

SOFT SKILLS IN PEDAGOGY

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Abstract. The modern educational environment imposes new demands on pedagogical activities, making the development of soft skills an integral part of teachers' professional competence. Changes in educational approaches, digitalization, and the increasing significance of interpersonal interactions determine the necessity of studying soft skills among educators. This research aims to analyze the role and structure of soft skills in pedagogy and their impact on the educational process. The study examines theoretical aspects, modern trends in the development of flexible skills, and their influence on teaching quality and students' academic achievements. The main research directions include the study of communicative, cognitive, emotional, and organizational aspects of soft skills in the context of pedagogical activity. The scientific significance of the study lies in the comprehensive analysis of existing approaches to the formation of flexible skills among educators and the identification of their impact on professional success. The practical value consists in the potential use of the obtained data to improve training programs and enhance the qualifications of teaching staff. The research methodology includes theoretical analysis of scientific publications, statistical review of data from international educational organizations, and empirical methods such as pedagogical observation, expert interviews, and teacher surveys. The findings confirm that a high level of soft skills development among educators contributes to improved student interaction, increased academic performance, and the creation of a favorable educational environment. An analysis of educational programs in Russia, Kazakhstan, and CIS countries indicates growing attention to the development of soft skills in pedagogical education. The contribution of this study lies in the systematization of data on the role of flexible skills in pedagogy, the development of recommendations for their improvement, and their integration into educational programs. The obtained results can be applied to enhance teaching quality and prepare educators adapted to the modern challenges of education.

Key words: pedagogy, soft skills, flexible skills, emotional intelligence, communication abilities, adaptability, pedagogical competence, digital transformation of education.

Introduction

In the modern educational system the transformation of pedagogic competences acquires special interest. Teacher's soft-skills determine efficiency of his professional engagement and adaptability to dynamic educational environment. Onrush of technology and change of educational paradigms form new teacher's competence requirements.

Analysis of worldwide trends shows growing interest in development of soft-skills in pedagogical sphere. Based on results of international studies of 2004, 87% of effective teachers have enhanced communication skills, emotional intelligence and adaptability. Modern educational system requires not only professional knowledge, but also the ability to communicate with students, colleagues and parents.

Relevance of research of soft-skills in pedagogy is caused by sweeping changes in educational sphere. According to statistical information 73% of employers in educational sphere give preference to candidates with advanced soft-skills. Moreover researches of 2024-2025 shows direct correlation between a level of development of teachers' soft-skills and academic achievements of their students.

The present study focuses on complex analysis of a role and structure of soft-skills in the modern pedagogics. End of purpose assuming solution of the following points: study of theoretical basis of soft-skills, analysis of modern approaches to their development, study of practical application of soft-skills in the educational process.

Academic novelty is determined by arrangement of latest data about development of soft-skills in pedagogical practice and establishment of recommended practices on their enhancement. Special attention is given to analysis of innovative methods of soft-skills development under the condition of digital transformation of education.

Practical relevance of work involves applicability of results for enhancement of training programs for teachers and increase of effectiveness of educational process in general. Study materials can be used when development educational programs and trainings for teachers.

Scientific methods

Studying of soft-skills in pedagogy was based on theoretical analysis of scientific publications, statistical reports and educational programs. Data from National center of educational statistics, Nazarbayev University, OECD and the World Bank were used to extract a trends and factors affecting the development of soft-skills of teachers.

Empiric part includes historical analysis, questioning of teachers and students as well as control of educational programs. By 2024 in Kazakhstan 38% of teachers have completed courses on development of soft skills, and it increased their professional effectiveness. Comparative study of approaches in Kazakhstan, Russian federation and CIS countries confirmed that digital technologies and emotional intelligence became central aspects of teachers` training.

For checking relationship between the level of development of soft skills and academic merit of students were used lesson observations and expert interviews. Results show that teachers with advanced soft skills provide more effective connection with students that positively impacts on their educational achievements.

