

тодических материалов, приобретение опыта работы на платформе, формирование рабочих групп и налаживание новых взаимодействий между обучающимися и самими преподавателями в новой роли. В дальнейшем, планируется транслирование полученного опыта через внутренние групповые и индивидуальные тренинги, вовлечение всех участников образовательного учреждения в инновационную деятельность в сфере внедрения ПМО в среднем профессиональном образовании.

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## **ПОДХОДЫ К РАЗРАБОТКЕ ПРОГРАММ РАЗВИТИЯ «МЯГКИХ» НАВЫКОВ МОЛОДЕЖИ И ВЗРОСЛЫХ**

## **APPROACHES TO DESIGN OF YOUTH AND ADULTS SOFT SKILLS INTENSIVE COURSES DEVELOPMENT<sup>1</sup>**

**Аннотация.** В статье рассмотрены подходы к разработке программ развития «мягких» или «гибких» навыков. Представлены подходы к разработке программ развития «мягких» навыков молодежи и взрослых на примерах образовательных программ подготовки аспирантов и Педагогов СПО. Рассмотрены перспективы профессионального развития молодежи и взрослых с использованием Европейских практик.

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**Ключевые слова:** развитие «мягких» навыков, высшее образование, среднее профессиональное образование (СПО), перспективы профессионального развития молодежи и взрослых, Европейские практики.

**Abstract.** The article describes approaches to the design of soft skills development programs. Approaches to design of youth and adults soft skills intensive courses on the examples of training programs in graduate school and VET teacher training programs development are reviewed. Professional development perspectives of youth and adults with European practices are discussed.

**Keywords:** soft skills development, higher education, vocational education and training, professional development perspectives of youth and adults, European practices

Accelerating the pace of technology change in the modern economy leads to a widening gap between the requirements of employers and the qualifications of not only graduates of educational organizations but also employees. This requires employees not only the development of professional competencies, but also new, universal knowledge and competencies that allow them to quickly adapt to dynamic changes and master new types of professional activities.

Current socio-political and economical situation in Russian education requires the teacher to constantly professional development. There are a number of strategic documents that determine the priority areas for education:

- National project "Education" [9; 10];
- National project "Science" [8];
- State program of the Russian Federation "Development of education" until 2025 [12];
- Draft Concept for the Development of Continuing Adult Education in the Russian Federation for the period until 2025 [2].

Areas of continuing education are being identified now in accordance with the requirements of dynamically changing education: technology development, development of distance learning in connection with the Coronavirus pandemic.

Continuing adult education performs professional, social, personal functions [2]. The professional function ensures the formation in an adult of the relevant professional competencies and qualifications, and, the acquisition of new professional opportunities and increased labor mobility, as a result. The social function complements and enriches the interaction of an adult with society, economic sphere, the state due to development of universal values, language, culture, new activities, modern technologies of social interaction, forming the adult's functional literacy in various fields (financial, language, digital, environmental, legal and other types of literacy). The personal function accompanies

everyday life and ensures the satisfaction of adults individual cognitive needs, interests, and hobbies.

A European Reference Framework contains 8 Key Competences for Lifelong Learning. Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities. The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences. The Reference Framework sets out eight key competences: Literacy competence, Multilingual competence, Mathematical competence and competence in science, technology and engineering, Digital competence, Personal, social and learning to learn competence, Citizenship competence, Entrepreneurship competence, Cultural awareness and expression competence [7].

Different concepts of soft skills are used in science today. Current scientific theories present different aspects of this concept: social skills, emotional skills, some of transferable skills etc. Some researchers consider these skills as non-cognitive skills. An example of such an approach is theory of Emotional Intelligence (EI) by D. Goleman [1].

The soft skills identified as important in the workplace include communications, teamwork, motivation, problem-solving, enthusiasm, trust, creativity, emotional intelligence and other [3].

We propose to determine approaches to design of youth and adults soft skills intensive courses on the examples of training programs in graduate school and VET teacher training programs development in accordance with our methodological framework.

Methodological framework for intensive retraining courses development presented in two approaches: learning outcomes development; pedagogical approaches: project-based learning, E-learning, peer-to-peer learning, collaborative

learning, blended learning. These approaches are most relevant for the design of soft skills development courses.

*Learning outcomes development.* The various definitions of learning outcomes do not differ significantly from each other [4, 6]. Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. The learning outcome approach is, above all, a perspective and a mode of thinking in order to develop valid programs. Learning outcomes development consists of: a) analysis of professional, educational and personal needs; b) analysis of qualification to develop relevant set of knowledge, hard and soft skills, autonomy and responsibility. Output of this stage - Hard & Soft skills mapping or Set of Skills. First stage – collecting and analyzing: a) information about personal and professional development information; b) qualification information: stakeholders survey results; standards overview (educational, occupational, industrial standards etc.). The second stage – defining learning outcomes for intensive soft skills development courses.

*Pedagogical approaches.* Actual pedagogical approaches to development educational programs and courses: project-based learning, collaborative learning, E-learning, blended learning. These approaches are most relevant for the design of soft skills development courses.

Basis for perspective areas of HE and VET-Teacher Education & training in Russia will be the results of the two international projects in accordance with European practices and values [5].

Professional Development of Vocation Education Teachers with European Practices (Pro-VET), RSVPU undertakes now this Erasmus + project (Erasmus +, refn. 598698-EPP-1-2018-1-FI-EPPKA2-CBHE-JP). Pro-VET will introduce a systematic approach to continuous professional development on European VET policy and practice for HE and VET teachers pedagogical skill development and work-based settings for Serbia and Russia by e-learning tools

Modernization of Doctoral Education in Science and Improvement of Teaching Methodologies (MODEST), RSVPU undertakes now this Erasmus + project (Erasmus +, refn. 598549-EPP-1-2018-1-LV-EPPKA2-CBHE-JP). The aim of MODEST project – to enhance cooperation capacities of higher educational institutions of Russia, Belarus and Armenia in the field of Doctoral Education within European Higher Education Area (EHEA) and European Research Area (ERA). One of project goal is to develop soft skills development courses for all stakeholders involved in the implementation of PhD educational programs.

Implementation of these projects will allow developing soft skills training courses for youth and adults in accordance with European practices and values, which will create conditions for increase of academic and professional mobility of VET and HE students and teachers.

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