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The relevance of soft skills formation in students studying two foreign languages

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Abstract: Nowadays, in the era of globalization, soft skills are seen as a prerequisite for successful employment and professional success for every educated person. These skills will stay with a person forever and will be relevant throughout his/her life. The purpose of this article is to discuss the importance and benefits of developing soft skills such as creativity, emotional intelligence, critical thinking, leadership, communication, self-confidence, teamwork, time management in bilingual students, which provide professional training aimed at cooperation, creativity, innovation, critical and analytical thinking and the ability to solve problems in a non-standard and effective way for national development. As well as the practical significance of including the soft skills' development in foreign language programs. The relevance of which reflects modern requirements for students and their capabilities in the international environment. Thus determines the novelty, which has a significant impact on the methodology of teaching foreign languages in the context of modern education.

In this regard, we conducted a scientific research, the purpose and objectives of which were to determine the level of soft skills proficiency among students from three higher educational institutions of Akmola region, studying in the educational program «Foreign Language: Two Foreign Languages». The number of respondents amounted to 200 people who were surveyed in the software «Google-Form». The results of which revealed an insufficiently high level of these skills due to the fact that not always successfully apply them in practice, which is the justification of the relevance of soft skills' development in future foreign language teachers in higher education, as they provide students with a number of advantages and opportunities in the modern world both at the professional and personal level.

Key words: soft skills, competencies, education, formation, creativity, communicativeness.

Introduction

One of the most significant tasks facing the state today is the training of highly qualified and competitive specialists in the higher education system. Thus, the state program of education and science development of the Republic of Kazakhstan for 2020-2025, as part of ensuring the consistency and continuity of professional training in accordance with economy and regional characteristics' needs, touched upon the opening of circles, studios, workshops and laboratories in the organizations of technical and professional, higher and postgraduate education on instilling soft skills in students. This document offers recommendations for the preparation of new educational programs focused on the formation of soft and professional skills [1].

The professional standard «Teacher» of the Republic of Kazakhstan pays special attention to modern teachers' personal competences, as outlined in this document. Among the most necessary competences can include communication skills, stress resistance, readiness for self-development, critical thinking, authority, and emotional stability [2].

This stage of transformation sets new goals and objectives for the system of science and higher education, where the engine and the key to success is the teacher. Thus, the prospects of modern science are transformed, the latest technologies are modernized, and education is transformed accordingly, responding to the current trends in the highly competitive labor market. The development and implementation of innovative ideas, methods, techniques, technologies and projects are dictated by the real conditions of the present time and require from foreign language teachers a constant active position, going beyond traditional forms and methods of education.

History

In recent years, almost all states, regardless of their degree of economic development, have faced a shortage of skilled labor. To a large extent this is explained by fundamental modifications in the conditions that are nowadays imposed on the content and volume of professional knowledge in connection with the rapid development of microelectronics and information technology in general. But most importantly, the international market is forming and sharpening a special type of universal and flexible labor force, whose sphere of application is already becoming the entire world economy. Orientation to the labor market becomes the main indicator of higher education efficiency and training quality, and is realized through systematic interaction between education and employers.

The issue of professional and quality education was voiced by the head of state Tokayev K.K. in his Address to the people of Kazakhstan «Kazakhstan in the new reality: time to act», which indicates the need to form such competences in future specialists, which correspond to the new times, aimed at forming future teachers' hard and soft skills [3].

The development of soft skills is necessary for success in life and for overcoming the challenges of the 21st century. The modern generation needs a balanced set of cognitive, emotional and social skills, including achieving goals, effective cooperation with other people and emotion management, which are manifested in a variety of situations and are relevant at all periods - both in childhood and in adulthood [4].

Recommendations on the formation of soft skills in the system of higher education first appeared in the world practice in the 1950s. The term «soft skills» appeared as an analogy of computer hardware and software concepts and was later extrapolated from economics and business to the social sphere [5].

Today there is no generally accepted definition of soft skills. However, in our study we adhere to the concept given by Russian researchers Arbatskaya E.A. and Tarhanova E.G. By soft skills, we mean a set of universal knowledge, which develops in the process of life experience accumulation, provides integration into society, self-actualization and professional realization [6].

Most sources divide soft skills into two groups: universal (managing yourself, your time, work processes, result orientation, critical thinking, learning skills, communication with others) and managerial (setting and evaluating tasks, motivating others and developing yourself, being a leader, building your own team and interacting with other teams) [7].

A separate list of the most in-demand competencies was also presented at the World Economic Forum in 2020 in Davos. The business community identified the following soft skills: solving complex problems, critical thinking, creativity, teamwork and emotional intelligence [8].

In our opinion, the system of competencies 7 «C» developed by the researchers Bernie Trilling and Charles Feidl also deserves special attention. In the age of unprecedented acceleration of technology and artificial intelligence scientists call to rethink the content of education offering to develop such skills as critical thinking and problem solving, creativity and innovation, communication and cooperation, information and media literacy, ICT and computer literacy, competencies necessary for life and profession [9].

These skills are usually not measured quantitatively and, more often than not, are not specified in employee's functional responsibilities, but they are the factor of success and productivity of professional activity in many spheres.

