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The Impact of Various Theoretical Approaches on the Development of Students' Soft Skills

Abstract

Introduction. The study examines the theoretical foundations underlying the development of soft skills in contemporary education, focusing on three major learning theories: constructivism, humanistic pedagogy, and socio-cognitive theory. The research addresses the problem of identifying how these theoretical perspectives shape instructional approaches aimed at fostering students' personal, social, and self-regulatory competencies. *Methodology and Methods.* A theoretical and analytical review of key concepts, principles, and trends within the selected learning theories was conducted. Their core assumptions were comparatively analyzed to determine their pedagogical implications for soft skills development. *Results.* The analysis revealed that constructivism emphasizes the active construction of knowledge through learners' prior experience and social interaction, thereby supporting collaboration and critical thinking. Humanistic pedagogy prioritizes student-centered learning, individual interests, and personal growth, contributing to the development of self-awareness and intrinsic motivation. Socio-cognitive theory highlights the role of social interaction, observational learning, and self-regulation in shaping behavior and independent performance. Collectively, these theoretical frameworks provide complementary mechanisms for cultivating communication skills, autonomy, and adaptive competence. *Scientific novelty.* The study systematizes the contribution of three major learning theories to the conceptualization of soft skills development and clarifies their integrative potential in modern educational practice. *Practical significance.* The findings underscore the importance of selecting pedagogical strategies grounded in these theoretical approaches to effectively support the development of soft skills tailored to individual learners' needs.

Keywords: learning theories, constructivism, humanistic pedagogy, socio-cognitive theory, teaching methods, soft skills.

Introduction. In the context of accelerating digital transformation and global uncertainty, the development of soft skills has become a central priority in education and workforce preparation. Contemporary labor market analyses emphasize that automation and artificial intelligence are reshaping skill demands, increasing the importance of adaptability, complex problem solving, collaboration, and socio-emotional competencies (Arbués et al., 2025). Empirical evidence indicates that employers increasingly value transferable skills alongside technical expertise, particularly in dynamic and technology-driven sectors (Heckman & Kautz, 2012). Consequently, education systems are expected to prepare learners not only with disciplinary knowledge but also with flexible competencies that enable lifelong learning and professional mobility.

The concept of soft skills encompasses communication, critical thinking, creativity, teamwork, emotional regulation, and self-management, all of which contribute to academic achievement and career success (Tan, 2025). Research has shown that these competencies are positively associated with improved academic performance, workplace readiness, and social integration. As a result, scholarly discourse has gradually shifted from a content-centered paradigm toward a holistic

model of learner development that integrates cognitive, social, and personal dimensions.

Theoretical foundations for soft skills development are grounded in several major educational traditions. Constructivist theory posits that learners actively construct knowledge through interaction with their environment and prior experiences. Within this framework, collaborative learning and problem-based activities are considered effective mechanisms for fostering communication and critical thinking skills (Qureshi et al., 2023). Humanistic pedagogy, rooted in the works of Winarko & Budiwati (2024), emphasizes learner autonomy, self-actualization, and student-centered environments, thereby supporting motivation, self-regulation, and personal growth. Socio-cognitive theory highlights the reciprocal interaction between personal factors, behavior, and social context, underscoring the role of observational learning and self-efficacy in shaping competence development. These perspectives collectively provide conceptual support for designing educational practices that intentionally cultivate soft skills.

Recent advances in digital and immersive learning environments have further expanded opportunities for soft skills development. Technology-enhanced learning, including collaborative online platforms and virtual simulations, has been shown to promote engagement, communication, and problem-solving in authentic contexts (Utami & Hwang, 2022). However, despite the growing body of literature, systematic comparisons of how different theoretical paradigms contribute to soft skills formation remain limited. Many studies focus on specific instructional models or technologies, yet fewer attempt to integrate multiple theoretical lenses to provide a comprehensive understanding of pedagogical effectiveness.

Addressing this gap, the present study examines the influence of constructivist, humanistic, and socio-cognitive perspectives on the development of students' soft skills. By synthesizing key theoretical assumptions and their pedagogical implications, this research seeks to clarify how foundational learning theories can inform the design of educational strategies aimed at fostering transferable competencies in contemporary learning environments.