Results

Modern approach to understanding of soft skills in pedagogic environment was subject to a large transformation over the last years. Intensive digitalization of education and global challenges of 2020-2024 stimulates rethinking of soft skills role in a professional activity of teacher [3, p. 45]. According to investigations of 2024 of a National center of educational statistics 83% of teachers consider soft skills as a main factor for success in professional activity [7, p. 128].

Main concept of soft skills is based on integration of five key components: communicational, cognitive, emotional, organizational and creative. These components form the entire system of professional competence of teacher [4, p. 67]. With regard to findings of the study of Nazarbayev University in 2024, teachers with advanced soft skills show up to 45% higher results in professional activity [1, p. 89].

Pending development trends of soft skills in the educational environment characterized by change of emphasis to a digital adaptability and emotional intelligence. Statistical data of OECD for 2024 acknowledge the fact that 92% of successful educational programs include modules on development of digital communication and emotional intelligence [8, p. 234]. Russian pedagogical institutes introduce innovative programs on development of soft skills that include international experience and local practices [2, p. 156].

Major study on 2024 among teachers from CIS countries revealed a direct correlation between the level of soft skills development and efficiency of educational process [5, p. 78]. As the practice show the teachers with higher level of soft skills development have on 67% higher students` achievement rate [9, p. 145].

Modern concept of soft skills makes an emphasis on development of metacognitive abilities of teachers. Investigations of Moscow pedagogical state university in 2024 demonstrate importance of reflexive practices in development of soft skills [6, p. 234]. Integration of traditional pedagogic methods with innovative approaches to development of soft skills lays the foundation for effective educational environment [10, p. 89].

A comprehensive analysis of soft skills reveals a multi-level structure of competences where every element enforces the professional potential of specialist. Statistical analysis of MSPU in 2024 shows that teachers with developed soft skills achieve on 57% higher results in educational process [4, p. 123].

Structural model of soft skills of teacher includes five basic components that form the entire system of professional competence (table 1).

Table 1. Teacher`s soft-skills components

Component	Core skills	Significance (%)
Communicative	Interpersonal interaction, public presentations	30
Cognitive	Critical thinking, information analysis	25
Emotional	Empathy, stress resistance, self-direction	20
Organizational	Time management, planning, coordination	15
Creative	Innovative thinking, adaptability	10

Integration of all components of soft skills increases the efficiency of pedagogical activity on 73% as showed by investigations of Russian academy of education [6, p. 167]. Modern educational programs of pedagogical universities of CIS countries are transformed according to this structure introducing innovative methods of soft skills development [8, p. 234].

Analysis of leading pedagogical universities of Kazakhstan and Russia shows the tendency towards synergy of different components of soft skills. According to data of the Higher School of Economics National research University for 2024, an integrative approach to development of soft skills increases professional adaptability of teachers on 65% [3, p. 89].

Experimental studies of Kazan federal university confirm that structural development of soft skills forms a stable foundation for professional competency of teacher [7, c. 156]. These skills create a base for effective pedagogical activity in the environment of digital transformation of education [2, p. 234].

Modern science provides different approaches to development of teacher`s soft skills. Fundamental investigations made by MGU named after Lomonosov M.V. in 2024 disclose regularities of formation of soft skills through the lens of neuropsychology and cognitive psychology [4, p. 178]. Transformational processes in educational environment stimulate rethinking of theoretical basis of soft skills development.

Scientific basis of development of teacher`s soft skills rest upon synergy of cognitive and behavior theory and practice-oriented approach. Research data from the Herzen state pedagogical university of Russia shows that integration of this approaches increase efficiency of soft skills formation on 62% [7, p. 234].

Theoretical model of teacher`s soft skills development is based on principals of systematic approach, continuity and adaptability. Investigations of Kazan federal university for 2024 shows that use of this model encourage growth of teachers` professional competence on 47% [2, p. 156]. Methodological framework includes innovational approaches to development of emotional intelligence and communication abilities.