The author's educational strategy combining competencies relevant to the social reality of the 21st century is offered by D.S. Ermakov, doctor of pedagogical sciences, professor at the department of Pedagogy and Psychology, RUDN. According to Professor Dmitry Sergeevich, soft skills are associated with personal characteristics (for example, activity, ambition, maximalism, resourcefulness, decency, self-confidence, honesty, enthusiasm, etc.) and value orientations (morality, freedom, independence, peace, welfare, honor, dignity, mutual assistance, labor, creativity, family, Motherland) [10].

Based on the polysubjective approach, in which the process of socialization involves interaction between a person and other people, the scientist offers seven groups of soft skills:

- 1) «Understanding myself and others» (self-control, reflection, emotional intelligence);
- 2) «Controlling Myself» (planning, result orientation, purposefulness);
- 3) «Cognizing the World» (system thinking, probabilistic thinking, proposing and proving hypotheses);
- 4) «Learning to Learn» (analysis and use of information, modeling, meaningful reading);
- 5) «Acting as a Team» (cooperation, communication, coordination, leadership, conflict resolution);
- 6) «Problem Solving» (convergent, divergent and lateral thinking, decision making);
- 7) «Creating New» (research, design) [11].

These skills are acquired through professional education and personal experience. At the same time, professional activity develops and improves them.

Soft skills are also interpreted as «universal skills» which are not related to a certain profession or specialty and which reflect personal qualities of a person, such as the ability to communicate with people, effectively organize one's time, think creatively, make decisions, take responsibility and many other things [12].

According to numerous scientific studies, soft skills in higher education are non-academic competencies that determine the professional and social success of an individual. Researchers such as S. Anthony and W. Garner point out that self-regulation, time management and goal setting skills receive special attention in education because they constitute social capital [13].

There are many scientific researches of foreign scientists about the importance of soft skills' development and significance, but we would like to note some recent studies of domestic works, in which they emphasize the essential importance of soft skills and determine the level and methods of defining the soft skills formation in Kazakhstan. These are such researchers as P.A. Sanatbay, K.K. Shalgynbaeva, A.E. Tauekelova [14], D.T. Makhmetova, Sh. U. Ungarbaeva [15], S. Ye. Zhunussova, L. N. Naviy, L. S. Baimanova [16], L. I. Kashuk, S.V. Bespalyy [17], D.T. Makhmetova [18].

According to the study of M.A. Prsembaev and A.A. Kudysheva, achieving success in the development of soft skills in higher education depends on effective modeling of the learning process. The main attention should be paid, to the development of soft skills, taking into account the specificity of communication among students [19].

It should be noted that the teaching profession is public and requires such skills as presenting oneself and one's ideas; building relations with different subjects of education - students, parents, teachers, social partners; co-operating with other participants of the educational process; solving creative open tasks; showing leadership qualities, etc.

Thus, the **main goal** of our research is to determine the level of future foreign language teachers' soft skills in higher education institutions. In order to achieve this goal we set the following **tasks**:

- to describe the role of soft skills in the formation of modern teacher's professional growth;
- determining the level of soft skills possession by future foreign language teachers.

The research relevance lies in the fact that soft skills' formation among students of higher educational institutions in the process of mastering the professional education program today is one of the most important factors in improving the quality of modern education.

The scientific novelty of our research lies in the fact that obtained information represents the theoretical basis for the creation of a special course focused on the soft skills' development in the conditions of professional education in higher educational institutions.

Methodology

In the presented work, we used such **research methods** as literature study, online questionnaire «Google – Form», analysis, synthesis, generalization, description of research results.

Results

The survey, conducted using the electronic tool "Google-Form", involved 200 students from three universities in Akmola region: Astana International University, L.N. Gumilyov Eurasian National University, Sh. Ualikhanov Kokshetau University. All participants are future foreign languages teachers and studied at different courses. First year students amounted to - 79 students (39.5%), second year - 49 students (24.5%), third year - 34 students (17%) and fourth year - 38 students (19%) (Diagram 1).

Survey participants

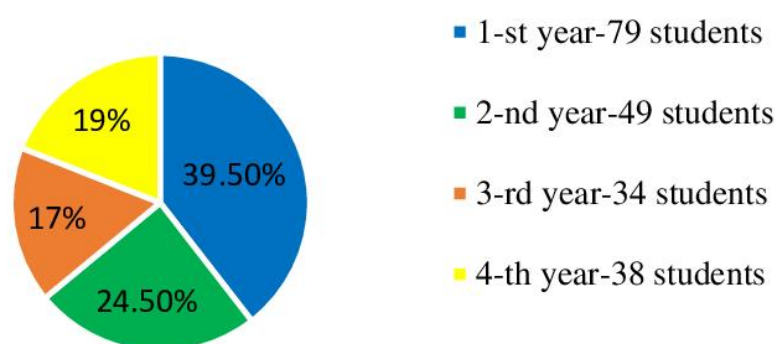


Diagram 1

One of the questionnaire's questions concerned the ability to navigate in a critical situation. Because critical situations arise most often in the case when a person gets into unforeseen circumstances and cannot immediately orientate themselves in them, take control of themselves. According to some psychologists, critical situations are the unavoidable result of an individual's interaction with other people, with society and with himself/herself. Well-known psychologist F.E. Vasilyuk gave the process of overcoming critical situations the name of experience, investing new meaning in them. Previously, it was thought that this concept meant individual contemplation and emotional action in response to the circumstances. F.E. Vasilyuk's definition sees experience as internal work of the intellect and will aimed at overcoming critical situations and restoring emotional balance, comprehension of life and attitude towards life. That is, experiences are a kind of a person's return to life.