Materials and Methods. The study was designed as a qualitative theoretical investigation focused on clarifying how different pedagogical theories contribute to the development of students' soft skills. Rather than relying on empirical experimentation, the research drew upon analytical and interpretive procedures to examine conceptual foundations and their educational implications. The methodological approach included an in-depth review of scholarly literature, classification and comparison of pedagogical frameworks, conceptual synthesis, and the formulation of generalized theoretical inferences. This strategy made it possible to explore the explanatory and practical potential of various learning theories in relation to soft skills formation across diverse instructional settings.

The corpus of materials comprised authoritative national and international publications addressing both soft skills and contemporary educational theory. These sources included peer-reviewed journal articles, academic monographs, doctoral and master's theses, policy analyses, and methodological recommendations. Priority was given to works published in reputable academic databases and indexing systems (Scopus, Web of Science, ERIC, and comparable scholarly repositories) to ensure academic rigor and relevance. The selection criteria were determined by the thematic alignment of the sources with the study's objective, namely, the examination of theoretical approaches that substantively influence the cultivation of soft skills. Particular emphasis was placed on constructivist perspectives that stress active and collaborative knowledge construction, humanistic approaches centered on personal growth and learner autonomy, and social-cognitive theory highlighting self-efficacy, observational learning, and the role of social interaction. In addition, applied methodological models derived from these theoretical traditions were reviewed to assess their practical significance in educational contexts.

The analytical procedure involved categorizing the selected studies according to their underlying theoretical orientation,

identifying the fundamental pedagogical principles embedded within each framework, and evaluating their relevance to specific soft skills such as communication, critical thinking, creativity, collaboration, and emotional intelligence. Through systematic comparison and interpretive analysis, the research identified converging tendencies as well as distinctive contributions and limitations associated with each theoretical approach. The synthesis of these findings enabled the formulation of integrative theoretical conclusions and pedagogical recommendations regarding the effective incorporation of multiple theoretical perspectives into modern educational practice. Overall, the methodological design establishes a coherent conceptual foundation for subsequent empirical studies and for the development of instructional models aimed at the structured advancement of students' soft skills.

Results. The concept of soft skills originally emerged in managerial and corporate discourse to describe interpersonal abilities required for effective workplace interaction. Over time, its meaning has broadened considerably. In contemporary educational research, soft skills are commonly associated with an individual's capacity to navigate complex or uncertain situations, regulate emotional responses, and address personal and collective challenges constructively. Within the framework of the present study, soft skills are conceptualized as a set of integrative competencies - including critical thinking, collaboration, communication, and leadership - that are demonstrated in both individual and group problem-solving contexts.

In recent decades, the systematic development of soft skills has attracted growing scholarly attention across psychology, pedagogy, sociology, communication studies, and interdisciplinary educational research. At the same time, the search for effective instructional mechanisms has highlighted the importance of grounding pedagogical practice in established learning theories. The present analysis, therefore, focuses on three influential theoretical traditions: constructivism, humanistic pedagogy, and social-cognitive theory, and examines how their methodological principles contribute to the formation of soft skills. This theoretical emphasis is based on the premise that soft skills do not develop spontaneously; rather, they require deliberate instructional design informed by coherent conceptual foundations.

Constructivist Theory. A core principle of constructivist learning theory is that knowledge is actively constructed through learners' engagement with meaningful tasks and social interaction rather than transmitted in a ready-made form. Contemporary research continues to confirm that student-centered, inquiry-driven environments grounded in constructivist principles promote deeper conceptual understanding, critical thinking, and learner autonomy (Schunk, 2022). When students are provided with opportunities to explore authentic problems, reflect on their experiences, and negotiate meaning collaboratively, they develop stronger self-regulation and intrinsic motivation. Conversely, instruction that limits active engagement may constrain the development of independent reasoning and cognitive flexibility. Within constructivist learning environments, several pedagogical conditions are considered essential. These include opportunities for learners to take responsibility for how they learn; engagement with multiple perspectives and alternative interpretations; immersion in authentic, real-world tasks; encouragement of active participation and self-expression; integration of collaborative social interaction; use of diverse representational formats (visual, auditory, textual, digital); and systematic reflection on the learning process itself. Together, these elements create a dynamic environment in which learners construct knowledge through experience and dialogue rather than through passive reception.

