

SOFT SKILLS IN HIGHER EDUCATION STUDENTS DURING MARTIAL LAW

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***Abstract:** the article substantiates the learning technologies for the development of soft skills in students of higher education institutions during martial law. The research methods used are the analysis of literature and information sources on the research problem, generalization of theoretical concepts of teaching technologies and development of soft skills in students of higher education institutions. The results of the study are as follows: it is proven that soft skills (or flexible skills) during the war are a set of non-specialized professional skills that are important in force majeure circumstances, which are responsible for the successful completion of the task, high productivity and are overarching, that is, not related to a specific subject area. It is found that flexible skills, unlike professional skills in the traditional sense, do not depend on the specifics of a particular job, and are closely related to personal qualities and attitudes (responsibility, discipline, ability to make quick decisions), as well as social skills (communication, in particular, listening) in a team, emotional intelligence, and organizational skills (time management, leadership, in volunteer activities, in the Armed Forces of Ukraine, solving military problems, critical thinking, etc.) It is formulated that learning technology is an organization of the learning process in which students and teachers perform clearly defined actions and functions to perform certain operations; it is found that the structure of learning technology is a system of certain operations, technical actions and functions of students and teachers; a graphical*

structure of learning technology is developed; it is argued that such learning technologies as project-based learning, problem-based learning, game and case technology, creation of subject-developmental environment, cooperative learning, research activities are the most effective in the curricular and extracurricular activities of a higher education institution under martial law.

Keywords: *soft skills, teaching technology, technological approach, student, higher education institution.*

At the moment, when the enemy is destroying the infrastructure of Ukrainian cities and seeks to deprive the younger generation of Ukrainians of the opportunity to acquire knowledge, the following areas of education modernization are of great relevance: increasing competitiveness in the European region, prioritizing education and science in the structure of the state budget, an open educational model, transition to personality-based learning, establishing a system of social lifts, and introducing effective education management [1, p. 31]. At the same time, the functioning of the education system under martial law is characterized by an intensive search for new approaches to teaching, innovative forms of organizing the educational process, effective pedagogical and information technologies [2, p. 5]. Therefore, it is important to study new approaches that ensure the necessary level of soft skills development in students during martial law. An important role in solving this problem lies in the choice of learning technologies that allow to perform various activities in wartime.

Modern methods and technologies of teaching pedagogical design to students were studied by O. Bolhar [3]. Scientific research was conducted in the areas of contextual learning technologies in the organization of didactic training of students in higher pedagogical school (N. Huzii [4]), leading technologies for organizing student education in the United States (M. Horelova [5]). Innovative education technology in the higher education institutions was studied by M. Koziar [6], N. Machynska [7], S. Stebliuk [8]. At the same time, the problem of selecting educational technology for the development of soft skills in higher education students during martial law has not been properly addressed in modern pedagogical theory and practice.

It should be noted that neither scientists nor educational practitioners have yet developed a generally accepted understanding of the phenomenon of educational technology. This applies to both domestic and foreign scientific usage, where the term educational technology has existed for a relatively long time. On the one hand, there is a complete rejection of education technology. On the other hand, there are numerous terms in the literature today that use the word "technology", such as "information technology", "pedagogical technology", "audio-visual technology", "innovative technology", "teaching technology", etc. In these cases, educational technology is reduced either to a set of teaching techniques or to the use of technical means in teaching. First of all, this is the reason for choosing the topic of studying the problem of educational technology, especially those that provide the necessary level of soft skills development for students during martial law.

A modern requirement for the professional training of a future specialist is the formation of an individual with flexible thinking who is able to navigate many areas of human activity and quickly self-learn in some of its areas [9, p. 160]. As soon as Russia started a full-scale war in Ukraine on February 24, 2023, many students left their desks and started volunteering or joined the Armed Forces of Ukraine. Thus, the soft skills they developed in higher education came in handy. Soft skills, also called key skills, core skills, key competencies or employability skills, are those preferred qualities that are used in different workplaces and life situations, such traits as integrity, communication, politeness, responsibility, professionalism, flexibility and teamwork [10, p. 163]. In our opinion, soft skills (or flexible skills) during wartime are a set of non-specialized professional skills that are important in case of emergency, which are responsible for the successful completion of a task, high productivity and are cross-cutting, i.e. not related to a specific subject area. Flexible skills, unlike professional skills in the traditional sense, do not depend on the specifics of a particular job and are closely related to personal qualities and attitudes (responsibility, discipline, ability to make quick decisions), as well as social skills (communication, including listening in a team), emotional intelligence and organizational skills (time management, leadership in volunteer activities, in the Armed Forces of Ukraine), solving military problems,

critical thinking, etc. Therefore, the development of soft skills among students of higher education institutions during martial law is an urgent issue today. Educational technology is a system of scientifically based actions of active elements (participants) of the learning process, the implementation of which leads to the achievement of the learning objectives with a high degree of certainty [11, p. 217]. We define learning technology as "a set of means and methods of reproducing theoretically grounded processes of education and upbringing that allow for the successful realization of educational goals". Thus, educational technology, in fact, means the organization of the learning process, which involves a certain system of actions and interaction of all elements, but primarily active elements of the learning process. When organizing the learning process, from a technological point of view, its active participants (students and teachers) perform certain operations. When performing technical actions in the process of performing a particular operation, students and teachers perform certain roles or functions. Functions characterize the main goals and peculiarities of the actions of active participants in the learning process. Thus, the structure of learning technology is a system of certain operations, technical actions and functions of students and teachers.