Since modern life is full of all kinds of stressful situations, first of all, these are critical life events that require a prolonged social adaptation, accompanied by a great strength and energy's expenditures. Overcoming critical situations that arise allows a person to be effective and to cope with the tasks as successfully as possible. Large organizations need effective workers who can make decisions independently, support authority delegations - this is an important condition for competitiveness today and is one of the soft skills' component. In this regard, the question «Do you always find it difficult to navigate in a critical situation?» to our regret, «Yes» was answered by 10.5% (21 students), indicating that these students still have problems with

social adaptation, the solution of which requires a lot of effort and time. More than half of the respondents who answered «Sometimes» amounted to 52% (104 students), which also does not give a comforting prognosis, as there is insecurity and the presence of certain problems with communication. Those respondents who successfully overcome their problems by showing resourcefulness and flexibility are 37.5% (75 students) (Diagram 2).

Do you always find it difficult to navigate in a critical situation?

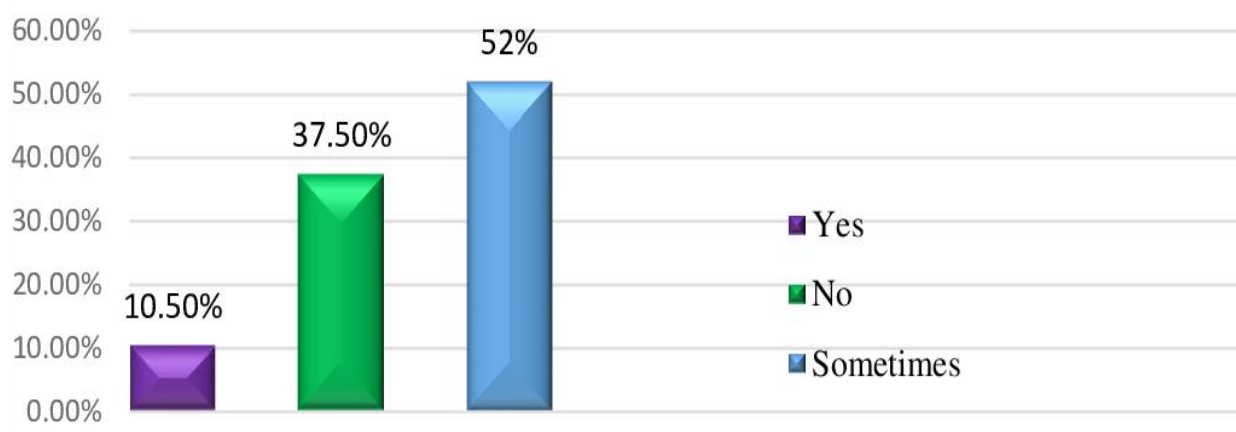
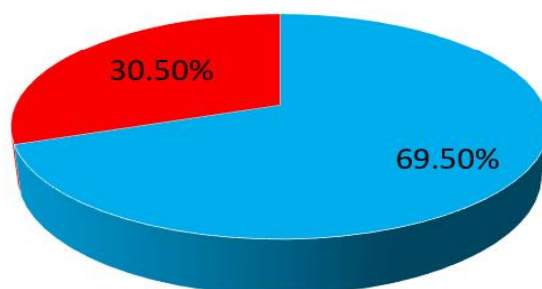


Diagram 2

One of the enormous and at the same time contradictory role played by mass communication in the modern world has become the most important factor in the relevance of communication problems in both theoretical and practical terms. It affects social processes around the world and causes contradictory and sometimes opposing evaluations. Forming a destructive impact on the person, which turns into an «interactive» subject who has lost his personality and his own «self». We can also see the presence of this problem in our respondents who answered the following question: «Do you easily establish contacts with unfamiliar people? » 69.5% (139 students) answered «yes» to the question determining students' soft skills. Consequently, more than half of the respondents developed communication skills at the highest level, as they can easily find a common language with strangers, thereby expanding the circle of their acquaintances, for whom communication brings joy and pleasure, which certainly pleases us, which cannot be said about 30.5% (61 students) who responded negatively. This students' contingent undoubtedly has difficulty getting along with people and getting into a new group. For them, every public presentation, whether it is an answer at a blackboard or a lecture to an academic audience, becomes a real challenge. Such people are very reserved, shy, pessimistic, and prefer to avoid independent decision-making and initiative in many matters (Diagram 3).

Do you easily establish contacts with unfamiliar people?



■ Yes ■ No

Diagram 3

Teachers wonder about students' indecisiveness, which in most cases grows into insecurity and excitement over nothing. This also develops into a fear of making the wrong decision: one is afraid the negative consequences, not ready to take responsibility. Thereby forming a deep psychological basis for the problem development in decision-making. What we can also see from the answers' results to the question «Do you often take the initiative in dealing with issues that affect the interests of your fellow students?» showed not quite the desired result, because the initiative to a greater extent only 40% (80 students) of respondents who show a relaxed inner determination and take an independent decision in a difficult situation. Another 37% (74 students) answered «Sometimes», they have an average level of manifestation of communication and organizational abilities, and their aptitudes' potential is not characterized by high stability. These respondents' entrepreneurial skills need to be further developed and improved. The low level of manifestation of initiative and complete indifference to their fellow students showed 23% (46 students). Such people prefer to be wary of making independent decisions, feel shy in a new company, are not communicative, and experience difficulties and certain inconveniences in establishing contacts with people (Diagram 4).