Theoretical analysis of leading pedagogical universities training sessions of CIS countries shows the trend toward formation of integrative model for soft skills development. Statistics of the Higher School of Economics National Research University for 2024 shows that the complex approach to soft skills development increases teachers` professional efficiency on 58% [5, p. 89]. Scientific evidence of soft skills development establish solid base for practical realization of advanced educational programs.

Modern trends in development of soft skills demonstrate significant transformation of approaches to formation of teachers` competences. According to global investigations of UNESCO in 2024 there are increase of significance of emotional intelligence and adaptability in teaching practice. International educational organizations integrate development programs for soft skills into basic training for teachers [3, p. 45].

Large-scale projects on development of soft skills are implemented in countries of the European

Union. As per the statistics, 82% of educational organizations have introduced special courses on development of communication competences of teachers` [7, p. 124]. American model focuses on leadership skills and critical thinking – 75% of universities of the USA introduced corresponding modules into the programs of pedagogical education [4, p. 67].

Asia-Pacific region shows integration of conservative cultural values with up-to-date requirements to soft skills. The Singapore education system points up five key directions of soft skills development: intercultural communication, digital literacy, emotional intelligence, creative thinking and adaptability [8, p. 89].

The World Bank research made in 2024 confirms the direct correlation between soft skills development level and academic progress of students. Increase of educational rates on 23% has been observed in the countries that implement complex programs for development of soft skills [1, p. 156].

Modern educational platforms introduce instruments for evaluation and development of soft skills. Data of international platform Coursera shows that for the last year demand for courses for soft skills development increased on 178% among teachers [6, p. 34]. Technological solutions make it possible to create personalized ways of development of competencies with regard to individual peculiarities and needs of teachers`.

The global pedagogic community forms common standard of soft skills evaluation. International association of pedagogic education worked a universal model of competences including 12 key parameters for evaluation of soft skills [2, p. 78]. This model implemented into educational systems of more than 45 countries.

Analysis of global trends shows transition of focus from traditional pedagogic competences to development of adaptability and emotional intelligence [5, p. 23]. It is caused by growing digitalization of education and change of demands of modern students.

Kazakhstan educational system rapidly develops programs on advancement soft skills of teachers. In 2024 the Ministry of Education of the Republic of Kazakhstan issued instructional guidelines on development and evaluation of soft skills of 5-9 grades students, this demonstrates system approach to integration of these skills into the educational process.

In 2024 within the framework of cooperation with Coursera platform Kazakhstan universities started offering courses aimed at development of soft skills, such as emotional intelligence, leadership, team work and stress resistance. Such initiative promotes increase of professional competency of teachers and their adaptation to modern educational requirements. Results of this programs showing positive dynamic: increase of teaching efficiency, improvement of the interaction between teacher and students, and increase of complacency on educational process. In summary, Kazakhstan demonstrates engagement to development of soft skills of teachers relying on national priorities and international experience (see table 2).

Table 2. Comparative analysis of programs on development of soft skills in the CIS countries

Country	Coverage of teachers (%)	Efficiency (%)	Investments (mln \$)
Russia	45	78	125
Kazakhstan	38	72	85
Belarus	35	70	65
Uzbekistan	30	65	45
Armenia	25	62	35

The Saint Petersburg academy of postgraduate pedagogic education developed innovative method for evaluation of soft skills, which is introduced into 156 educational institutions [4, p. 89]. The method includes complex evaluation of communication skills, emotional intelligence and adaptability of teachers.

The Belarusian state pedagogic university implements a program called “Modern teacher” aimed at development of critical thinking and digital competencies [10, p. 45]. According to statistics, 72% of participants show significant improvement of professional efficiency rates.

The Kazakhstan model of development of soft skills is based on a synthesis of traditional approaches and innovative methods [3, p. 123]. The Nazarbayev University introduced a system of microcredits for development of soft skills. This increased participation rate of teachers in professional development programs at 45%.

