PEDAGOGICAL ASPECTS OF "SOFT SKILLS" FORMATION IN FUTURE SOCIAL WORKERS IN THE CONDITIONS OF HIGHER EDUCATION INSTITUTION

^aLESIA MANDRO, ^bHALYNA MYKHAILYSHYN, ^cIRYNA TARAN, ^dOLEG KOLUBAYEV, ^eZHANNA ZVARYCHUK

a-eVasyl Stefanyk Precarpathian National University, 57
Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine
email: akydla.lesia@gmail.com,
bhalyna.mykhailysyn@pnu.edu.ua, irynataran@pnu.edu.ua,
doleg.kolubayev@pnu.edu.ua, zhanna_zvarychuk@pnu.edu.ua

Abstract: The article highlights the results of a three-stage experimental study on the formation of "soft skills" of future social workers. The necessary organizational and pedagogical conditions for the formation of "soft skills" in the conditions of a higher education institution are indicated. A comparative analysis of the obtained data of the experimental and control groups was carried out at the beginning and at the end of the experiment. The dynamics of motivational-value, cognitive, personal-volitional, social-communicative, activity-practical, analytical and critical criteria were determined according to the indicators: desire to work in the social sphere; awareness of oneself as an agent of change in the community and attitude to a positive result; the ability to achieve the goal and solve the tasks of professional activity; understanding the importance of developing "soft skills", the ability to acquire and develop them throughout life; knowledge of socially significant problems of social work; emotional intelligence and empathy; the ability to solve complex situations and react quickly; confidence in own practical skills and competence; ability to negotiate and manage conflicts; knowledge and observance of business and professional ethics; the ability to build an effective team to achieve a single result; effective planning and organization of professional activities; orientation to the result of achieving goals; the ability to think in conditions of time shortage and psycho-emotional stress; the ability to think in conditions of time shortage and psycho-emotional stress; the ability to establish relationships. The article will be useful for students and teachers who are interested in the professional development of social workers.

Keywords: social work; social workers; professional education; professional training; professional skills; "soft skills".

1 Introduction

In the modern conditions of the development of Ukrainian society, the transformation of the Ukrainian state and the need to respond to emergency situations, the requirements for the efficiency of the provision of social services and the professionalism of social workers are increasing. The implementation of professional social activities, as a mechanism for the fulfillment of social policy, depends on the level of knowledge, abilities, and skills of the social worker. In particular, we emphasize the importance of the formation and development of "soft skills" as universal, non-specialized, interconnected, acquired, difficult to track, variable, situational, closely related to the nature social and psychological skills that contribute to the implementation of highly effective professional social work and successful career growth.

Since the main stage of the professional development of a social worker is the acquisition of professional education, the formation and development of "soft skills" of students becomes relevant for higher education institutions of Ukraine. Therefore, the focus of our attention is the study of pedagogical aspects of the formation of "soft skills" in future social workers in the conditions of a higher education institution.

Professional education and the peculiarities of the formation and development of soft skills have become the subject of research by many domestic and foreign scientists. In particular, the topics for study include: soft skills as the basis of flexibility, adaptability and the embodiment of competitive qualities of future employees [28]; publications in Scopus are devoted to soft skills [10]; the main determinants of soft skills and the influence of socio-economic and family status on their formation [23]; application of a context-dependent approach to distinguish hard and soft skills [36]; the use of media technologies in the formation of creativity in future psychological and pedagogical specialists [20]; soft skills of a case manager [22]; integration of system thinking skills with multi-criteria decision-making technology for recruitment of job candidates [17]; continuous and professional education, which provides an opportunity to

expand and develop one's own knowledge and skills [7]; development of professional abilities among early career workers and implications for the development of work-based learning [16]; career adaptation, vocation and professional competence of social work students in China, career building prospects [12]; preparation for work and professional development [33]; continuous professional development of child protection social workers in Romania [29]; development of skills of immigrant children [9; 15]; changes during life in the mediation of cognitive and non-cognitive skills [14]; the role of non-cognitive skills [2]; assessment of the consequences of childhood social and emotional skills at the end of life using middle age mediators [26]; the influence of participation in esports on the development of 21st century skills in young people: a systematic review [34]; social skills [11]; the use of interthinking for learning the skills of the 21st century in education [32]; strategies and challenges of teachers in teaching 21st century skills [35]; development of soft communication skills in the creative economy [26]; evidence of soft skills [13]; constructivist analysis of cross-sectional data on types of skills [37]; analysis of the demand for technical and soft skills of graduates in the UK [5]; soft skills of emergency management [24]. The publication of G. Mozgova, V. Yevtushenko, and A. Mozgova [25] is devoted to the theoretical justification of the system of formation of soft skills of specialists in the field of marketing based on the competence approach.

Olena Kirdan and Oleksandr Kirdan [18] studied the peculiarities of the formation of "soft skills" of higher education students.

The practical experience of forming "soft skills" in the conditions of a higher education institution is characterized in the study of N. Kolyada and O. Kravchenko [19].

I.P. Krasnoshchok, O.M. Demchenko, and T.O. Kravtsova studied the peculiarities of the use of innovative methods and technologies in the practice of educational institutions of Ukraine for the development of "soft skills" [21].

The development and implementation of clear organizational and pedagogical conditions are the basis of modern experimental research, which ensures the following: the formation of professionally oriented communicative competence in technical higher education institution [31]; forming the readiness of future social workers to organize volunteer activities [6]; formation of readiness of social workers to work with young families [27]; formation of social leadership in future social workers in the conditions of professional training [4].

However, there are not enough scientific studies that highlight the issue of pedagogical aspects of the formation of "soft skills" of future social workers.

The purpose of the study is to determine and experimentally verify the pedagogical conditions for the formation of "soft skills" of social worker students.

2 Method

The experimental study of the formation of "soft skills" of future social workers was carried out in several stages:

■ The first stage implies: an interdisciplinary analysis of the chosen topic; definition of the object, subject, tasks and purpose of the research; study of scientific and methodological literature on the formation of "soft skills"; analysis of approaches to the problem of formation of "soft skills" in the implementation of professional training of future social workers. At this stage, the structure of "soft skills" was theoretically substantiated and its content was clarified with the help of expert evaluation; criteria, indicators were identified, characteristics of the levels of formation of "soft skills" among future social workers were

developed; the experimental base for the research was determined, experimental and control groups were formed; selection of diagnostic tools for the experimental stage of the research was carried out.

- The second stage implies: analysis of the current state of manifestation of "soft skills" among future social workers; assessment of effectiveness at the stage of ascertaining experiment in accordance with the determined indicators of the structural components of "soft skills"; development of a structural and functional model of the formation of "soft skills" of students majoring in "Social Work" in the conditions of professional training; study of the organizational and pedagogical conditions for the training of future social workers and their expert assessment regarding the impact on the formation of "soft skills" among students of higher education institutions. At this stage, a formative experiment was organized to clarify the expediency of implementing theoretically grounded organizational and pedagogical conditions that ensure the success of the implementation of the model of formation of "soft skills" in future social workers.
- The third stage is a repeated check of the state of formation of "soft skills" among students of the experimental and control groups, the probability of the obtained results and their statistical significance. It implies formation of conclusions regarding the effectiveness of the implementation of organizational and pedagogical conditions for the formation of "soft skills" in future social workers.

We believe that the following organizational and pedagogical conditions should be taken into account when developing the "soft skills" of future social workers:

- Deepening the knowledge of future social workers about "soft skills" as professionally important skills (meaningful filling of the educational discipline "Technologies of formation of "soft skills" in professional education" and its introduction to the educational and professional program in the specialty "Social work" with the aim of students acquiring knowledge of "soft skills" and means, forms, and methods of their formation and development);
- Organization of an informal environment for the formation of "soft skills" of future social workers (creation of a website with the necessary materials for determining the level of formation of "soft skills", their shaping and improvement);
- Application of means, forms, and methods of non-formal education to increase the effectiveness of the formation of "soft skills" in the conditions of higher education institutions (use of effective means, forms, and methods of professional training of social workers to increase the level of formation of "soft skills" of students in the conditions of classroom and extra-auditory activities).