Do you often take the initiative in dealing with issues that affect the interests of your fellow students?

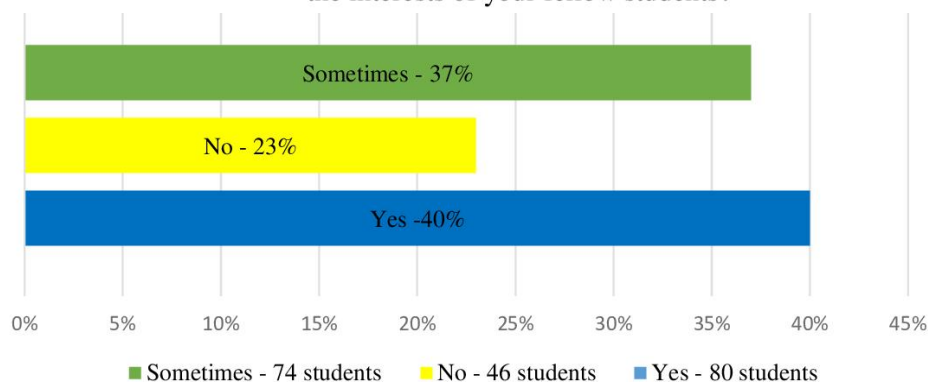


Diagram 4

Full confidence among their fellow students is felt by 81.5% (163 students), experiencing a sense of harmony and calmness, which is not an insignificant factor in the soft skills' development. The students' number with low self-esteem and low self-confidence development, with a constant feeling of inferiority, a feeling of general uncertainty and anxiety in relationships with others was 18.5% (37 students). Such respondents often fall under the negatives influence of the social environment, not having their own opinion (Diagram 5).

Is it true that you feel insecure among your fellow students?

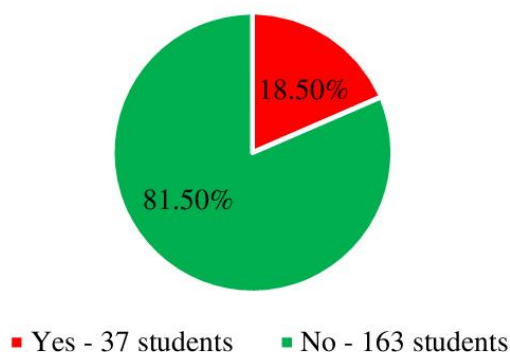


Diagram 5

Self-organization, self-management, time planning and saving resources, i.e. time-management can be seen in 58.5% (117 students) of respondents who answered «No» to the question «Are you often late for classes?», which also shows their responsible attitude and the advantage of reaching their goals many times faster than people who do not have this skill. More effectively manage time and train consciously control the amount of time needed 33% (66 students) of the survey participants, as they answered «Sometimes» to this question. As for the respondents who answered «Yes», which is 8.5% (17 students) need to increase planning and time allocation by times for productivity and effectiveness in all types of activities. That in the future will have a positive impact on the person's emotional, mental and physical health, also will significantly improve his life (Diagram 6).

Are you often late for classes?

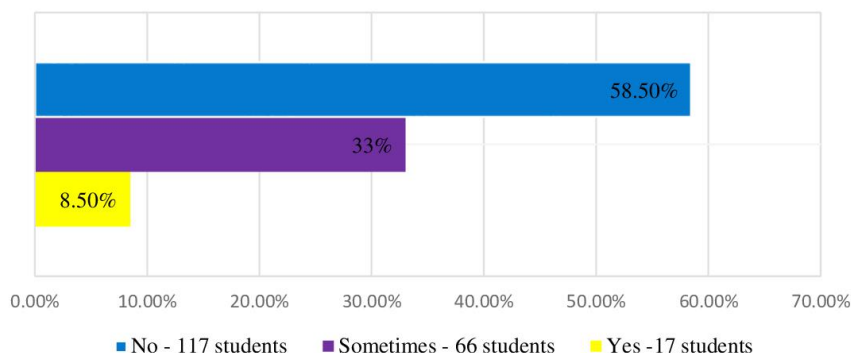


Diagram 6

According to UNESCO research, creativity is becoming one of the leading qualities of the future person. This is confirmed by the requirements of society to education. The main task of which is the self-expression and critical thinking formation in students. Thus it is necessary to have a teacher who is ready to develop students' creative abilities taking into account the formed professional qualities as well as creative capabilities, aimed not only at the formation of their students' creative potential but also at continuous self-development, intensive mastering of the newest modifications and technologies in educational activity. Based on the above we decided to implement the question: «Do teachers use creative methods in their classes?». According to the results, only 48% (96 students) of teachers use the most advanced technologies in the classroom or constantly monitor the latest trends in education. These educators' students use tools that are more sophisticated in class to complete their work, which helps them learn new things and awakens their creativity. Students' results who answered «Sometimes» were not encouraging as innovative ideas that encourage students to actively join and interact with their classmates and with the instructor during class use 41% (82 students) of the instructors' responses. Unfortunately, 3.5% (7 students) of the teachers had «No time» for innovative teaching strategies for students' interest and involvement. What made us extremely sad was the presence of positive answers «Maybe» 7.5% (15 students), which indicates a perfect misunderstanding and indifference to the methods of work carried out in the classroom. After all, creative teaching methods allow students to learn at their own pace and encourage them to brainstorm new methods of solving problems instead of looking for ready-made answers written in textbooks (Diagram 7).