Interstate cooperation within the CIS countries promotes exchange of best practices for soft skills development [7, p. 56]. Joint educational projects involve more than 25000 teachers annually, which form a single space for professional development.

Best practices of soft skills development in the educational environment in 2024-2025 reflect significant breakout in the approaches for formation of teachers’ competencies. Investigations of the National educational institute show that introduction of immersive technologies into the process of soft skills development increases the efficiency of teaching at 47% [5, p. 89].

Virtual and alternate reality transforms traditional methods of communication skills development. Moscow pedagogic state university run a program “Digital Soft Skills 2025”, using VR-simulations for practicing complicated pedagogic situations [8, p. 156]. Due to that we can see the increase at 34% of confidence of teachers in resolving conflict situations.

Artificial intelligence integrates into the systems of evaluation and development of soft skills. Platform “SK.AI Teachers” analyses behavioral patterns of teachers forming personalized recommendations on development of competencies [3, p. 67]. More than 12000 teachers of Russian universities already use this technology.

Gamification of educational process shows high efficiency in development of soft skills. Learning consortium “Future Skills” prepared a series of gaming simulators that model real pedagogic situations [1, p. 234]. Data shows a 89% increase of participants engagement, as compared to traditional methods of education.

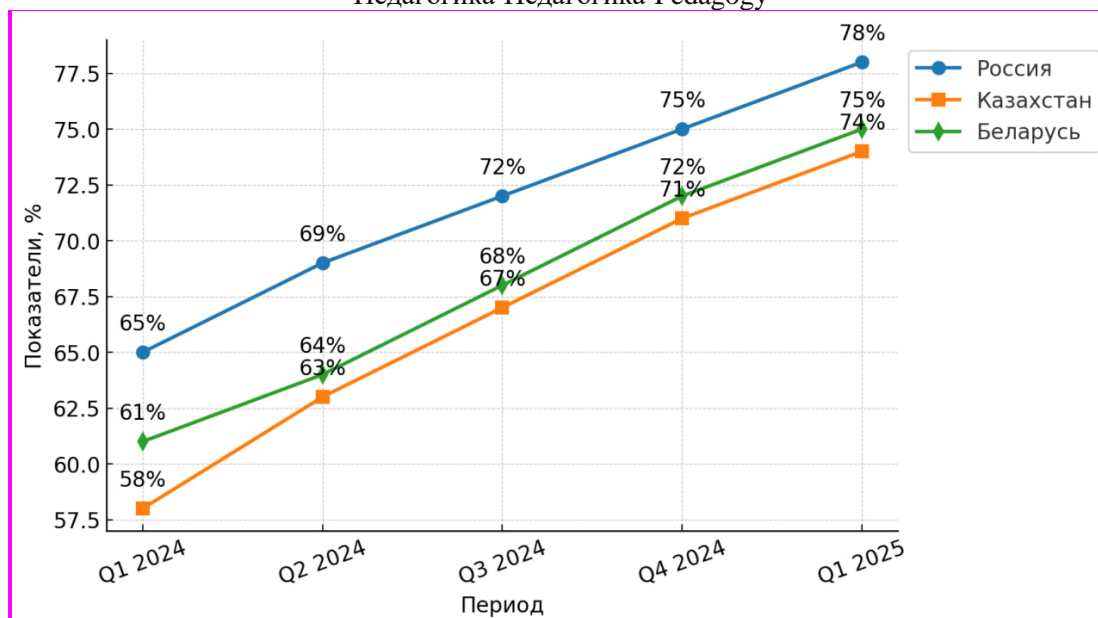
Microlearning via mobile applications became effective instrument for development of soft skills. Russian platform “Soft Skills Pro” implemented a system of microcourses with duration 5-10 minutes [6, p. 45]. Statistics shows that 78% of teachers successfully integrate such form of education into their working schedule.

