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FORMATION OF SOFT SKILLS OF STUDENTS OF ARTISTIC AND PEDAGOGICAL EDUCATION

Kulikova S. V.

*Candidate of Pedagogical Sciences, Associate Professor,
Doctoral student at the Department of Art Education
Volodymyr Vinnichenko Central Ukrainian State University
Kropyvnytskyi, Ukraine*

Modern requirements for higher education, changes in information technologies and the increase in the availability of information, together with changes in social life, which require the presence of a wide range of knowledge and competences in modern specialists, as well as the ability to quickly adapt to changing conditions, require modern institutions of higher education of education, ensuring a high-quality educational process, with its focus on the combination of traditions and innovations in education and the formation of a high-quality specialist for the modern labor market.

The modern labor market in the artistic and socio-cultural field needs not just a specialist – a professional in his own field. For professional implementation, development and success in personal and social life, a modern specialist must be able to quickly adapt to changing conditions, make balanced and informed decisions in conditions of uncertainty and lack of information, establish effective interpersonal communications with colleagues, management, representatives of the scientific community, the public, resolve conflict situations, show empathy, organize one's own life, professional activity and development in existing conditions, leadership qualities and the ability to take responsibility, etc [1, p. 145].

As evidenced by modern studies in sociology, economics and pedagogy, today it is precisely such qualities and skills that are united by the concept of soft skills, along with other equal conditions (in particular, the same level of professionalism, professional qualifications) that determine the success of a specialist on the labor market, and the individual in life [4].

The question of the formation of soft skills during the acquisition of higher education by students has become relevant in the last few decades. However, considering the experience and trends in the development of higher education

in our country in the last few years, the importance of these issues is constantly increasing.

Over the past few years, the problem of developing soft skills has been widely covered by a number of scientists, including O. Abashkina, N. Zhadko, E. Hayduchenko, O. Marushev, Yu. Portland, M. Churkina, and others.

In the field of artistic and pedagogical education, the problem of forming soft-skills in future music specialists was studied by I. Altukhova, Bao Chen, I. Baranovska, O. Demchenko, T. Garets, O. Grab, L. Zelenska, S. Kulikova, L. Rakityanska, L. Shumska, etc.; scientific intelligence S. Lavrynenko, O. Lan, T. Medvid, N. Tereshenko and others devoted to the formation of soft skills of future specialists in the field of choreographic art; M. Bokotey, T. Stritievich, H. Fedun and others consider the techniques of forming soft skills of fine and decorative arts specialists; the use of theatrical activities for the development of soft skills is studied by O. Demchenko, O. Zhovnych, N. Kazmirchuk, I. Stakhova and others.

Soft skills are understood as social skills that are not associated with specific professions. Soft skills are a set of non-specialized, super-professional skills that are responsible for successful participation in the work process, high productivity and, unlike specialized skills, are not related to a specific field. These skills are related to the personal qualities of a particular person. They are necessary for successful functioning in society in general and are universal for all professions [2, p. 35].

The essence of the concept of soft skills is an integral quality of a student of higher education, which contains interconnected socially oriented competences (personal, professional, cultural, communicative, informational, leadership), contributes to personal and professional growth, productive social interaction, increasing the level of positive social activity of students of education, their harmonious life in society.

Social competence includes a wide range of knowledge, abilities and skills, the mastery of which is aimed at ensuring the productive life of a person in society and allows an individual to effectively interact with social institutions and representatives of society [3, p. 158].

We offer several examples of the development of creative thinking of students of art and pedagogical education within the discipline «Soft skills of specialists in the art field» for students of the «Musical art» specialty of the faculty of pedagogy, psychology and arts of the first (bachelor's) level of education of the Volodymyr Vinnichenko Central Ukrainian State University.

Task «100 words in 10 minutes» Goal: development of creative thinking using written speech in limited conditions, development of communication skills in written speech. Execution time: 10 minutes. Actions of education seekers: write an essay on the topic «Why is it important to be interested in art?». Limitation – the essay must consist of exactly 100 words. 10 minutes are given for writing.

Training «Time Management Techniques». Purpose: encouraging introspection, formation of self-organization skills, formation of translation

skills, instilling interest in reading. Execution time: 30 minutes. Actions for learners: read an article on time management techniques, write an essay on the effectiveness of time management, come up with your own 10 ways to manage time efficiently and submit them.

The game «Doodles». Purpose: development of creative thinking, development of communication skills through the description of pictures. Teacher's actions: explain what doodles are. A doodle is a minimalist picture in a square frame, on which are drawn abstract geometric shapes and one or more captions with a humorous explanation of what is depicted. Actions of learners: to explain what they see in the pictures.

Creative task «So many activities». Purpose: encouragement to self-analysis, development of self-organization skills, development of creative thinking, improvement of communication skills. Execution time: 15 minutes. Actions of education seekers: make a business plan for the day off, taking into account the fact that there should be a change of activity every two hours; present the plan to classmates.

Creative task «Habit Tracker». Purpose: formation of self-organization skills, self-analysis, development of creative thinking, improvement of speaking skills: building a monologic statement. Execution time: 10 minutes. Actions of learners: create your habit tracker, present it to your classmates, justify its feasibility.

Therefore, a modern young specialist in the artistic and socio-cultural fields, in order to ensure his own competitiveness in the labor market and success in professional and social life, must not only be a professional in his own business, but also possess a certain set of soft skills. And the wider the spectrum of these soft skills and the level of mastery of them, the higher the graduate's potential for adaptation in the profession and the modern world and building a successful professional career and personal and social fulfillment.

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