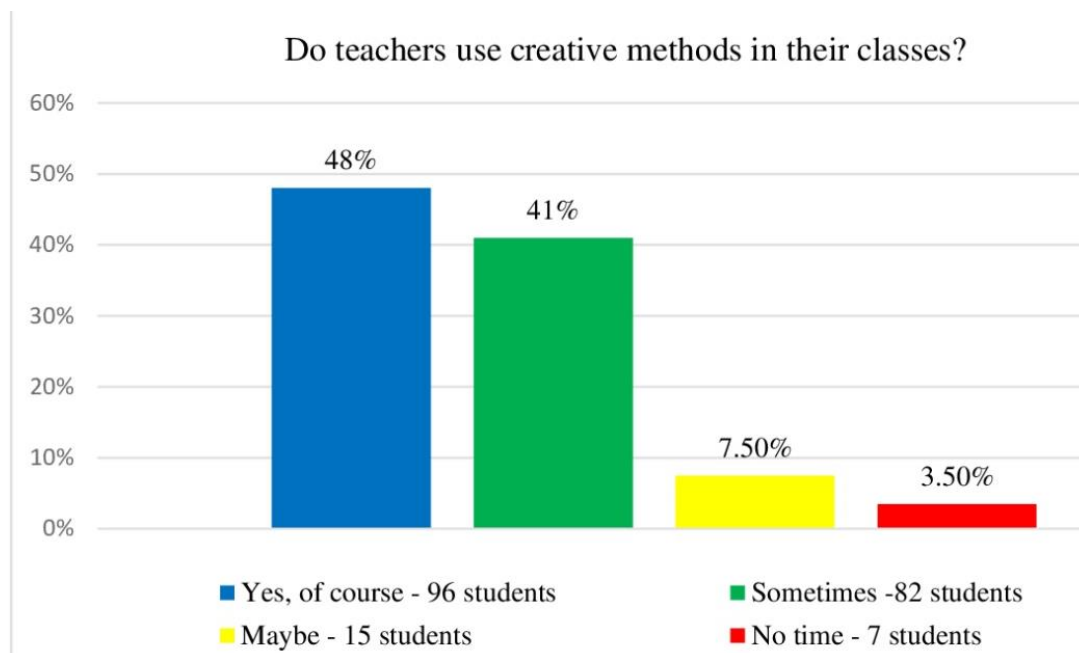


Diagram 7

Communication process belongs to the category of art.

People learn this science throughout their lives. But, unfortunately, due to various individual characteristics, defending their positions, fall into the trap of conflict situations. Perhaps the most common is - a generational conflict. In psychology, conflict is defined as «a clash of oppositely directed, incompatible with each other tendencies, a single episode in the mind, in interpersonal interactions or interpersonal relationships of individuals or groups of people, associated with negative emotional experiences». To resolve a conflict means to eliminate the conflict situation and to exhaust the incident. It is clear that the first is more difficult to do, but it is also more important. Unfortunately, in practice, in most cases it is limited to exhausting the incident. But often we also use the suppression technique - the withdrawal from goals under the influence of external coercion, when frustration is driven deep inside and can at any moment come out in the aggression form. Conflicts peculiarities are determined, first of all, by the adolescents' specific age psychology. The conflicts' emergence, development and completion are markedly influenced by the educational process' nature and its organization in a particular institution of general education. The next factor influencing the conflicts in the students' relationship is the way of life and the existing socio-economic situation. We tried to find out how respondents would behave in resolving a conflict by asking the following question: «What would you do in a conflict situation in an educational institution?» to which half of those respondents, 51.5% (103 students) answered: «I'll try to resolve», which shows that they are well aware of the circumstances in which conflictual relationships appear and of the ability to assess the situation soberly, to analyze, and most importantly, to communicate. Since, according to American researchers, the success of a business person is 85% determined by his communication qualities and the ability to solve and prevent disagreements and somehow involved in a conflict confrontation. The respondents who answered «I will ask for help from fellow students» 10.5% (21 students), «I will ask for help from the management» 25% (50 students) have a certain lack of self-confidence. There is a lack of future specialist's conflictological culture, which is necessary for successful implementation of professional activity and self-development, as well as independent finding of optimal ways to overcome difficult conflict situations. «I will leave it as it is» 13% (26 students) answered excessively peace-loving students, which is due to confidence lack in their own strengths and abilities. These are the people who avoid all kinds of critical situations. Who could use more determination and courage to form a positive attitude towards people, the desire to master the skills of communication and social interaction. Because it contributes to team building, the skills' development, team interaction skills and cooperation.

A common form of conflict prevention and resolution is the training form. J. Burton should be considered the initiator of this approach, according to which conflict resolution should be based on changing underlying structures. Properly organized communication between social groups in conflict is one of the central methods in this approach. It aims to change the nature of the conflict's perception and, through this, to change the parties' attitudes toward each other. It should also be noted that a number of authors emphasize the difficulty of fully resolving conflict. They note that even if a conflict appears resolved, it may carry future conflicts' germs. However, life without conflict - stagnant, there is no development, because only in the conflict people are trying to solve the problem in new, original ways, due to which there is a process

of development. Correct conflict situations' resolution is a necessary element of a teacher's professional activity. It is very important for a teacher to come out of a conflict situation with dignity and creative satisfaction with his/her work due to the successful defense of socially valuable norms and leading values of students' learning activities (Diagram 8).