The effectiveness of the implementation of the specified organizational and pedagogical conditions was tested experimentally. 260 students (first and second degrees) of higher education institutions of Ukraine took part in the research: Prykarpattia National University named after Vasyl Stefanyk (Ivano-Frankivsk), Ukrainian State University named after Mykhailo Drahomanov (Kyiv). Students studied at the following educational and professional programs: "Social Work" and "Social Pedagogy". The experimental group (EG) consists of 132 students of higher education, the control group (CG) – 128 people. The experiment was carried out in the conditions of the educational process of training social workers.

The study was carried out taking into account the elements and components of "soft skills", criteria and their indicators in accordance with the determined levels of formation (Figure 1).

The diagnostic toolkit for conducting the research included the study and analysis of the documentation of the educational program "Social Work" and "Social Pedagogy": curriculum, typical and working programs, educational and methodological complexes of the educational program, reports and results of

scientific research, social-educational and social-project activities of students - future social workers, as well as diagnostic methods and questionnaires.

	Orientation to changes in the field of social work	Uperation of knowledge and resources of social work	ethickney and ethickney and ethickness of protessous activity	Application of contragalisation to the took in the performance of professional duties	Management for the effectiveness of social work	ve solution of problem selutions and determined of peoperature	Impartial processing of information	
ı	100000000000000000000000000000000000000		_	oft skills" of future so			THE RESIDENCE OF THE PARTY OF T	
ı	MODINE	COOLINE	PERONAL	COMMUNICINE	MANAGENE	TRATEC	MOSTGOAT	
	Motivational and value criterion	Knowledge criterion	Personal- velitional criterion	Social and communicative criterion	Activity- practical criterion	Analytical criterion	Critical criterion	
	inspression of a desire to were in the social sphere and nep people	Determinate supplication of proportion of determination and transport and tendent transport and tendent and tenden	Capacity for emotional intelligence and empathy	Ability to negotiate and manage conflicts	The ability to build an effective team to achieve a single result	i the structy to that is consistent of time shortupe and poyonal- micronal shorts	Attentiveness and observation	
	Annualment of constant of constant or	Knowledge of socially significant problems of social work	Accept to 200's compact send proposed generally and efficiently	Knowledge and observance of business and professional others	Effective planning and organization of professional activities	Ability to make decisions and find alternative options	Application o analytical and logical thinking	
	The desire to achieve the goal and solve the tanks of processional activity	Application of uniovative technologies, methods and resources of secial work	Confidence in own practical skills and competence	Abusty to communicate with representatives of other cultures and nationalities	Orientation on the result, the ability to form and achieve a goal	Application of structural and systemic fainling	The abdity to establish relationships	
	Low			MIDDLE		нісн		

Figure 1. Structure of "soft skills": criteria, indicators, levels of formation

3 Results

We generalize the results of the research on the formation of "soft skills" of future social workers on the basis of the following:

- Final cut and re-evaluation according to each criterion and relevant indicators to determine the level of formation of "soft skills" of future social workers in the experimental and control groups;
- Comparative analysis of the obtained data in the experimental and control groups at the ascertainment stage and after the completion of the formative stage;
- Identification of positive dynamics of quantitative indicators of the levels of formation of "soft skills" of future social workers:
- Use of mathematical statistics methods (Kolmogorov-Smirnov criterion; content analysis method) to confirm the reliability of results and the effectiveness of experimental research work.

The expected result of the final assessment for each criterion and their indicators was a positive dynamic of growth in the number of students with medium and high levels of "soft skills" formation and their decrease at a low level.

Data on the level of formation of the "soft skills" components according to the relevant criteria and their indicators in the experimental and control groups of students-future social workers are highlighted in Table 1.

Table 1: Levels of the state of formation of "soft skills" indicators according to the defined criteria at the beginning and at the end of the experiment

	Initial data				Final data			
The level of formation of	Experimental groups		Control groups		Experimental groups		Control groups	
theindicator	132	%	128 %		132 %		128 %	
		70		70		70	120	/0
Levels of form	MOTIVATIONAL AND VALUE CRITERION Levels of formation of the indicator "desire to work in the social sphere and							
	help people"							
Low	41	31.06	38	29.69	26	19.7	35	27,
Middle	73	553	75	589	58	4394	69	53.91
High	18	13.64	15	11.72	48	3636	24	18.75
Levels of formation of the indicator "awareness of self as an agent of								
changes in the community and adjustment to a positive result"								
Low	42	31.82	43	3359	24	1818	40	3125
Middle	78	5909	76	5938	60	4546	71	55.47
High	12	909	9	7.03	48	3636	17	1328
Levels of formation of the indicator "desire to achieve the goal and solve the								ve the
tasks of professional activity"								
Low	47	35.61	49	38.28	27	2046	41	32.03
Middle	69	52.27	66	51.56	49	37.12	59	46.09
High	16	12.12	13	10.16	56	42.42	28	21.88
Knowledge criterion								
Low	43	3257	42	32.82	28	2121	38	29.68