Education, in this perspective, is not limited to transmitting established truths; it aims to cultivate intellectual independence, problem-solving capacity, and continuous self-development. Because learners interpret reality through the lens of prior experiences, constructivism acknowledges variability in perception and understanding. Consequently, instructional practice must account for learners' backgrounds, perspectives, and cultural contexts.

Research within this tradition also suggests that new information is processed in relation to existing beliefs: learners may assimilate new ideas into prior frameworks or reject them if they appear incompatible. This insight underscores the importance of carefully structured learning tasks that encourage cognitive conflict, dialogue, and reconsideration of assumptions.

From a methodological standpoint, constructivist instruction is characterized by collective knowledge construction, shared authority between teacher and learners, redefinition of the teacher's role as a facilitator or guide, and the organization of learning activities in small collaborative groups. In such settings, emphasis shifts from teacher-centered explanation to learner-centered engagement. Knowledge is treated not as a fixed body of information to be memorized but as an evolving system of meanings that can be refined through interaction, reflection, and practical application.

In relation to soft skills development, constructivism offers clear advantages. Collaborative tasks promote communication and teamwork; inquiry-based activities strengthen critical thinking; authentic problem-solving enhances creativity and adaptability; and reflective practice contributes to metacognitive awareness. At the same time, the effectiveness of constructivist approaches depends on careful instructional planning and the creation of supportive learning environments that balance autonomy with guidance (Tam, 2000).

Table 1

Distinctions between non-constructivist and constructivist classroom environments

Traditional (Non-Constructivist) Classroom	Constructivist Classroom
The curriculum is structured around isolated components, with emphasis placed on foundational skills before addressing broader understanding.	Instruction begins with overarching concepts, which are gradually deepened through the integration of specific elements.
Strict compliance with a predetermined curriculum framework is considered essential.	Students' interests, inquiries, and learning needs are actively incorporated into the instructional process.
Teaching relies mainly on textbooks and standardized instructional materials.	A variety of resources are utilized, including primary documents, hands-on tools, and experiential materials.
The teacher assumes a directive and authoritative position in the classroom.	The teacher functions as a facilitator who promotes interaction, dialogue, and shared meaning-making.
Learning is largely based on memorization and repetitive practice.	Learning emphasizes active engagement and connects new information to learners' prior experiences.
Knowledge flows primarily from teacher to student in a one-directional format.	Teachers and students engage collaboratively in discussion, supporting learners in constructing understanding.
Evaluation focuses on correct responses measured through formal tests.	Assessment incorporates performance-based tasks, observation, reflection, and diverse student outputs.
The teacher is solely responsible for judging student achievement.	Both the learning journey and the outcomes are valued in the evaluation process.
Knowledge is treated as fixed and unchanging.	Knowledge is viewed as evolving and shaped by ongoing experience and reflection.
Students predominantly work independently on assigned tasks.	Collaboration and cooperative learning are central components of classroom practice.

This diversity in instructional practices can be conceptualized through three principal orientations: cognitive constructivism, social constructivism, and radical constructivism (Yakar et al., 2020), as summarized in Table 2 (McLeod, 2023).

Table 2

Characteristics of the Main Constructivist Approaches

Cognitive Constructivism	Radical Constructivism	Social Constructivism
Knowledge is actively formed through cognitive operations, including attention, perception, and memory processes.	Knowledge is constructed by the individual through subjective experience and interaction with the world.	Knowledge is created through social interaction and collaboration with others.
The teacher supports the learning process by designing conditions that encourage social interaction and collaborative engagement.	The learner is an active problem-solver who constructs knowledge through cognitive processes.	The learner is an active participant in knowledge construction, and learning is a social process.
The learner independently constructs knowledge and meaning, while personal reality is viewed as subjective and continuously shaped through experience.	The teacher prompts learners to critically examine and reflect on their personal experiences as a means of constructing knowledge.	The teacher provides information and informational resources that support learners in constructing their understanding.
Learning is a personal process shaped by cognitive functions, including attention, perception, and memory.	Learning is a personal and subjective process aimed at constructing meaning from one's own experience.	Learning is a social process that involves collaboration, negotiation, and reflection.
Reality exists objectively and independently of the learner, but the learner constructs their own understanding of it.	Reality is subjective and continuously evolving; there is no single objective reality.	Reality is socially constructed and subjective; there is no objective reality.