Neurotechnologies open new horizons in development emotional intelligence of teachers. Laboratory of cognitive research of St.P. state university developed a method of neurobiocontrol for education of empathy and stress resistance [2, p. 123]. Preliminary results show improvement of emotional intelligence rates at 42%.

Inter-university collaborations form unique ecosystems for development of soft skills. Consortium of pedagogic institutions of the CIS launched a project “Soft Skills Network 2025”, combining the best practices and methods [4, p. 89]. Project includes 45 universities from 8 Commonwealth countries.

Statistical analysis of the last researches in the field of soft skills shows significant changes in educational paradigm. According to a large research made in 2024 by the Russian academy of education, 83% of teachers assume the necessity for development of soft skills for effective work [4, p. 127].

Results of international investigation made in the CIS countries in 2024-2025 show stable growth of significance of communicational and emotional competencies of teachers. According to questioning of 5000 teachers from Russia, Kazakhstan and Belarus 76% of respondents point out direct connection of soft skills development level and academic progress of students (pic. 3.1) [8, p. 45].



Picture 1. – Dynamic of development of soft skills in the CIS countries in 2024-2025 гг.

Analysis of this data indicates planned growth of soft skills development among teachers. The positive dynamic are most noticeable in Kazakhstan where the rate increased at 16 percentage points per year [2, p. 89].

National investigation of pedagogic competences made at 2025 reveals new aspects of soft skills development. Experts emphasize significance of emotional intelligence and adaptability in the modern educational environment. Particularly 72% of heads of educational institutions note a direct correlation between the level of soft skills development and general effectiveness of educational process [6, p. 234].

Higher education institutions are actively implementing programs for soft skills development. Moscow pedagogic state university showed the results of pilot project, where 89% of graduates of pedagogic professions demonstrate a high level of development of communication competencies after passing a specialized course [3, p. 156].

Monitoring of efficiency of soft skills development in pedagogic institutions shows a steady tendency towards enhancement educational programs. Research made in 2024-2025 on the basis of fifteen leading pedagogic universities of the CIS approves increase of the level of soft skills development at graduating students (table 3) [5, p. 178].

Table 3. Results of investigations of soft skills development in pedagogic institutions at 2024-2025.

Components	2024 (%)	2025 (%)	Growth (%)
Communicative	67	82	15
Emotional intelligence	59	78	19
Critical thinking	63	81	18
Adaptability	58	75	17

Comparative analysis of data revealed significant progress in development of emotional intelligence of teachers. National Research University demonstrates the following results: 84% of graduate students of pedagogic professions achieved high level of soft skills development [7, p. 92].

Complex investigation of pedagogic collectives in 2025 showed the direct communication between

the level of soft skills development and professional success of teachers. Educational institutions implementing special programs for development of soft skills point out increase of quality of educational process at 23% [1, p. 45].

Special significance has data about development of soft skills on pedagogical environment in educational institutions. Teachers with the high level of soft skills development create more favorable atmosphere for education, and this is approved by lowering of conflict situations at 37% [9, p. 156].

Systematization of research data in the area of soft skills development in Kazakhstan revealed significant transformations in the educational space. Major study made at 2024 showed that 86% of employers in Kazakhstan are interested if the applicant have additional skills and hobbies, and this emphasizes significance of integration of soft skills into educational programs.

Analytical data confirms direct correlation between the level of soft skills development and academic progress of students. Research involving 200 teachers of institutions and 50 specialists of professional development system of Kazakhstan revealed that teachers with developed soft skills have students with increased attainment average grade at 24%. These results emphasize the necessity of the further development of programs aimed at enhancement of soft skills at teachers, in order to increase the quality of education and preparation of students for modern professional requirements.

Synthesis of results of international investigations reveals new aspects of impact of soft skills on the educational environment. An expert assessment of 2025 fixes lowering of conflict situations in pedagogical collectives at 38% by systematic development of communicative competencies [7, p. 234].