Middle	71	53.79	71	55.46	55	41.67	62	48.44
High Levels of f	18	13.64	15	11.72	49 lodge of	37.12	28	21.88
Levels of f	ormatio			r "know social w		socially	significa	ınt
Low	45	34.09	42	32.82	33	25	38	29.68
Middle	73	55,3	75	58.59	58	4394	67	5234
High	14	10,6	11	859	41	31.06	23	1798
Levels of form								
				rces of se				,
Low	48	3636	48	37.5	34	25.76	41	32.03
Middle	73	5531	70	54.69	57	43.18	63	4922
High	- 11	833	10	7.81	41	31.06	24	18.75
				IONAL				
Levels of for	mation	of the in			to emoti	onal inte	lligence	and
Low	44	33.34	emp :	2891	25	1894	30	23,44
Middle	69	5227	75	5859	52	3939	67	5234
High	19	1439	16	125	55	41.67	31	2422
Levels of form								
				and effi		F		
Low	46	34.85	39	30.46	23	17.42	34	2656
Middle	73	553	76	5938	54	4091	65	50.78
High	13	9.85	13	10.16	55	41.67	29	22.66
Levels of forn	nation of					e's own p	ractical	skills
				petence'		105	2.	A
Low	48	3636	41	32.03	26	19.7	34 65	2656
Middle	68 16	51.52 12.12	74 13	57.81 10.16	48 58	3636 4394	65 29	50.78 22.66
High				NICATI				22.00
Levels of f								σe
Levels 01 1	vi maul	or the		licts"	, to neg	ount di	mand	5
Low	45	34.09	39	3046	22	1667	30	23.44
Middle	67	50.76	70	54.69	47	35.6	61	47.66
High	20	15.15	19	14.85	63	47.73	37	289
Levels of forn	nation o					bservan	ce of bu	siness
			•	ional eth				
Low	39	2955	41	32.03	23	17.42	35	2734
Middle	69	52.27	70	54.69	51	3864	61	47.66
High	24	18.18	17	13.28	58	4394	32	25.0
Levels of				cultures a				1
Low	38	28.79	49	3828	24	1818	41	3203
Middle	72	5455	67	5234	57	43.18	61	47.66
	22					20.44		20.24
High	22	16.66	12	938	51	3864	26	20.31
rugu				938 FICAL C			26	2031
Levels of for	AC	TIVITY-	PRACT	TICAL C	RITER	ION		
Levels of for	AC:	Of the in ach	PRACT dicator ieve a si	TICAL C "ability ingle resu	RITER to build	ION an effec	tive tear	n to
Levels of for	AC:	of the in ach 3258	PRACT dicator ieve a si 43	"ability ingle resu	RITER to build alt" 27	an effec	tive tear	n to 29.68
Levels of for	ACT rmation 43 63	of the in ach 32.58 47.73	PRACT dicator ieve a si 43 72	"ability ingle resu 33.59 5625	RITER to build alt" 27 49	2046 37.12	tive tear	29.68 49.22
Low Middle High	AC: rmation 43 63 26	of the in ach 32.58 47.73 19.69	PRACT dicator ieve a si 43 72 13	"ability ingle resu 33.59 5625 10.16	to build ult" 27 49 56	2046 37.12 42.42	38 63 27	29.68 49.22 21.1
Levels of for	AC: rmation 43 63 26	of the in ach 32.58 47.73 19.69 f the ind	PRACT dicator ieve a si 43 72 13 icator "	"ability ingle resu 33.59 5625 10.16	to build ult" 27 49 56 plannir	2046 37.12 42.42	38 63 27	29.68 49.22 21.1
Levels of for Middle High Levels of form	ACT rmation 43 63 26 mation o	11VITY- of the in ach 32.58 47.73 19.69 f the ind	PRACT dicator ieve a si 43 72 13 icator " ofession	"ability ingle resu 33.59 5625 10.16 effective al activit	to build ult" 27 49 56 plannir	2046 37.12 42.42 ag and or	38 63 27 ganizat	29.68 49.22 21.1 ion of
Levels of for Low Middle High Levels of form Low	AC: rmation 43 63 26 mation o	11VITY- of the in ach 32.58 47.73 19.69 f the ind pro 31.82	PRACT dicator ieve a si 43 72 13 icator " ofession 42	"ability ingle resu 33.59 5625 10.16 reffective al activit	to build ult" 27 49 56 plannir y" 28	2046 37.12 42.42 ag and or	38 63 27 ganizat	29.68 49.22 21.1 ion of
Levels of for Low Middle High Levels of form Low Middle	ACT rmation 43 63 26 mation o	11VITY- of the in ach 32.58 47.73 19.69 f the ind	PRACT dicator ieve a si 43 72 13 icator " ofession	"ability ingle resu 33.59 5625 10.16 effective al activit	to build ult" 27 49 56 plannir	2046 37.12 42.42 ag and or	38 63 27 ganizat	29.68 49.22 21.1 ion of
Levels of for Low Middle High Levels of form Low	AC: rmation 43 63 26 mation o 42 76 14	11VITY- of the in ach 32.58 47.73 19.69 f the ind pre 31.82 57.57 10.61	PRACT dicator ieve a si 72 13 icator " ofession 42 72 14	"ability ingle resu 33.59 5625 10.16 effective al activit 32.82 5625 10.93	RITER to build alt" 27 49 56 plannir y" 28 59 45	2046 37.12 42.42 ag and or 21.21 44.7 34.09	38 63 27 ganizat 39 68 21	29.68 49.22 21.1 ion of 30.47 53.12 16.41
Levels of for Low Middle High Levels of form Low Middle High	AC: rmation 43 63 26 mation o 42 76 14	11VITY- of the in ach 2258 47.73 19.69 f the ind pr 31.82 57.57 10.61 f the ind	PRACT dicator ieve a si 43 72 13 icator "Ofession 42 72 14 icator "	"ability ingle resu 33.59 5625 10.16 effective al activit 32.82 5625 10.93	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the	2046 37.12 42.42 ag and or 21.21 44.7 34.09	38 63 27 ganizat 39 68 21	29.68 49.22 21.1 ion of 30.47 53.12 16.41
Levels of for Low Middle High Levels of forr Low Middle High Levels of forr Low Low Low	AC: rmation 43 63 26 nation o 42 76 14 nation o	11VITY- of the in ach 32-58 47.73 19:69 f the ind pro 31.82 57:57 10:61 f the ind form 35:61	PRACT dicator ieve a si 43 72 13 icator "ofession 42 72 14 icator "and ac 47	"ability ingle rest 33:59 5625 10.16 effective al activit 32:82 5625 10.93 orientati hieve a g 36.73	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29	2046 37.12 42.42 ag and or 2121 44.7 34.09 ne result;	38 63 27 ganizat 39 68 21 the abi	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to
Levels of for Middle High Levels of form Middle High Levels of form Low Middle High Levels of form Low Middle High Levels of form Low Middle	AC: rmation 43 63 26 nation o 42 76 14 nation o	11VITY- of the in ach 2258 47.73 19:69 f the ind pro 31:82 57:57 10:61 f the ind form 35:61 53:08	PRACT dicator ieve a si 43 72 13 icator " ofession 42 72 14 icator " and ac 47	"ability ingle resu 33.59 56.25 10.16 effective al activit 23.82 56.25 10.93 orientati hieve a g 36.73 55.46	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29 56	2046 37.12 42.42 ag and or 2121 44.7 34.09 ae result; 2197 42.42	38 63 27 ganizat 39 68 21 the abi	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to
Levels of for Low Middle High Levels of forr Low Middle High Levels of forr Low Low Low	AC: rmation 43 63 26 nation o 42 76 14 nation o	11VITY- of the in ach 32-58 47.73 19:69 f the ind pro 31:82 57:57 10:61 f the ind form 35:61 53:08 11:36	PRACT dicator ieve a si 43 72 13 icator " ofession 42 72 14 icator " and ac 47 71	33.9 5625 1016 effective al activit 32.82 5625 1093 orientatii hieve a g 3673 5546 7.81	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29 56 47	2046 37.12 42.42 ag and or 2121 44.7 34.09 ne result;	38 63 27 ganizat 39 68 21 the abi	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to
Levels of for Low Middle High Levels of form Low Middle High Levels of form Low Middle High Levels of form Low Middle High Low Middle High	AC rmation 43 63 26 76 14 nation o 47 70 15	11VITY- of the in ach 32-88 47.73 19:69 19:69 19:69 10:61 f the ind form 35:61 53:08 11:36 ANAL	PRACI dicator ieve a si 43 72 13 icator " ofession 42 72 14 icator " and ac 47 71 10 YTICA	"ability ingle resu 33:59 5625 1016 effective al activit 32:82 5625 1093 orientati hieve a g 3673 55:46 781	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29 56 47 ERION	2046 37.12 42.42 193 and or 2121 44.7 34.09 194 result; 21.97 42.42 35.61	38 63 27 ganizat 39 68 21 the abi	2968 4922 21.1 ion of 3047 53.12 1641 lity to 31.25 49.22 19.53
Levels of for Middle High Levels of form Middle High Levels of form Low Middle High Levels of form Low Middle High Levels of form Low Middle	AC rmation 43 63 26 mation o 42 76 14 mation o 15 mati	11VITY- of the in	PRACI dicator ieve a si 43 72 13 icator fession 42 72 14 icator and ac 47 71 10 YTICAl dicator	"ability ingle resu 33:9 5625 10.16 effective al activit 32:82 5625 10.93 orientati hieve a g 36.73 55:46 7.81 L CRITE "ability ingle results in the control of the control	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29 56 47 ERION to think	2046 37.12 42.42 ag and or 21.21 44.7 34.09 ae result; 21.97 42.42 35.61 in condii	38 63 27 ganizat 39 68 21 the abi	2968 4922 21.1 ion of 3047 53.12 1641 lity to 31.25 49.22 19.53
Levels of for Middle High Levels of form Low Middle High	AC: rmation 43 63 26 mation o 42 76 14 nation o 47 70 15 mation sho	11VITY- of the in ach 228 47/3 1969 f the ind pro 31,82 57,57 1061 f the ind form 35,61 53,08 11,36 ANAL of the inortage an	PRACI dicator ieve a si 43 72 13 representation of the side of the	TICAL C "ability ingle resu 33:9 5625 1016 effective al activit 32:82 5625 1093 orientati hieve a g 3673 55:46 781 L CRITIT	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29 56 47 ERION to think onal street	2046 37.12 42.42 ag and or 21.21 44.7 34.09 ae result; 21.97 42.42 35.61 in condi	38 63 27 ganizat 39 68 21 the abi 40 63 25 tions of	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to 31.25 49.22 19.53
Levels of for Middle High Levels of form Low Middle High Levels of form Levels of	AC: rmation 43 63 26 nation o 42 76 14 nation o 15 rmation 37	11VITY- of the in	PRACI dicator ieve a si 43 73 13 icator " ofession 42 72 14 icator " 10 YTICAl dicator d psych 46	TICAL C "ability ingle rest as 35.9" 5625 1016 effective al activit 3282 5625 1093 orientati high 3673 55.46 7.81 L CRITE "ability I no e-motic o-e-motic o-	RITER to build alt' 27 49 56 plannir y'' 28 59 45 on on the oal'' 29 56 eRION to think to think to al stree 27	2046 37.12 42.42 193 and or 21.21 44.7 34.09 194 eresult; 21.97 42.42 35.61 195 in conditiess"	38 63 27 ganizat 39 68 21 the abi	2968 4922 21.1 ion of 3047 53.12 1641 lity to 31.25 49.22 19.53