Cognitive Constructivism. The cognitive strand of constructivism is primarily associated with Jean Piaget, who conceptualized learning as an internally driven process grounded in logical reasoning and individual meaning-making. From this perspective, cognitive constructivism integrates personal interpretation with structured mental operations, linking constructivist principles to broader humanistic and behavioral dimensions of development. Piaget paid particular attention to psychological growth and examined how age, prior experience, and educational background shape the learning process.

A defining feature of Piaget's theory is its developmental orientation. He proposed that cognitive growth unfolds through qualitatively distinct stages, each corresponding to specific age-related capacities. According to this view, a learner's ability to master particular cognitive operations is closely connected to their developmental level. Moreover, Piaget rejected the notion that knowledge is passively absorbed. Instead, he described learning as an active and evolving process in which individuals adapt to reality by formulating, testing, and refining hypotheses based on experience. Through ongoing interaction with the environment, learners reorganize their cognitive structures to achieve equilibrium between existing schemas and new information.

Because of its emphasis on internal mental construction and self-regulation, cognitive constructivism is often referred to as individual constructivism. It highlights the learner's personal identity, reflective self-assessment, and internal restructuring of knowledge frameworks. Within this paradigm, learning effectiveness depends largely on the learner's stage of cognitive development and readiness to integrate new information into existing mental models. Instructional strategies aligned with this approach, therefore, aim to activate prior knowledge, create cognitive conflict where appropriate, and guide learners in coherently reconstructing their conceptual understanding.

Radical constructivism. This was articulated by Sluzki (1976) and further elaborated by Steffe & Kieren (1994), who advance a more epistemologically rigorous interpretation of constructivist thought. It rests on several foundational propositions. First, knowledge is not transmitted intact through perception or communication; rather, it is actively generated by the individual knower. Second, cognition performs an adaptive function, enabling individuals to navigate and function effectively within their experiential environments.

Third, cognition does not seek to mirror an objective external reality but instead organizes subjective experience in a viable and coherent manner.

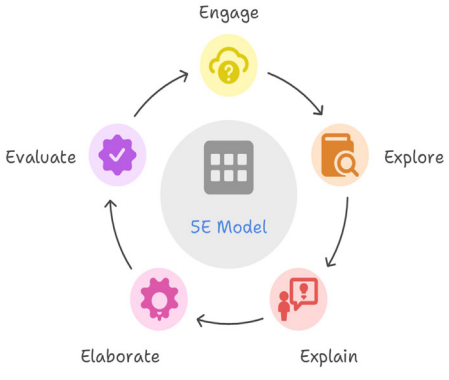
From this standpoint, learners continuously construct new understandings based on prior knowledge. However, such knowledge is not viewed as a direct representation of reality; instead, it serves as a functional tool that allows individuals to interpret and manage their lived experiences. Consequently, knowledge is inherently personal, context-bound, and open to revision. Radical constructivism thus underscores the subjective dimension of learning and emphasizes the importance of reflective awareness in the knowledge-construction process.

In contrast to the individual emphasis of cognitive and radical constructivism, social constructivism foregrounds the collective and interactive dimensions of learning. It conceptualizes knowledge construction as a socially mediated activity that unfolds through dialogue, collaboration, and participation in shared practices. Understanding emerges not solely from internal cognitive operations, but from engagement with teachers, peers, and the broader educational community.

Within this framework, the teacher's role shifts from that of information transmitter to that of facilitator and organizer of meaningful learning situations. By designing collaborative tasks, encouraging discussion, and structuring opportunities for joint problem-solving, educators create conditions that support learners in becoming active and autonomous constructors of scientific knowledge (Figure 1). Social constructivism, therefore, provides a strong theoretical foundation for the development of communication skills, teamwork, leadership qualities, and other socially embedded soft skills, as these competencies evolve most effectively within interactive learning environments (Saleem et al., 2021).

Figure 1

Stages of the "5E" Instructional Model



Engagement. Learners are actively involved in classroom learning activities by establishing connections between their prior and current learning experiences. At this stage, the instructor's role is to define the learning task and present the learning situation to learners.

Exploration. At this stage, the instructor designs learning activities and situations to provide both general and specific learning experiences. The primary goal of exploration tasks is to introduce a new topic or concept and to create learning experiences that can later be used for instruction and learning, such as discussion and skill acquisition. This stage involves learners' cognitive and physical engagement in recognizing specific situations, procedures, skills, and interactions.