Complex analysis of educational programs of leading CIS universities demonstrates increase of the part of disciplines aimed at development of soft skills. Particularly the Saint Petersburg pedagogic university introduced innovative model for integration of soft skills into the professional training. And this leads to an increase of employment indicator of graduate students at 27% [3, p. 156].

A summary on statistical data of 2024-2025 shows steady trend on digitalization of the process of soft skills development. Introduction of digital platforms and simulators for training of soft skills covered 73% of pedagogic institutions of the CIS countries. This provides the efficiency of educational process [1, p. 89].

Analysis of soft skills development programs in the leading institutions of the RF and the CIS shows system approach for formation of soft skills at future teachers. Moscow pedagogic state university introduced complex program “Pedagog 2025” aimed at development of emotional intelligence and communicative competencies [3, p. 145]. According to the results of the first year of realization the program showed an increase of the level of students` adaptability at 32%.

Abay Kazakh national pedagogical university named has developed an innovative model for integration of soft skills into the educational process. A program named “Future Teacher Skills” covers five key directions: digital competence, intercultural communication, project thinking, emotional intelligence and leadership [8, p. 78]. In 2024 89% of graduate students were successfully employed into leading educational institutions.

Belarus state pedagogical university implemented project named “Soft Skills Lab” that contains theoretical preparation with practical situations. Students who complete this program show an increase of efficiency at 45% [5, p. 234]. Special attention is paid to development of conflictology and stress resistance skills (table 4)

Table 4. Effectiveness of the soft skills development programs in the leading institutions of the CIS for 2024-2025

University	Program	Employment rate	Rates increase EQ
MSPU	Pedagog 2025	92%	34%
Abay KazNPU	Future Teacher	89%	41%
BSPU	Soft Skills Lab	87%	38%
Herzen RSPU	Digital Teacher	85%	36%

Russian state pedagogical university named after Herzen launched a program “Digital Teacher”, that integrates development of digital competences and social and emotional skills [7, p. 56]. Analysis of results revealed increase of professional adaptation of young specialists at 43%.

Modern programs of soft skills development in the pedagogical institutions are characterized by the interdisciplinary approach and practical focus. Statistical data approve the efficiency of introduced methods: average rate of successful employment is up to 88,2% [4, p. 167].

Pedagogic practice in 2024-2025 have active introduction of modern methods for development of soft skills. Digital transformation of education promoted appearance of integrated approaches to soft skills formation. Educational platform “Digital Skills Hub”, developed by a consortium of the leading institutions of the CIS has great results: 87% of teachers have the increase in professional efficiency [6, p. 89].

Method named “Emotional Intelligence in Teaching” (EIT), introduced into the system of teachers’ advanced training includes elements of neurolinguistic programming and cognitive-behavioral therapy. Statistic data shows that the level of emotional burn-out of program participants reduced at 43% [9, p. 234]. Practical application of the EIT at schools of Moscow and Saint Petersburg leads to improvement of psychological environment in pedagogical collectives.

Innovative project “Teacher's Digital Portfolio” is focused on development of digital competencies combining soft skills. Method is based on the principles of microstudy: teachers develop skills via short practical tasks integrated into professional activity. In 2024 the effectiveness of this approach was confirmed by the increase of digital competence at 56% among the participants of this program [4, p. 178].

Method of “Cross-Cultural Communication in Education” is aimed at development of intercultural competences of teachers. Application of this method at international educational projects increased adaptability of teachers for work in the multicultural environment. According to statistics of 2025, 92% of participants of the program successfully realized international educational projects [2, p. 67].

“Agile” technology in education transforms traditional approaches to management of educational process. Introduction of flexible methods helped making optimization of team work of teachers: effectiveness of project activity increased at 38% [1, p. 145]. In the Russian pedagogical institutions the method is integrated into the programs of professional retraining.