Levels of for Middle High Levels of form Low Middle High	AC: rmation 43 63 26 mation o 42 76 14 nation o 47 70 15 mation sho	11VITY- of the in ach 228 47/3 1969 f the ind pro 31,82 57,57 1061 f the ind form 35,61 53,08 11,36 ANAL of the inortage an	PRACI dicator ieve a si 43 72 13 representation of the side of the	TICAL C "ability ingle resu 33:9 5625 1016 effective al activit 32:82 5625 1093 orientati hieve a g 3673 55:46 781 L CRITIT	RITER to build alt" 27 49 56 plannir y" 28 59 45 on on the oal" 29 56 47 ERION to think onal street	2046 37.12 42.42 ag and or 21.21 44.7 34.09 ae result; 21.97 42.42 35.61 in condi	38	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to 31.25 49.22 19.53 time
Levels of for Low Middle High Levels of forn Low Middle High Levels of forn Low Middle Low Middle Low Middle High Levels of forn Low Middle Migh	AC: rmation o 43 63 26 nation o 42 76 14 nation o 15 mation s shc 37 78 17	TIVITY- of the in	PRACT dicator ieve a si 43 72 13 icator "ofession 42 72 14 icator "and ac 47 71 10 YTICAl dicator d psych 46 67 15	CAL C	RITER to build alt' 27 49 56 plannir y'' 28 59 45 on on thoul'' 29 56 47 ERION to think onal stree 27 58 47	2046 37.12 42.42 ag and or 21.21 44.7 34.09 to result; 21.97 42.42 35.61 in condii :ss*'' 20.45 43.94 35.61	38 63 27 ganizat 39 68 21 the abi 40 63 25 tions of 42 59 27	2968 4922 21.1 ion of 30.47 53.12 16.41 lity to 1953 4922 1953 32.81 46.09 21.1
Levels of for Low Middle High Levels of forn Levels of forn Levels of forn	AC: rmation o 43 63 26 nation o 42 76 14 nation o 15 mation s shc 37 78 17	11VITY- of the in ach 22-8 47.73 19:69 f the ind pr 31.82 57:57 10:61 f the ind form 35:61 53:08 11.36 ANAL of the in 28:08 59:09 12:88 of the in al	PRACI dicator eve a si 43 72 13 icator " ofession 42 72 14 icator " 10 10 10 10 11 10 10 11 10 11 10 11 11	CAL C	RITER to build alt' 27 49 56 plannir y'' 28 59 45 oo al'' 29 56 47 ERIONIA ERIONIA Small strong 58 47 to mak	2046 37.12 42.40 gg and or 2121 44.7 34.09 to result; 21.97 42.42 35.61 in condi: sss°° 20.45 43.94 35.61 e decisio:	38 63 27 ganizat 39 68 21 the abi 40 63 25 tions of 42 59 27	2968 4922 21.1 ion of 30.47 53.12 16.41 lity to 1953 4922 1953 32.81 46.09 21.1
Levels of for Middle High Levels of form Low Middle	AC'rmation of 43	11VITY- of the in	PRACT PRAC	"Action of the control of the contro	RITER to build alt' 27 49 56 59 99lannir 28 59 59 50 on on the oal' 29 56 47 ERION to think to the total and total art of the oal' 38 47 48 48 49 49 40 40 40 40 40 40 40 40 40 40 40 40 40	2046 37.12 4242 gg and or 2121 44.7 34.09 ne result; 21.97 42.42 35.61 in condi: sss'' 20.45 43.94 35.61 e decisio:	38 63 27 ganizat 39 68 21 the abi 40 63 25 tions of 42 59 27	29:68 49:22 21.1 ion of 30:47 53:12 16:41 lity to 31:25 49:22 19:53 32:81 46:09 21.1 ind
Levels of for Middle High Levels of form Low Middle High Levels of form Middle High Levels of form Middle High Levels of form Middle	AC'rmation o 43 63 26 26 76 11 14 14 15 15 15 17 17 17 17 17 17 17 17 17 17 17 17 17	11VITY- of the in	PRACTI dicator ieve a si a si a si cator " fession 42 72 14 14 icator " fession 42 72 14 15 icator " fession 47 71 10 YTTCAl dicator d psych 46 67 15 iddicator ternativ 40 75	"Ablity in the control of the contro	RITER to build 127 49 50 50 50 50 50 50 50 50 50 50 50 50 50	2046 37.12 42.42 og and or 21.21 44.73 40.90 or result; 21.97 42.42 35.61 in condisess" 20.45 43.94 43.95 e decision	38 63 27 39 68 21 the abi 40 63 25 59 27 ans and f 36 67	29:68 49:22 21.1 ion of 30:47 53:12 16:41 lity to 31:25 49:22 19:53 time 32:81 46:09 21.1 ind 28:13 52:34
Levels of for Low Middle High Levels of form Low Middle High Levels of form Low Middle High Levels of form Low Middle Levels of form Low Middle High Levels of form	43	11VITY- of the in	PRACTI dicator (18 to 48	"ALCAL C "ability ingle rest ingle rest 33:9 56:25 1016 effective al activit 32:8 56:25 1093 orientati hieve a g 36:73 55:46 7-81 L CRITE "ability 10-emotic 35:94 52:34 11:72 11:72 11:72 11:72 12:74 13:125 13:25 13	RITER to build: 127 49 56 99 planning: 28 59 45 con on the control on the contr	2046 37.12 4242 gg and or 2121 447 3409 te result; 2197 4242 3561 in condiess" 4394 3561 e decision 1894 3636 447	38 66 27 39 68 21 the abi 40 66 25 tions of 42 59 27 27 sand f 67 25	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to 31.25 49.22 19.53 time 32.81 26.11 ion of 28.13 52.44 19.53
Levels of for Middle High Levels of form Low Middle High Levels of form Middle High Levels of form Middle High Levels of form Middle	43	11VITY- of the in	PRACT PRACT PRACT	"Action of the control of the contro	RITER to build: 127 49 56 99 planning: 28 59 45 con on the control on the contr	2046 37.12 4242 gg and or 2121 447 3409 te result; 2197 4242 3561 in condiess" 4394 3561 e decision 1894 3636 447	38 66 27 39 68 21 the abi 40 66 25 tions of 42 59 27 27 sand f 67 25	29.68 49.22 21.1 ion of 30.47 53.12 16.41 lity to 31.25 49.22 19.53 time 32.81 26.11 ion of 28.13 52.44 19.53
Levels of for Middle High Levels of for Middle High Levels of form Low Middle High Levels of for Middle High Levels of form Middle High Middle Middle High Middle Mid	### ACC ### AC	11VITY- of the in	PRACT dicator (14 dicator) dispersion of the property of the p	"ALCAL C "ability ingle rest 33:59 5625 1016 effective al activit 32:82 5625 1093 orientati hieve a g 3673 5546 781 L CRITH "ability to-emotic 3594 11.72 "ability er et of the second o	RITER to build utility and the state of the	2046 37.12 42.42 ag and or 21.21 44.7 34.09 ae result; 21.97 42.42 35.61 in condii ess'' 20.45 43.94 43.95 e decisio: 18.94 36.36 44.7 ructural	38 63 27 39 68 21 the abid 55 59 27 ns and 16 57 25 and sys	29.68 4922 21.1 30.47 53.12 1641 liity to 29.53 125 49.22 19.53 28.13 46.09 21.1 iind 28.13 52.34 19.53 temic
Levels of for Low Middle High Levels of form Low	AC Transition AC Transition AC AC AC AC AC AC AC A	11VITY- of the in ach 22-8 47.73 19:69 f the ind pri 31.82 57:57 10:61 53:61 53:63 11:36 ANAL of the ind form 28:08 90:90 12:88 of the in al 34:85 55:06 90:90 f the ind	PRACT PRACT	"Ability ingle results and ingle results as the second of	RITER to build with the state of the state o	2046 37.12 42.42 og and or 21.21 44.7 34.09 the result; 21.97 42.42 35.61 in condisss'' 20.45 43.94 35.61 e decisio 18.94 36.36 44.7 ructural	38 66 27 39 68 21 the abi 40 66 25 59 27 as and sys	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 28.13 52.34 19.53 temic 28.13 52.34 19.53 32.81 52.34 19.53 32.81 52.34 19.53 32.81 52.34 19.53 32.81 52.34 19.53 52.34 19.55
Levels of for Low Middle High Levels of forn Low Middle High	### ACC ### AC	11VITY- of the in	PRACT dicator (we have a side and according to the side according to the sid	"A CRITE "ability in a control of the control of th	RITER to build a series of the	2046 37.12 4242 gg and or 2121 447 3409 ne result; 2197 4242 3561 in condii sss "045 4394 3661 e deision 1894 3637 ructural	38 63 77 27 39 68 21 the abi 40 63 25 tions of 42 59 27 as and 5 48 66 67 25 and sys	29.68 49.22 21.1 ion of 53.12 1641 lity to 19.53 49.22 19.53 49.22 11.1 ind 31.25 49.22 11.1 ind 32.81 46.09 21.1 ind 32.81 52.34 temic 32.81 55.34 55.34
Levels of for Low Middle High Levels of form Low	AC Transition AC Transition AC AC AC AC AC AC AC A	TIVITY- of the in	PRACT PRACT	"A CAL C "ability ingle rest 33:59 5625 1016 effective al activit 32:82 5625 1093 orientati hierary 5546 781 L CRITE "ability to-emotic 35:94 11:72 "ability c "ability c "ability s "abili	RITER to build all all all all all all all all all a	2046 37.12 42.42 og and or 21.21 44.7 34.09 the result; 21.97 42.42 35.61 in condisss'' 20.45 43.94 35.61 e decisio 18.94 36.36 44.7 ructural	38 66 27 39 68 21 the abi 40 66 25 59 27 as and sys	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 28.13 52.34 19.53 temic 28.13 52.34 19.53 32.81 52.34 19.53 32.81 52.34 19.53 32.81 52.34 19.53 52.34
Levels of for Middle High Levels of for Middle High Levels of form Low Middle High Levels of form Low Middle High Levels of form Low Middle High High Levels of form Low Middle High Middle High	### ACC ### AC	TIVITY- of the in	PRACT dicator (ieve a si deve a si deve a si deve a si desta	"TICAL C "ability ingle rest ingl	RITER to build it? I	2046 37.12 42.42 ag and or 2121 44.7 34.09 ae result; 21.97 42.42 35.61 in conditiess'' 2045 435.61 e decision 1894 3636 44.7 ructural 2273 37.12 4015	38 63 27 39 68 21 the abi 40 63 25 59 27 and sys and sys 42 67 19	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 22.11 ind 28.13 52.34 19.55 temic 32.81 52.34 14.85