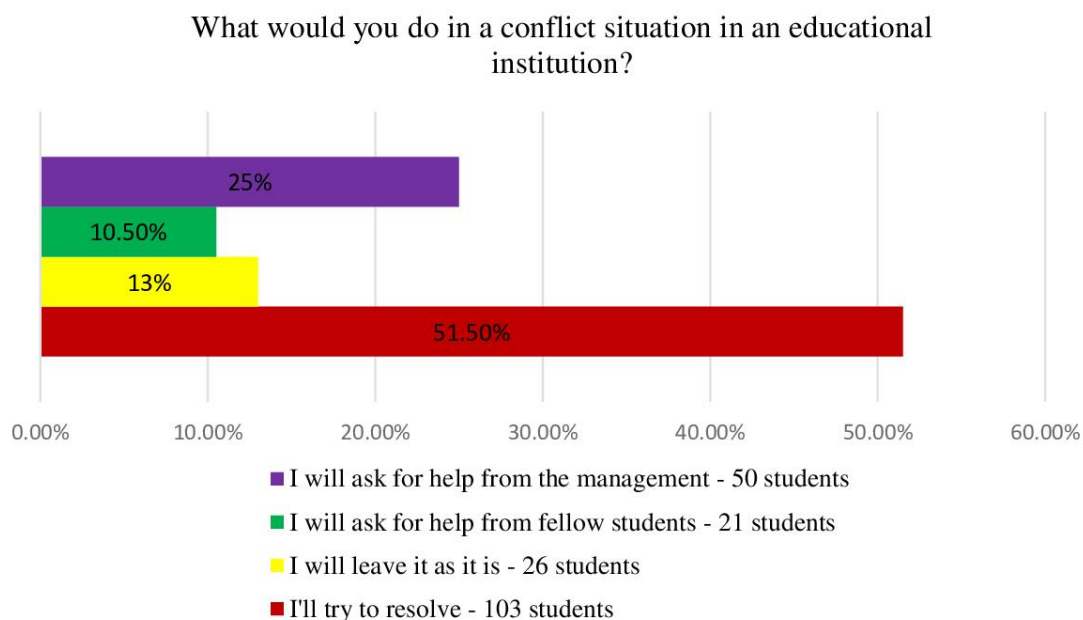


Diagram 8

We identified the level of soft skills' knowledge through self-assessment on the question: «At what level of «soft skills» development do you assess yourself? ». Most students 74% (148 students) understand their importance and are in the process of mastering these skills, but do not always show them effectively in practical work. Each soft skill has its own levels and criteria for development. The more you practice, the better the skills develop. The main thing is to get feedback and analyze the experience lived, otherwise you will stand still.

It is very encouraging for the 17.5% (35 students) of respondents who feel they have mastered these skills to the fullest and moreover are effectively adopting them in all standard situations. They are well aware that the current society has changed the conditions for professionals. When you are able to quickly learn new things, explain your thoughts clearly, appropriately handle conflict situations, present different ideas, reason uncommonly, and act in a crisis in a balanced way, such people have the opportunity to be more valuable and significant on the labor market than a strong expert, but toxic, slow and unable to connect two words. Undoubtedly, it is alarming the number of respondents 8.5% (17 students) do not have skills, who do not understand their importance and do not try to apply them and develop them. Because professional knowledge becomes obsolete over time, but soft skills do not. That is, the demand for hard skills is not decreasing, but soft skills give the opportunity to remain a professional and successful employee. At this time, there is an increased demand for this - and for this reason, everyone needs soft skills (Diagram 9).

