Sanatbay PA, Shalgynbayeva KK, Tauekelova AYe. Opportunities for the development of soft skills in the professional training of social educators. *Bull LN Gumil Euras Nat Univ Ped Psychol Sociol Ser*. 2023;143(2):273-284.
- [7] Order of the Acting Minister of Education of the Republic of Kazakhstan No. 500 “On Approval of the Professional Standard “Pedagogue””; 2022. <https://adilet.zan.kz/rus/docs/V2200031149>.
- [8] Order of the MES of Ukraine No. 665 “On Approval of Qualification Characteristics of Professions (Positions) of Pedagogical and Scientific and Pedagogical Employees of Educational Institutions”; 2013. <https://osvita.ua/legislation/other/37302/>.
- [9] Education Law of USA; 1995. <https://www.hg.org/edu.html#2>.
- [10] Lavi R, Tal M, Dori YJ. Perceptions of STEM alumni and students on developing 21st century skills through methods of teaching and learning. *Stud Educ Eval*. 2021;70:101002.
- [11] Abelha M, Fernandes S, Mesquita D, Seabra F, Ferreira-Oliveira AT. Graduate employability and competence development in higher education – A systematic literature review using PRISMA. *Sustainability*. 2020;12(15):5900.
- [12] Succi C, Canovi M. Soft skills to enhance graduate employability: Comparing students and employers’ perceptions. *Stud Hig Educ*. 2020;45(9):1834-1847.
- [13] Qizi KNU. Soft skills development in higher education. *Univ J Educ Res*. 2020;8(5):1916-1925.
- [14] Riahi S. Strengthening the teaching of soft skills in the pedagogical architecture of Moroccan universities. *Int J Eng Ped*. 2022;12(4):47-62.
- [15] Putra AS, Novitasari D, Asbari M, Purwanto A, Iskandar J, Hutagalung D, Suroso Cahyono Y. Examine relationship of soft skills, hard skills, innovation and performance: The mediation effect of organizational learning. *Int J Sci Manag Stud*. 2020;3(3):27-43.
- [16] Fernandes PRDS, Jardim J, Lopes MCDS. The soft skills of special education teachers: Evidence from the literature. *Educ Sci*. 2021;11(3):125.
- [17] Abdullayeva GO. Modernization of higher education in the republic of Kazakhstan: Realities and prospects for development. *Int J Inform Commun Technol*. 2022;10:10-13
- [18] Skliar O, Skliar R. Concepts development of “soft skills” high school teachers. *Improv Educ Proc Hig Educ Instit Collec Scient Methodol Works D Motorny Tavr State Agrotechnol Univer*. 2021;24:18-25.
- [19] Randall DL, West RE. Who cares about open badges? An examination of principals’ perceptions of the usefulness of teacher open badges in the United States. *Open Learn J Open Dist E-Learn*. 2022;37(1):65-83.
- [20] Tang KN. The importance of soft skills acquisition by teachers in higher education institutions. *Kaset J Soc Sci*. 2020;41(1):22-27.
- [21] Mailool J, Retnawati H, Arifin S, Kesuma AT, Putranta H. Lecturers’ experiences in teaching soft skills in teacher profession education program (TPEP) in Indonesia. *Probl Educ 21st Cent*. 2020;78(2):215-234.

- [22] AlHouli AI, Al-Khayatt AKA. Assessing the soft skills needs of teacher education students. *Int J Educ Pract.* 2020;8(3):416-431.
- [23] Antón-Sancho Á, Vergara D, Fernández-Arias P. Self-assessment of soft skills of university teachers from countries with a low level of digital competence. *Electronics.* 2021;10(20):2532.
- [24] Susilawati Aznam N, Paidi Ngadimin. Teachers’ perspectives toward soft skills in science learning. *J Phys Conf Ser.* 2020;1460:012111.
- [25] Asbari M, Purwanto A, Ong F, Mustikasiwi A, Maesaroh S, Mustofa M, Hutagalung D, Andriyani Y. Impact of hard skills, soft skills and organizational culture: Lecturer innovation competencies as mediating. *J Educ Psychol Counsel.* 2020;2(1):101-121.

Сучасні тенденції розвитку “soft skills” у викладачів іноземних мов: Науково-методичний огляд

Сауле Жунусова

Кокшетауський державний університет ім. Ш. Уаліханова
020000, вул. Абая, 76, Кокшетау, Республіка Казахстан

Лаззат Байманова

Кокшетауський державний університет ім. Ш. Уаліханова
020000, вул. Абая, 76, Кокшетау, Республіка Казахстан

Ліза Навій

Кокшетауський державний університет ім. Ш. Уаліханова
020000, вул. Абая, 76, Кокшетау, Республіка Казахстан

Нурбубу Асіпова

Киргизький національний університет імені Ж. Баласагіна
720033, вул. Фрунзе, 547, Бішкек, Республіка Киргизстан

Анотація

Актуальність. Актуальність дослідження полягає в тому, що в сучасних умовах змінилися вимоги до рівня кваліфікації сучасного вчителя, які передбачають забезпечення балансу між необхідними soft skills.

Мета. Метою даного дослідження є визначення потреби у розвитку soft skills серед викладачів у контексті викладання іноземних мов на прикладі освітніх систем кількох країн.

Методологія. Під час наукової роботи використовувалися такі теоретичні методи дослідження, як аналіз і синтез, індукція та дедукція, порівняння та узагальнення.

Результати. Для досягнення поставлених цілей дослідження розглянуто умови організації професійної діяльності вчителя іноземної мови з розвитку soft skills. Проведено аналіз педагогічних стандартів компетенцій, пов'язаних із наявними soft skills вчителя. На основі аналізу наукових ресурсів відображено роль soft skills у навчальній діяльності щодо всіх учасників навчального процесу та визначено їх взаємозв'язок із розвитком hard skills, що впливає на майбутню практичну діяльність і кар'єрний ріст.

Висновки. У контексті наукового дослідження на прикладі різних країн визначено низку soft skills, необхідних для вчителів іноземної мови, та актуалізовано необхідність розвитку soft skills у вчителів на етапі їх професійної підготовки та підвищення кваліфікації. Практична значущість дослідження полягає в можливості застосування відображених результатів для написання посібників та створення наукових ресурсів з педагогічної підготовки.

Ключові слова: вища освіта; компетентність; навчальна діяльність; професійна майстерність; кваліфікаційний рівень.