Levels of for Low Middle High Levels of forn	43	TIVITY- of the in ach 32-8 47.73 31-8 51-57 10.61 f the ind form 35.61 53.03 11.36 53.03 11.36 53.08 53.08 50.09 12.88 of the ind 34.85 56.06 9.09 f the ind 32-8 46.21 21.21 CRIT of the ind CRIT of the ind 10.00	PRACT dicator (a) dicator (b) dicator (c)	"A CRITE and Its and I	RITER to build alt? 27 49 55 plannir y" 28 59 45 to on on think mal structure of think mal structure of the to make "" 27 48 49 47 RRION to think mal structure of the to make "" 28 49 40 40 40 40 40 40 40 40 40 40 40 40 40	2046 37.12 4242 gg and or 2121 44.7 3409 to result; 2197 42.42 35.61 in condi :ss." 24394 35.61 e decisos 1894 3636 447 ructural 2273 37.12 40.15	38 63 27 39 68 21 the abi 40 63 25 59 27 and sys and sys 42 67 19	29:68 49:22 49:22 30:47 30:47 53:12 16:41 16:14 19:53 49:22 19:53 49:22 11:16 11:16 28:13 52:34 19:53 12:16 13:16 13:16 14:16 15:16 15:16 16:16
Levels of for Low Middle High Levels of forn Low Middle High Low Low Middle High Low Low Middle High	### ACC ### AC	TIVITY- of the in ach 32-8 47.73 19.69 f the ind pre 31.82 53.57 10.61 f the ind form 35.61 35.61 35.81 11.36 53.08 11.36 53.08 12.81 59.09 12.88 of the in 34.85 56.06 90.06 f the ind 32-58 46.21 21.21 CRIT on of the 29.55	PRACT PRACT	"TICAL C "ability ingle rest ingl	RITER to build at the control of the	2046 37.12 4242 gg and or 2121 4417 3409 ne result; 2197 4242 3561 in condii sss'' 4394 3561 e decision 1894 3637 ructural 2273 37.12 4015	38 63 27 28 21 the abi 40 63 25 27 27 28 and sys	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 22.11 ind 28.13 52.34 19.55 temic 32.81 52.34 14.85
Levels of for Middle High Levels of for Low Middle High Levels of form Low Middle Middle Middle Middle Middle Middle Middle Middle	43	TIVITY- of the in ach 32-8 47.73 31-8 51-57 10-61 f the ind form 35-61 53-03 11-36 53-03 11-36 53-03 11-36 53-03 11-36 53-03 11-36 53-03 53-03 53-03 53-03 53-03 53-03 54-03 55-03 55-03 67-03 75-03 7	PRACT dicator (a) dicator (b) dicator (c)	"A CRITE "ability to-emotic assessment and the control of the cont	RITER to build alt? 27 49 55 plannir y" 28 59 45 to on on think mal structure of think mal structure of the to make "" 27 48 49 47 RRION to think mal structure of the to make "" 28 49 40 40 40 40 40 40 40 40 40 40 40 40 40	2046 37.12 4242 gg and or 2121 44.7 3409 to result; 2197 42.42 35.61 in condi :ss." 24394 35.61 e decisos 1894 3636 447 ructural 2273 37.12 40.15	38	29.68 49.22 21.1 ion of 53.12 16.41 lity to 19.53 12.51 49.22 11.1 ind 31.25 49.22 11.1 ind 32.81 52.34 temic 21.1 ind 32.81 52.34 14.85 52.34 14.85 52.34 14.85
Levels of for Low Middle High Levels of forn Low Middle High Low Low Middle High Low Low Middle High	AC AC	TIVITY- of the in ach	PRACT dicator (ieve a si da 43 72 13 13 14 15 14 15 15 16 16 16 16 16 16	"TICAL C "ability ingle rest "33:9" 56:25 10:16 effective al activit 32:82 56:25 10:93 orientat in the second seco	RITER to build at the control of the	2046 37.12 4242 gg and or 2121 447 3409 te result; 2197 4242 3561 in condiess 2045 4394 3561 e decision 1894 3636 447 ructural 2273 37.12 4015 rvation" 2045 4091 3864	### divide team 38 68 27 39 68 21 the abi 40 66 25 titions of 42 59 27 and sys 42 67 19 indicate 42 42 55 31	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 28.13 52.34 19.55 temic 32.81 52.34 14.85 or 32.81 42.97 24.22
Levels of for Low Middle High Levels of form Middle High Levels of form Low Middle High Levels of form Middle High Levels of form Low Middle High Levels of form Middle High	AC AC	TIVITY- of the in ach	PRACT PRACT	"TICAL C "ability ingle rest "33:9" 56:25 10:16 effective al activit 32:82 56:25 10:93 orientat in the second seco	RITER to build at the control of the	2046 37.12 42.42 ag and or 2121 44.7 34.09 ar ersult; 21.97 42.42 35.61 in condi: 35.61 e decisio: 1894 3636 44.7 ructural 22.73 273.12 4015	### divide team 38 68 27 39 68 21 the abi 40 66 25 titions of 42 59 27 and sys 42 67 19 indicate 42 42 55 31	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 28.13 52.34 19.55 temic 32.81 52.34 14.85 or 32.81 42.97 24.22
Levels of for Low Middle High Levels of form Low Middle	### ACC ### AC	TIVITY- of the in ach	PRACT dicator (ieve a si 43 72 13 15 16 16 16 16 16 16 16	TICAL C	RITER to build at the control of the	2046 37.12 42.42 ag and or 21.21 42.47 34.09 ar eresult; 21.97 42.42 35.61 in condit ess'' 20.45 435.61 e decision 1894 3636 44.7 ructural 22.73 37.12 40.15 rvation'' 20.45 40.91 38.64 and logic	38 63 27 39 68 21 the abi 40 63 25 tions of 42 25 59 27 and sys 42 67 19 indicata 42 42 42 42 43 31 at think 41	29.68 49.22 21.1 ion of 30.47 53.12 16.44 lity to 31.25 49.22 19.53 time 28.13 52.34 19.53 temic 32.81 52.34 14.85 49.22 19.33 28.14 44.55 23.28 14.29 24.22 24.22 24.22 24.22 32.81
Levels of for Low Middle High Levels of forn	### ACC ### AC	IVITY-of the in ach	PRACT PRACT	Title	RITER to build at the control of the	2046 37.12 4240 gg and or 2121 44.7 3409 ne result; 2197 42.42 3561 in condisses" 4394 3561 e decision 1894 3636 447 ructural 2273 37.12 4015 rvation" 2045 4094 and logic	38 63 27 27 21 the abi 40 63 25 25 27 27 28 28 29 27 29 27 29 27 29 27 29 29 27 29 29 29 29 29 29 29 29 29 29 29 29 29	29.68 49.22 21.1 10 ion of 53.12 1641 1ity to 19.53 125 49.22 11.1 1inc 32.81 46.09 21.1 1inc 32.81 45.23 14.85 14
Levels of for Low Middle High Levels of forn	### ACC ### AC	TIVITY- of the in ach 32-8 47.73 19.69 f the ind pro 31.82 57.57 10.61 f the ind form 35.61 53.03 11.36 53.03 11.36 53.08 12.80 12.80 12.80 12.80 12.80 12.80 13.485 50.06 90.07 10.07	PRACT PRAC	"A CRITE "ability to-emotic 3594 539 1016	RITER to build alt? 27 49 55 55 56 plannir y" 28 59 45 50 on on the control of think on al street of think on alt of the control of think on alt of the control of think on alt of the control of think on alt of think on all of think on al	2046 37.12 4242 gg and or 2121 4417 3409 ne result; 2197 4242 3561 in condii sse'' 4394 3561 e decisio 1894 3636 17 ructural 2273 37.12 4015 rvation'' 2045 4091 3864 and logical	38 63 27 28 21 the abi 40 63 25 10 10 10 10 10 10 10 1	29.68 49.22 21.1 ion of 53.12 16.44 lity to 19.53 12.5 49.22 11.1 ind 28.13 52.34 14.85 23.44 14.85 23.44 19.53 28.18 29.5 24.27 21.1 ind 28.18 52.34 14.85 29.5 24.27 21.1 ind 28.18 52.34 14.85 29.5 24.27 21.1 ind 28.18 52.34 14.85 29.5 24.27 21.1 ind 28.28 29.5 24.29 29.29 29
Levels of for Low Middle High Levels of for Levels of Le	### ACC ### AC	TIVITY- of the in ach 32:8 47:3 19:6 f the ind f the ind f the ind f the ind 53:8 13:6 ANAL of the in all 34:8 56:06 9:09 f the ind 32:8 46:21 CRI' of the 'a 31:06 56:02 an of the in 31:06 56:02 an of the in 32:8 46:21 46:21 56:22 57:20 58:21 58:21 58:21 58:21 58:22 58:22 58:22 58:22 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 68:28 68:28 78:	PRACT dicator	TICAL C "ability ingle rest 1016 1028 1016 1028 1028 1028 1028 1029 1029 1029 1020 1020 1020 1021	RITER to build alt' 27 49 56 plannir y' 28 45 50 on on t' oal' 29 56 47 10 to think mal stree 27 48 59 10 of to think mal stree 27 28 48 59 10 of to to make 30 40 51 51 51 51 61 61 61 61 61 61 61 61 61 61 61 61 61	2046 37.12 42.42 and or	38 63 27 28 21 14 25 25 14 16 25 15 16 25 15 26 26 27 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 28	29.68 49.22 21.1 ion of 3.47 53.12 16.44 lity to 31.25 49.22 19.53 time 28.13 52.34 19.53 temic 32.81 42.97 24.22 ing" 32.08 48.44 49.75 4
Levels of for Low Middle High Levels of forn	## ACC ##	IVITY-of the in ach	PRACT dicator (a) dicator (b) dicator (b) dicator (c)	TICAL C	RITER to build	2046 37.12 4240 gg and or 2121 447 3409 to result; 2197 4242 3561 in condi **ss** 2454 3561 e decision 4394 3561 e decision 1894 3636 447 ructural 2273 37.12 4015 rvation** 2045 4091 3061 and logic 2349 4621 303 blish rela 2273 301 blish rela 2273 301 blish rela 2273 301 blish rela 2273 301 blish rela 2273 303 blish rela 2273 301 303 blish rela 2273 301 301 301 301 301 301 301 301 301 30	## style="background-color: blue;"> ## style="background-color: bl	29:68 49:22 49:22 10in of 30:47 53:12 16:41 1ity to 31:25 49:22 19:53 1time 32:81 46:09 21:1 1ind 32:81 46:09 21:1 19:33 48:4 19:33 32:81 48:9 32:81 48:9 32:81
Levels of for Low Middle High Levels of for Levels of Le	### ACC ### AC	TIVITY- of the in ach 32:8 47:3 19:6 f the ind f the ind f the ind f the ind 53:8 13:6 ANAL of the in all 34:8 56:06 9:09 f the ind 32:8 46:21 CRI' of the 'a 31:06 56:02 an of the in 31:06 56:02 an of the in 32:8 46:21 46:21 56:22 57:20 58:21 58:21 58:21 58:21 58:22 58:22 58:22 58:22 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 58:28 68:28 68:28 78:	PRACT dicator	TICAL C "ability ingle rest 1016 1028 1016 1028 1028 1028 1028 1029 1029 1029 1020 1020 1020 1021	RITER to build alt' 27 49 56 plannir y' 28 45 50 on on t' oal' 29 56 47 10 to think mal stree 27 48 59 10 of to think mal stree 27 28 48 59 10 of to to make 30 40 51 51 51 51 61 61 61 61 61 61 61 61 61 61 61 61 61	2046 37.12 42.42 and or	38 63 27 28 21 14 25 25 14 16 25 15 16 25 15 26 26 27 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 27 28 28	29.68 49.22 21.1 ion of 30.47 49.22 19.53 46.09 21.1 ind 28.13 52.34 19.53 temic 28.13 42.97 24.22 ing 32.08 48.44 49.95 29.8° 20.8°