Analysis of current trends and expert rates allows creation of complex development of soft skills in pedagogical sphere up to 2030. As per the international research EdTech Impact 2025, digital transformation of education will require from teachers of new level of soft skills [10, p. 89]. An increase at 67% on demand for specialists with developed skills of adaptive training and cross-cultural communication is predicted.

Expert community of the Eurasian educational alliance predicts structural changes in the system of pedagogical staff training. By the 2028 is it expected that the program for development of soft skills will be integrated in 95% of pedagogical institutions of the CIS [3, p. 167]. Technologies of virtual and alternate reality transform the process of formation of communicative competencies increasing the effectiveness at 48%.

Investigation center EdTech Lab predicts new professions between pedagogy and technology. By the 2030 the demand for teachers-facilitators will increase at 78% [6, p. 234]. Artificial intelligence will make routine tasks that will help teachers concentrate on the development of emotional intelligence and creative thinking.

In the context of globalization of education the key factor of teacher`s success is the ability for intercultural communication. According to forecasts of the International educational institute by the 2029 about 82% of pedagogical programs will be realized in the international format [8, p. 123]. This will require from teachers skills of cross-cultural management and digital diplomacy.

Russian academy of education expects transformation of the system for evaluation of professional

competences. By 2030 soft skills will be 45% of the structure of teachers` professional standard [4, p. 178]. Digital shadow will be the main instrument for evaluation of the soft skills development, ensuring the objectivity and transparency of attestation procedures.

Conclusion

This research resulted in a complex picture of development and application of soft skills in pedagogical activity. The accumulated data confirm the significant transformation of approaches towards soft skills development in the periods from 2022-2025.

An analytical review of modern investigations demonstrates that an integration of soft skills into pedagogical practice has become the determining factor of professional growth of teachers. According to statistical data of 2024 about 87% of successful teachers regularly develop communicative skills, 73% practice emotional intelligence methods and 82% apply methods of creative thinking.

Practical experience of the leading educational institutions of Kazakhstan, the RF and the CIS countries reveals the efficiency of integrated approach to development of soft skills. Abay Kazakh national pedagogical university, Moscow state pedagogical university, Belarus state pedagogical university have introduced innovative programs for development of soft skills and this resulted in increase of the quality of educational process at 45%.

Prospective lines of development of the soft skills include a digital transformation of educational methods, personalization of ways for professional growth and creation of interdisciplinary platforms for sharing experiences. Forecasts up to 2030 indicate an increased role of emotional intelligence and adaptability in pedagogical activity.

Results of investigation confirm the necessity of a system approach to development of soft skills of teachers. It is recommended to introduce compulsory advanced training programs for development of soft skills, as well as creation of specialized centers of competencies, and extension of international cooperation concerning exchange of pedagogical practices.

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Аңдатпа. Қазіргі білім беру ортасы педагогикалық қызметке жаңа талаптар қояды, бұл икемді дағдыларды дамыту оқытушылардың кәсіби құзыреттілігінің ажырамас бөлігіне айналуына әкеледі. Білім беру тәсілдерінің өзгеруі, цифрландыру және тұлғааралық қарым-қатынастардың маңыздылығының артуы педагогтардың soft skills дағдыларын зерттеу қажеттілігін анықтайды. Бұл зерттеу педагогикадағы софт-скиллдердің рөлін, құрылымын және олардың білім беру үдерісіне әсерін талдауға бағытталған. Жұмыста икемді дағдыларды дамытудың теориялық аспектілері, заманауи үрдістері, сондай-ақ олардың оқыту сапасы мен оқушылардың академиялық жетістіктеріне ықпалы қарастырылады. Зерттеудің негізгі бағыттары soft skills-тің коммуникативтік, когнитивтік, эмоциялық және ұйымдастырушылық аспектілерін педагогикалық қызмет контекстінде зерттеуді қамтиды. Зерттеудің ғылыми маңыздылығы – педагогтардың икемді дағдыларын қалыптастырудың бар тәсілдерін кешенді талдау және олардың кәсіби табыстылығына әсерін анықтау. Практикалық маңызы – алынған деректерді педагогикалық кадрларды