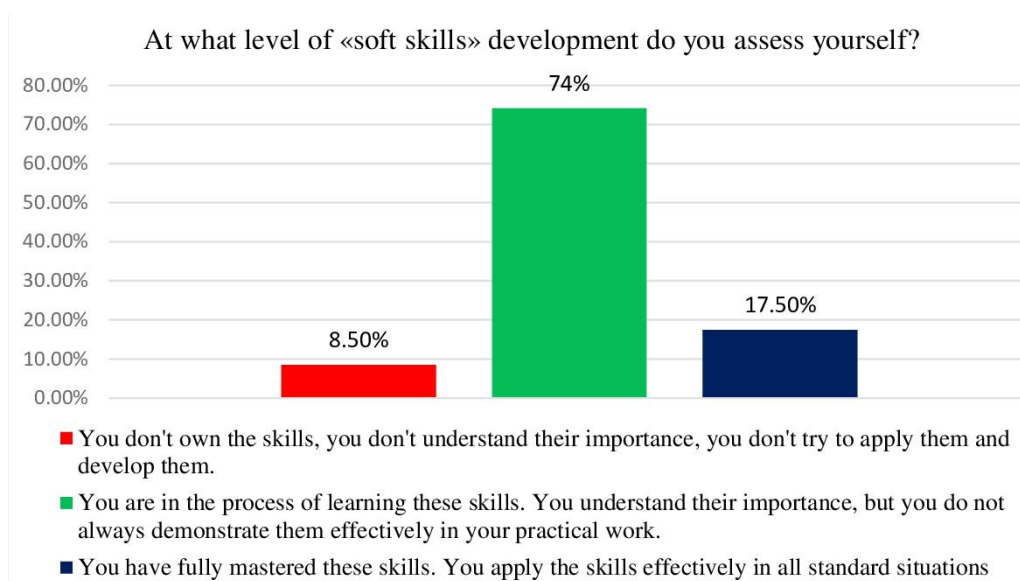


Diagram 9

Accordingly, we could not leave out the most important skills that form the basis of soft skills. Through which foreign language teachers can prove themselves to the fullest extent. Among the 17 options offered, respondents chose the five most important, in their opinion, skills necessary for foreign language teachers. Most voted for «Creativity» - 78% (156 students), next in importance noted «Communicativeness» - 61.5% (123 students), such skills as «Responsibility» and «Confidence» received the same number of respondents' votes - 57.5% (115 students), the fourth place was given to «Critical thinking» - 38.5% (77 students), closes the five skills «Learning ability» - 36.5% (73 students) (Diagram 10).

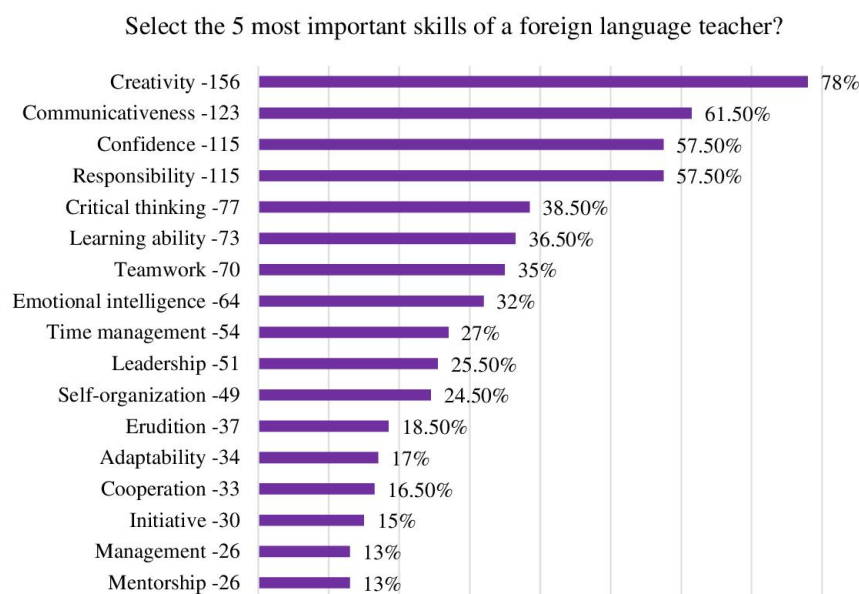


Diagram 10

At the end of the questionnaire, it was proposed to summarize the question «Do future foreign language teachers need to form and develop «soft skills»? » Initially we assumed that the answer «No» will not be shown in the answers, but unfortunately 2.5% (5 students) still chose it. Doubts overtake 15% (30 students) of respondents who answered «I don't know». But, what is most pleasing is that 82.5% (165 students) believe that the formation and development of soft skills play an important role for future foreign language teachers (Diagram 11).

Do future foreign language teachers need to form and develop "soft skills"?

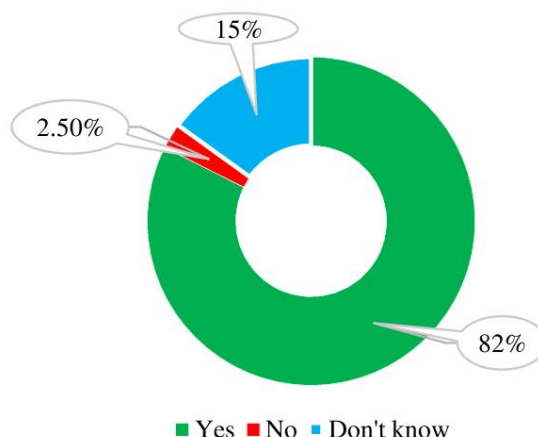


Diagram 11

Discussion

From the data of the research, it can be noted that soft skills are a necessary component of a foreign language teacher's professional competence. Thus, the system of science and higher education should be ready for changes and be flexible in order to provide training of qualified specialists with not only academic knowledge but also the necessary soft skills. This requires appropriate changes in educational programs and teaching methods, as well as qualified and updated personnel in the higher education system. The obtained results show that students show low interest in understanding the importance of soft skills development, as well as not quite a high level of mastering them, despite the fact that they are in the process of mastering these skills still do not always successfully apply them in practice, which is a potential problem for the educational process. The importance of innovation in the educational process and the need for specialized programs based on research should be noted. In the future, additional research may be conducted to substantiate the effectiveness of specialized programs for the development of soft skills in university students, which will make it possible to more accurately determine their impact on the process of foreign language learning and evaluate their results over long periods of time.

Conclusion

According to the research results, we came to the conclusion that soft skills possession in future foreign language teachers should be developed as much as possible. As the research findings show, the respondents have an unexpressed interest in the problem of forming personal attitudes to understand the importance of developing soft skills, which acts as a factor for creating a specialized program aimed at developing a set of soft skills in university students.

The research shows that traditional methods of teaching foreign languages will be more effective for the development and improvement of the soft skills' complex in future foreign language teachers when implementing a special course in the educational process.