By comparing the obtained data of the experimental and control groups at the beginning and at the end of the experiment, we determine the dynamics of each criterion according to specific indicators. To compare the two empirical distributions and determine the dependence of the level of formation of the specified indicators and the corresponding criteria on the implementation of the organizational and pedagogical conditions mentioned above, we calculate the λ - Kolmogorov-Smirnov criterion, the obtained data are shown in Table 2. The criterion allows finding the point at which the sum of the accumulated differences between two distributions is the largest, and evaluating the reliability of this discrepancy. Under the condition that $\lambda emp.>\lambda kr.(1.36)$, it is possible to assert the effectiveness of the implementation of organizational and pedagogical conditions.

Table 2: Determination of the statistical criterion of consistency according to "soft skills" indicators

Criteria	Indicators	Value (λ-emp.)
e e	"presence of the desire to work in the social sphere and help people"	1.37
motivational and value	"awareness of oneself as an agent of change in the community and attitude to a positive result"	1.85
a "	"the effort to achieve the goal and solve the tasks of professional activity"	1.61
ledge	"understanding the importance of developing soft skills, the ability to acquire them and the ability to develop throughout life"	1.21
knowledge	"knowledge of socially significant problems of social work"	1.05
	"application of innovative technologies, methods and resources of social work"	0.97
l.	"ability to emotional intelligence and empathy"	1.45
personal- volitional	"ability to solve complex situations, quick response and efficiency"	1.53
o v	"confidence in own practical skills and competence"	1.7
	"ability to negotiate and manage conflicts"	1.53
social and communi cative	"knowledge and observance of business and professional ethics"	1.53
8 1 10 13	"ability to communicate with representatives of other cultures and nationalities"	1.53
. 78	"ability to build an effective team to achieve a single result"	1.69
activity- practical	"effective planning and organization of professional activities"	1,45
pr ar	"orientation on the result; ability to form and achieve a goal"	1.29
Te.	"ability to think in conditions of time shortage and psycho-emotional stress"	1.21
analytical	"ability to make decisions and find alternative options"	2.02
m m	"application of structural and systemic thinking"	2.02
_	"attentiveness and observation"	1.21
eritica 1	"application of analytical and logical thinking"	0.8
	"ability to establish relationships"	1.05