Thus, speaking about educational technology, it is advisable to keep in mind such an organization of the learning process in which students and teachers perform clearly defined actions and functions to perform certain operations. With the correct implementation of certain actions, the purpose of learning (the formation of the subject's ability to carry out the activity being studied or its elements, the totality of which constitutes the ability to carry out the activity being studied [11]) will be achieved. After analyzing the available modern pedagogical literature and programs, it can be noted that in the face of martial law, the most relevant pedagogical technologies in the curricular and extracurricular activities of higher education institutions for the development of soft skills in students are the following [12].

Technology of project activity (project activity technology means a set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions according to a specific plan to solve search and research related practical problems with the obligatory presentation of these results). When applying

the technology of project activities, by participating in the development and implementation of various events, students acquire such organizational skills: the ability to manage their own activities and the activities of the student team, the ability to plan their time, conduct an event according to a plan, and change the event plan in case of unforeseen circumstances (Fig. 1).



Fig. 1. Application of project technology in UzhNU

Problem-based educational technology (this is the creation of problematic situations during learning activities and the organization of active independent work of students to solve them. As a result, creative acquisition of knowledge, skills, abilities, and mental abilities are developed). The technology of problem-based education at UzhNU is actively used in summarizing the activities of student organizations at meetings as well as at report and election conferences. Students demonstrate the ability of professional reflection and self-analysis, analytical and diagnostic skills, the ability to evaluate the results of their work and the work of colleagues (Fig. 2).

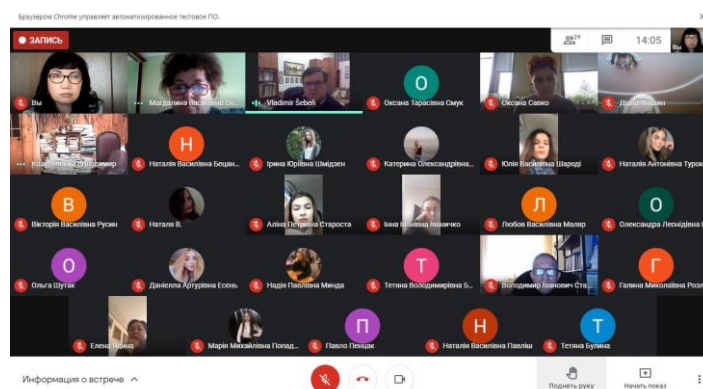


Fig. 2. Application of problem-based educational technology in UzhNU

Game technology (a group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games) (Fig. 3).



Fig. 3. Application of game technologies in UzhNU

Case technology (an interactive teaching technology aimed at developing students' knowledge, skills, and personal qualities based on the analysis and solution of a real or modeled problem situation in the context of professional activity which is presented in the form of a case) (Fig. 4).



Fig. 4. Application of case technologies in UzhNU

The technology of creating a subject-developmental environment that ensures the full development of human activity and personality. It includes the environment, objects and materials of different functional significance, allowing the teacher to solve specific educational tasks by involving participants in the process of cognition and acquisition of skills and abilities, providing maximum psychological comfort for everyone). The technologies of creating a subject-developmental environment in UzhNU teachers and student are always present in teamwork (Fig. 5).



Fig. 5. Application of creating a subject-developmental environment in UzhNU

Collaborative educational technology (cooperation is interpreted as the idea of joint developmental activities of a teacher and a student. The essence of the individual approach is to go not from one subject to another, but from person to person, to go from the capabilities that an individual has and apply psychological and pedagogical diagnostics of personality) (Fig. 6).



Fig. 6. Application of collaborative learning technology in UzhNU

Research technology is a methodology for organizing the educational process that provides students with real information about objects, processes, and phenomena that they discover on their own (teamwork, group work) (Fig. 7).



Fig. 7. Application of research activities in UzhNU

Thus, technology reflects the focus of applied research (including pedagogical) on radical improvement of human activity, increasing its effectiveness, intensity, instrumentality, technical equipment. Educational technology is a system of scientifically based actions of active participants in the learning process, the implementation of which with a high degree of certainty leads to the achievement of the learning goals.

In modern society, technology is becoming the dominant characteristic of human activity, meaning a transition to a qualitatively new level of efficiency, optimality, and science-intensity of the educational process. Today, the contribution to victory is the focus on learning of students and teachers of higher education institutions. At the same time, the education strategy is based on the development and formation of the professional competence of a specialist who is ready to solve professional problems and implement innovative processes. That is why technologies such as project-based learning, problem-based learning, game and case-based learning, creating a subject-developmental environment, collaborative learning, and research can effectively

develop soft skills in higher education students during the period of study that will be useful to them both during martial law and in the post-war recovery of Ukraine.

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