Based on the research results, we think that it is relevant and requires further scientific research.

Author's contribution

The experimental part of the article included **Zhunuusova S.Ye.** – Corresponding author, second-year doctoral student in the speciality: «Foreign language: two foreign languages».

Naviy L.N. – Candidate of Pedagogical Sciences, Professor of the Pedagogy and Psychology Department of Sh. Ualikhanov Kokshetau University, contributed to the Discussion and the final part of the article and made comments.

Acting **Baimanova L.S.** – Candidate of Philological Sciences, Professor of the General Linguistics and Literature Department of Sh. Ualikhanov Kokshetau University worked on the introductory, basic and methodological techniques of the article. In addition, responds to the design of the article and comments of the editors.

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Екі шет тілін оқитын студенттердің икемді дағдыларын қалыптастырудың өзектілігі

Аңдатпа. Қазіргі уақытта жаһандану дәуірінде икемді дағдылар әрбір білімді адамның қарқынды жұмыс істеуі мен кәсіби табысының ажырамас шарты ретінде қарастырылады. Бұл дағдылар адамның есінде мәңгі қалады және өмір бойы өзекті болады. Бұл мақаланың мақсаты шығармашылық, эмоционалды интеллект, сыни ойлау, көшбасшылық, коммуникативтілік, өзіне деген сенімділік, командада жұмыс жасау, уақытты басқару сияқты екі шет тілін оқитын студенттердің дамуының маңыздылығы мен артықшылықтарын қарастыру болып табылады. Олар ынтымақтастыққа, шығармашылыққа, инновацияға, сыни тұрғыдан бағытталған кәсіби дайындықты жүзеге асырады, ал аналитикалық ойлау және туындайтын мәселелерді ұлттық даму мүддесі үшін тиімді шешу қабілеті болып саналады. Сондай-ақ шет тілдерін оқыту бағдарламаларына сәйкес икемді дағдыларды дамытуды енгізудің практикалық маңыздылығына байланысты, оның өзектілігі студенттерге қойылатын заманауи талаптарды орындау және олардың халықаралық ортадағы мүмкіндіктеріне назарларын аудару. Осылайша, қазіргі білім беру контекстінде шет тілдерін оқыту әдістемесіне айтарлықтай әсер ететін жаңалықты анықтайды.

Осыған орай ғылыми зерттеуіміз жүргізілді, оның мақсаты мен міндеттері «Шет тілі: екі шет тілі» білім беру бағдарламасы бойынша оқитын Ақмола облысының үш жоғары оқу орнындағы студенттердің икемді дағдыларды меңгеру деңгейін анықтау болды. Респонденттердің саны «Google-Form» бағдарламалық жасақтамасында сауалнамадан өткен 200 адамды құрады. Олардың нәтижелері бойынша бұл дағдылардың жоғары деңгейі жеткіліксіз болды, өйткені олар тәжірибе өткен кезінде икемді дағдыларды әрдайым сәтті түрінде қолдана алмайды, бұл жоғары мектепте болашақ шет тілі мұғалімдерінің икемді дағдыларын дамытудың өзектілігін негіздейді. Өйткені олар студенттерге қазіргі уақытта кәсіби және жеке тұрғыда бірқатар артықшылықтар мен мүмкіндіктерді қарастыруды көздейді.

Түйін сөздер: икемді дағдылар, құзыреттіліктер, білім беру, қалыптастыру, шығармашылық, коммуникативтілік.

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Актуальность формирования гибких навыков у студентов, изучающих два иностранных языка

Аннотация. В настоящее время в эпоху глобализации гибкие навыки рассматриваются как непереносимое условие для успешного трудоустройства и профессионального успеха каждого образованного человека. Данные навыки останутся с человеком навсегда и будут актуальны на протяжении всей его жизни. Целью данной статьи является рассмотрение важности и

преимущества развития у студентов, изучающих два иностранных языка, таких «гибких навыков», как креативность, эмоциональный интеллект, критическое мышление, лидерство, коммуникативность, уверенность в себе, работа в команде, тайм-менеджмент, осуществляющие профессиональную подготовку, направленную на сотрудничество, творчество, инновации, критическое и аналитическое мышление и способность нестандартно и эффективно решать возникающие проблемы в интересах национального развития. А также практическая значимость включения развития гибких навыков в программы обучения иностранным языкам, актуальность которой отражает современные требования к студентам и их возможности в международной среде. Тем самым определяет новизну, которая имеет значительное влияние на методику преподавания иностранных языков в контексте современного образования.

В этой связи нами было проведено научное исследование, целью и задачами которого являлось определение уровня владения гибкими навыками у студентов из трех высших учебных заведений Акмолинской области, обучающихся по образовательной программе «Иностранный язык: два иностранных языка». Количество респондентов составило 200 человек, прошедших анкетирование в программном обеспечении «Google-Form». По результатам анкетирования был выявлен недостаточно высокий уровень данных навыков в связи с тем, что не всегда успешно применяют их на практике, что является обоснованием актуальности развития гибких навыков у будущих учителей иностранного языка в высшей школе, так как они предоставляют студентам ряд преимуществ и возможностей в современном мире как на профессиональном, так и на личностном уровне.

Ключевые слова: гибкие навыки, компетенции, образование, формирование, креативность, коммуникативность.

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