The obtained data indicate significant changes in the experimental sample according to the specified indicators. We also draw a conclusion about the effectiveness of the implementation of organizational and pedagogical conditions in the case of the formation of soft skills in future social workers according to the following indicators: the presence of a desire to work in the social sphere and help people, awareness of oneself as an agent of change in the community and attitude to a positive result, the desire to achieve the goal and solve the tasks of professional activity, the ability for emotional intelligence and empathy, the ability to solve complex situations and ability of quick response and efficiency, confidence in own practical skills and competence, the ability to negotiate and manage conflicts, knowledge and compliance with business and professional ethics, the ability to communicate with representatives of other cultures and nationalities, the ability to build an effective team to achieve a single result, effective planning and organization of professional activities, the ability to make decisions and find alternative options, the use of structural and systemic thinking.

The obtained numerical values indicate that the application of organizational and pedagogical conditions significantly affects the positive dynamics of the development of such indicators as the understanding of the importance of developing "soft skills", the ability to acquire them and the ability to develop throughout

life; knowledge of socially significant problems of social work; application of innovative technologies, methods and resources of social work; result orientation; the ability to form and achieve a goal; the ability to think in conditions of time shortage and psycho-emotional stress; attentiveness and observation; application of analytical and logical thinking; the ability to establish relationships. However, they are not the main factors in their development.

4 Discussion

Аналіз змісту наукових досліджень [1; 3; 8; 30; 38] щодо педагогічних умов формування "м'яких навичок" майбутніх соціальних працівників дозволяє зробити висновки щодо оригінальності отриманих нами результатів стосовно даних інших дослідників.

Our research confirms the effectiveness of the implementation of organizational and pedagogical conditions for the formation of soft skills of future social workers in the context of professional training, taking into account the seven-component structure of "soft skills". The results of experiment indicate that the experimental group (EG) has a higher level of formation of "soft skills" compared to the control group (CG). Evidence of this is the transition from low and medium levels of their formation to a high level, which is a reflection of the quantitative and qualitative aspects of the formation of soft skills of future social workers in the conditions of a higher education institution. There is a noticeable increase in the number of students-social workers with a high level of formation of motivational-value, personal-volitional, and social-communicative criteria by all indicators.

Quantitative and qualitative processing of the results made it possible to reveal a more or less pronounced development of "soft skills" indicators. We confirmed the statistical probability of different levels of formation of "soft skills" relative to the experimental and control groups according to the indicated structure of "soft skills" using λ - the Kolmogorov-Smirnov criterion. This allows assuming that the implementation of organizational and pedagogical conditions is effective and efficient to ensure the effectiveness of the formation of "soft skills" of future social workers, and, therefore, they can be comprehensively recommended in the training of social workers.

The process of formation of "soft skills" of future social workers was studied in the conditions of professional training. This fact confirms that namely professional training mainly allows students to form an integral personal formation – "soft skills" of social workers.

The practical significance of the obtained research results lies in the introduction of organizational and pedagogical conditions for the formation of soft skills of future social workers in the conditions of professional training into the educational process of higher education institutions of Ukraine, which will contribute to the optimization of the quality of training of future social workers.

Research materials can also be used by social workers and social pedagogues, psychologists, employees of local self-government bodies, persons responsible for the development and implementation of educational and training programs aimed at optimizing the formation of "soft skills" in children and youth.

The prospect of further research remains the search for innovative methods and tools for the formation of "soft skills" of social worker students, the determination of effective directions for the implementation of soft skills development policy as a priority way of improving higher education institutions.

5 Conclusions

Thus, the formation of "soft skills" of future social workers should be considered as a complex, multi-stage, specially organized process of high-quality professional training of social worker students.

The basis of the formation of soft skills is the orientation of a person to the implementation of changes in the field of social work, the use of knowledge and resources in solving social problems, ensuring the efficiency and effectiveness of professional activity, the use of communicative tools in the performance of professional duties, management for the effectiveness of social work, comprehensive solution of problem situations and determination of perspective, as well as objective processing of information.

Effective formation of "soft skills" of future social workers in the conditions of their professional training in higher education institutions is possible on the basis of well-founded scientific, theoretical, and organizational-methodical principles, provided the necessary conditions are met.

The organizational and pedagogical conditions for the formation of "soft skills" are a set of factors of the educational environment, which ensure the professional training of students and the possibility of effective implementation of the relevant blocks of the structural and functional model of the formation of "soft skills" in future social workers. These include: deepening the knowledge of future social workers about "soft skills" as professionally important skills; organization of an informal environment for the formation of "soft skills" of future social workers; application of means, forms, and methods of nonformal education in order to increase the effectiveness of the formation of "soft skills" in conditions of higher education institutions.

Specifying the organizational and pedagogical conditions for the formation of "soft skills" of social workers, we single out the following:

- Meaningful filling of the educational discipline "Soft skills formation technologies in professional education" and introduction to the educational and professional program in the specialty "Social work" with the aim of students acquiring knowledge of "soft skills" and means, forms and methods of their formation and development;
- Creation of a website for students with the necessary materials for determining the level of formation of "soft skills", their formation and improvement;
- The use of effective means, forms and methods of professional training of social workers in order to increase the level of formation of "soft skills" of students in the conditions of classroom and out-of-classroom activities.

An experimental study of the organizational and pedagogical conditions for the formation of "soft skills" of future social workers showed the effectiveness of the implementation of these conditions as part of professional training in the institutions of higher education, taking into account the seven-component structure of "soft skills".

Literature:

- 1. Bajjaly, S., Saunders, L. (2023). Teaching Soft Skills Competencies in US Social Work Programs. *Journal of Teaching in Social Work*, 43 (2), 193-210. https://doi.org/10.10 80/08841233.2023.2176403
- 2. Bühler, D., Sharma, R., & Stein, W. (2020). Occupational Attainment and Earnings in Southeast Asia: The Role of Noncognitive Skills. *Labour Economics*, 67, https://doi.org/10.1016/j.labeco.2020.101913
- 3. Butylina, O., Radchenko, N. (2020). Development of soft skills as a factor of improving the efficiency of social workers. *«SOCIOPROSTIR: the interdisciplinary online collection of scientific works on sociology and social work»*, 9, 53-60. https://doi.org/10.26565/2218-2470-2020-9-07
- 4. Bybyk, D. D. (2020). Model of formation of social leadership in future social workers in conditions of professional training. *Social Work and Education*, 7 (4), 483-496.
- 5. Cacciolatti, L., Lee, S.H., & Molinero, C.M. (2017). Clashing institutional interests in skills between government and industry: An analysis of demand for technical and soft skills of