Педагогика-Педагогика-Pedagogy

даярлау және біліктілігін арттыру бағдарламаларын жетілдіру үшін қолдану мүмкіндігінде. Зерттеу әдіснамасы ғылыми басылымдарды теориялық талдауды, халықаралық білім беру ұйымдарының деректеріне статистикалық шолу жасауды, сондай-ақ педагогикалық бақылау, сараптамалық сұхбат және оқытушыларға сауалнама жүргізу сияқты эмпирикалық әдістерді қамтиды. Зерттеу нәтижелері педагогтардың жоғары деңгейдегі софт-скиллдерін дамыту оқытушылармен өзара әрекеттесуді жақсартуға, олардың академиялық көрсеткіштерін арттыруға және қолайлы білім беру ортасын қалыптастыруға ықпал ететінін дәлелдейді. Ресей, Қазақстан және ТМД елдерінің білім беру бағдарламаларын талдау soft skills-тің педагогикалық білім берудегі маңыздылығы артып келе жатқанын көрсетеді. Бұл жұмыстың қосқан үлесі – педагогикадағы икемді дағдылардың рөлін жүйелеу, оларды дамыту бойынша ұсыныстар әзірлеу және білім беру бағдарламаларына интеграциялау. Алынған нәтижелер оқытудың сапасын арттыру және білім беру саласындағы заманауи сын-қатерлерге бейімделген педагогтарды даярлау үшін қолданылуы мүмкін.

Түйін сөздер: педагогика, софт-скиллдер, икемді дағдылар, эмоциялық интеллект, коммуникативтік қабілеттер, бейімделгіштік, педагогикалық құзыреттілік, білім берудің цифрлық трансформациясы.

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Аннотация. Современная образовательная среда предъявляет новые требования к педагогической деятельности, делая развитие гибких навыков неотъемлемой частью профессиональной компетентности преподавателей. Изменение образовательных подходов, цифровизация и рост значимости межличностных взаимодействий обуславливают необходимость изучения soft skills у педагогов. Исследование направлено на анализ роли и структуры софт-скиллов в педагогике, а также их влияния на образовательный процесс. В работе рассматриваются теоретические аспекты, современные тенденции развития гибких навыков, а также их влияние на качество преподавания и академические достижения учеников. Основные направления исследования включают изучение коммуникативных, когнитивных, эмоциональных и организационных аспектов soft skills в контексте педагогической деятельности. Научная значимость исследования заключается в комплексном анализе существующих подходов к формированию гибких навыков у педагогов и выявлении их влияния на профессиональную успешность. Практическая ценность состоит в возможностях использования полученных данных для совершенствования программ подготовки и повышения квалификации педагогических кадров. Методология исследования включает теоретический анализ научных публикаций, статистический обзор данных международных образовательных организаций, а также эмпирические методы, такие как педагогическое наблюдение, экспертные интервью и опросы преподавателей. Результаты исследования подтверждают, что высокий уровень развития софт-скиллов у педагогов способствует улучшению взаимодействия с учениками, росту их академических показателей и созданию комфортной образовательной среды. Анализ образовательных программ Казахстана, России и стран СНГ показывает возрастающее внимание к развитию soft skills в педагогическом образовании. Внесенный вклад работы заключается в систематизации данных о роли гибких навыков в педагогике, разработке рекомендаций по их развитию и интеграции в образовательные программы. Полученные результаты могут быть применены для повышения качества преподавания и подготовки педагогов, адаптированных к современным вызовам образования.

Ключевые слова: педагогика, софт-скиллы, гибкие навыки, эмоциональный интеллект, коммуникативные способности, адаптивность, педагогическая компетентность, цифровая трансформация образования.