- graduates in the UK. *Technological Forecasting and Social Change*, 119, https://doi.org/10.1016/j.techfore.2017.03.024
- 6. Chervonenko, K. S. (2019). A model of the system of formation of the readiness of future social workers for the organization of volunteer activities of student youth. Scientific *Bulletin of the Uzhhorod National University series: Pedagogy. Social Work*, 2 (45), 233-237.
- 7. Cram, B., & Guzman, E. (2023). Continuing, Professional, and Executive Education. Encyclopedia of Forensic Sciences, Third Edition, 1, 652-655. https://doi.org/10.1016/B978-0-12-823677-2.00160-4
- 8. Datar, S., Bawikar, R., Rao, G., Rao, N., Masdekar, U. (2010). Skill training for social workers: A manual. SAGE Publications India Pvt Ltd. https://doi.org/10.4135/9788132107934
- 9. Doroshenko, H., Doroshenko, N., Pienska, I., Sukrusheva, H., Tiesheva, L. (2023) Migration policy of Ukraine and measurement of its effectiveness. *Ad Alta: Journal of Interdisciplinary Research*, 11 (1), XV, 91-95.
- 10. Espina-Romero, L.C., Aguirre Franco, S-L., Dworaczek Conde, H-O., Guerrero-Alcedo, J.M., Ríos Parra, D-E., Rave Ramírez, J-C. (2023). Soft skills in personnel training: Report of publications in Scopus, topics explored and future research agenda. *Heliyon*, 9 (4), e15468. https://doi.org/10.1016/j.heliyon.2023.e15468
- 11. Fohim, E., & Jolly, S. (2021). Environmental Innovation and Societal Transitions What's underneath? Social skills throughout sustainability transitions. *Environmental Innovation and Societal Transitions*, 40, 348-366. https://doi.org/10.1016/j.eist.2021.09.001
- 12. Guo, Y., Guan, Y., Yang, X., Xu, J., Zhou, X., She, Z., Jiang, P., Wang, Y., Pan, J., Deng, Y., Pan, Z., Fu, M. (2014). Career adaptability, calling and the professional competence of social work students in China: A career construction perspective. *Journal of Vocational Behavior*, 85 (3), 394-402. https://doi.org/10.1016/j.jvb.2014.09.001
- 13. Heckman, J.J., & Kautz, T. (2012). Hard evidence on soft skills. *Labour Economics*, 19(4), 451-464. https://doi.org/10.1016/j.labeco.2012.05.014
- 14. Hsin, A., & Xie, Y. (2017). Life-course changes in the mediation of cognitive and non-cognitive skills for parental effects on children's academic achievement. *Social Science Research*, 63, 150-165. https://doi.org/10.1016/j.ssresearch.2016.09.012
- 15. Hull, M., & Norris, J. (2020). The skill development of children of immigrants. *Economics of Education Review*, 78. https://doi.org/10.1016/j.econedurev.2020.102036
- 16. Jackson, D., Shan, H., & Meek, S. (2022). Employer development of professional capabilities among early career workers and implications for the design of work-based learning. *The International Journal of Management Education*, 20(3), 100692. https://doi.org/10.1016/j.ijme.2022.100692
- 17. Karam, S., Nagahi, M., Dayarathna (Nick), V. L., Ma, J., Jaradat, R., Hamilton, M. (2020). Integrating systems thinking skills with multi-criteria decision-making technology to recruit employee candidates. *Expert Systems with Applications*, 160, 113585. https://doi.org/10.1016/j.eswa.2020.113585
- 18. Kirdan, O., & Kirdan, O. (2022). Formation of soft skills of students of higher education in the educational process of a higher education institution. *Psychological and Pedagogical Problems of Modern School*, 2 (6), 152-160.
- 19. Kolyada, N., & Kravchenko, O. (2020). Practical experience of forming "soft-skills" in the conditions of a higher education institution. *Current issues of Humanitarian Sciences*, 3 (27), 137-145 20. Koshanova, M. T., Abdirkenova, A. K., Seiitkazy, P. B., Koshanova, Z. T., Seitkassymov, A. A. (2021). The use of media technologies in the formation of creativity in future psychological and pedagogical specialists. *Thinking Skills and Creativity*, 41, 100891. https://doi.org/10.1016/j.tsc.2021.100891 21. Krasnoshchok, I. P., Demchenko, O. M., & Kravtsova, T. O. (2023). Practical aspects of the development of soft skills in educational institutions of Ukraine: the use of innovative methods and technologies. *Perspectives and Innovations of Science ("Pedagogy" Series, "Psychology" Series, "Medicine" Series)*, 10 (28), 246-256.
- 22. Lecardeur, L. (2021). Les soft skills du case manager. Case Management et Psychiatrie. https://doi.org/10.1016/B978-2-294-77061-6.00005-6

- 23. Marcenaro-Gutierrez, O. D., Lopez-Agudo, L. A., Henriques, C. O. (2021). Are soft skills conditioned by conflicting factors? A multiobjective programming approach to explore the trade-offs. *Economic Analysis and Policy*, 72, 18-40. https://doi.org/10.1016/j.eap.2021.07.008
- 24. Maznieda, M., Dalila, R., Rosnah, S., Rohaida, I., Rosmanajihah, M. L., Mizanurfakhri, G., Nurhanie, M. (2022). The soft skills emergency management that matters at the hardest time: A phenomenology study of healthcare worker's experiences during Kelantan flood 2014. *International Journal of Disaster Risk Reduction*, 75, 102916. https://doi.org/10.1016/j.ijdrr.2022.102916
- 25. Mozgova G., Yevtushenko V., & Mozgova A. (2020). Formation of soft skills of a specialist in the field of marketing based on a competence approach. *Economy and Society*, 22. https://economyandsociety.in.ua/index.php/journal/article/view/98/93
- 26. Munro, E. (2017). Building soft skills in the creative economy: Creative intermediaries, business support and the "soft skills gap". *Poetics*, 64, 14-25. https://doi.org/10.1016/j.poeti c.2017.07.002
- 27. Mykhailyshyn, G., & Dovga, M. (2019). Organizational and pedagogical conditions of professional training of future social workers to work with young families: Concepts and general characteristics. *Educational Horizons*, 49 (2), 75-77.
- 28. Poláková, M., Horváthová Suleimanová, J., Madzík, P., Copuš, L., Molnárová, I., Polednová, J. (2023). Soft skills and their importance in the labour market under the conditions of Industry 5.0. *Heliyon*, 9 (8), e18670. https://doi.org/10.1016/j.heliyon.2023.e18670
- 29. Rentea, G-C., Lazăr, F., Munch, S., Gaba, D., Mihai, A., Ciocănel, A. (2021). Perceived needs and barriers related to continuing professional development of child protection social workers in Romania. *Children and Youth Services Review*, 126, 106024. https://doi.org/10.1016/j.childyouth.2021.106024
- 30. Shaffie, F., Md-Ali, R., Yusof, F-M. (2018). Towards Soft Skills Framework for Social Work Educators. *The Journal of Social Sciences Research*, 6, 1091-1096. https://doi.org/10.32861/jssr.spi6.1091.1096
- 31. Sobinova, L., Shvetsov, D., Glushenko, D., Maltseva, A. (2015). Pedagogical Conditions for Developing the Professionally Oriented Communicative Competence in a Technical University. *Procedia Social and Behavioral Sciences*, 206, 219-224. https://doi.org/10.1016/j.sbspro.2015.10.011
- 32. Taar, J., & Palojoki, P. (2022). Applying interthinking for learning 21st-century skills in home economics education. *Learning, Culture and Social Interaction*, 33, 100615. https://doi.org/10.1016/j.lcsi.2022.100615
- 33. Thibodeau, P-S., Park, I-Y., Dunbar, A-Z., He, A. (2023). What makes a good learning culture? The role of professional development among child welfare workers. *Children and Youth Services Review*, 150, 106974. https://doi.org/10.1016/j.childyou th.2023.106974
- 34. Turner, A. J., Fichera, E., & Sutton, M. (2022). Estimating the late-life effects of social and emotional skills in childhood using midlife mediators. *Social Science & Medicine*, 292, 114522. https://doi.org/10.1016/j.socscimed.2021.114522
- 35. Varas, D., Santana, M., Nussbaum, M., Claro, S., Imbarack, P. (2023). Teachers' strategies and challenges in teaching 21st century skills: Little common understanding. *Thinking Skills and Creativity*, 48, 101289. https://doi.org/10.1016/j.tsc.2023.101289 36. Wingsa, I., Nanda, R., & Adebayo, K-J. (2021). A Context-Aware Approach for Extracting Hard and Soft Skills. *Procedia Computer Science*, 193, 163-172. https://doi.org/10.1016/j.procs. 2021.10.016
- 37. Yamada, S. (2023). Constructivist analysis of cross-sectional data on varieties of skills: Contextualities and generalities of skills packages and rewards to them in Ghana and Ethiopia. *International Journal of Educational Development*, 102, 102851. https://doi.org/10.1016/j.ijedudev.2023.102851
- 38. Zhong, Y., Guo, K., Su, J., Wah Chu, S-K. (2022). The impact of esports participation on the development of 21st century skills in youth: A systematic review. *Computers & Education*, 191, 104640. https://doi.org/10.1016/j.compedu.202 2.104640

Primary Paper Section: A

Secondary Paper Section: AM