Explanation. The explanation stage creates conditions for both the instructor and learners to clarify concepts, procedures, and skills related to the learning experience. This stage is often referred to as teacher-directed or direct instruction, as it supports learners in explaining the concepts and skills they explored during the previous stage.

Elaboration. After learners have explored and explained, they should be provided with additional experiences to extend, apply, and reinforce concepts and skills.

Evaluation. The teacher and learners work together to evaluate the completed work and the extent to which the new topic has been understood and learned. At this stage, the teacher assesses learners' understanding of key concepts using formal (tests or quizzes) and/or informal (exit tickets, oral presentations, etc.) assessment methods. Learners may also use self-assessment tools to evaluate their learning outcomes.

Throughout the process, learners collaborate to engage, explore, understand, and elaborate. At the same time, the teacher guides learners through the learning process and acts as a facilitator. This structured approach is effective for teaching STEM subjects such as mathematics and the natural sciences, as well as for introducing and exploring new concepts.

In recent years, due to the influence of the constructivist approach, the importance of integrating technology in schools has increased. In this regard, it is recommended to expand the number of studies in the field of educational technologies based on the constructivist approach.

Humanistic Pedagogy. The humanistic orientation of contemporary educational approaches brings about a reconfiguration of relationships among learners, the educational community, and institutional staff, emphasizing respect for the learner's individuality, rights, and freedoms. Within this paradigm, the learner is regarded as the central value of the educational process. Accordingly, the overarching purpose of education is to support the holistic development of the individual in the context of modern society, while its primary task is to encourage learners' pursuit of self-awareness, personal growth, and self-realization.

Humanistic pedagogy ensures the formation of a spiritually rich, active personality capable of creative self-realization and regards each child as an intrinsic value and a unique individual. It supports the learner's aspiration to be a free and independent person. In this context, the principle of unity of intellect and affect, the unity of activity, consciousness, and personality, as well as the recognition of each child as a self-valuing individual equal to adults in terms of rights and responsibilities, are emphasized.

The teacher's position, in turn, is characterized by freedom and creativity, consideration of each child's individual characteristics, and a positive attitude toward their spiritual development. The teacher-student relationship is oriented toward building open, sincere, and trusting interactions. At the same time, unconditional acceptance of the child and empathetic understanding are given primary importance. Humanistic pedagogy does not emphasize the transmission of accumulated experience but focuses on the child's own efforts and capabilities. It prioritizes reason over reliance on the social sphere, thereby affirming the primacy of consciousness over being and rejecting an impersonal approach to education.

Social-Cognitive Theory. In educational institutions, the foremost priority for the education system over the next seven years should be the establishment of a learning environment that not only raises the level of academic achievement, but also supports the development of a morally grounded, well-rounded individual equipped with key graduate competencies and capable of realizing creative potential within rapidly changing socio-economic conditions, both for personal fulfillment and for the benefit of Kazakhstani society.

The concept of *«self-regulated learning»* is also associated with the emergence of Bandura's social-cognitive theory. According to the researcher, behavior is shaped through the interaction of cognitive, behavioral, and environmental factors. In line with social-cognitive theory, the process of self-regulated learning is determined not only by learners' individual characteristics but also by their learning-related behaviors and environmental stimuli.

Social-cognitive learning theory seeks to explain how individuals acquire knowledge, beliefs, attitudes, and ways of thinking related to the social environment. Within the framework of this theory, Albert Bandura developed a model of self-efficacy expectations based on four primary sources of information: mastery experiences, vicarious experience, verbal persuasion, and physiological states (Table 3).

Table 3

Characteristics of Teaching Organization within Learning Theories

Learning Theory	Key Aspects	Types of Activities	Teaching Methods and Models
Constructivism	Learners' knowledge acquisition depends on the organization of learning through active experiences.	Problem-solving through group work, research activities, and active discussion.	Problem-based learning, cooperative learning, project-based learning, and case study.
Humanistic Pedagogy	Priority is given to considering each learner's individual psychological characteristics and interests within the learning process.	Instruction is organized with a small number of learners; learners may also be grouped into small teams.	Content and Language Integrated Learning (CLIL), gamification, flipped classroom, blended learning, collaborative learning, etc.
Social-Cognitive Theory	Learners acquire knowledge by independently searching for necessary information, adapting it to changing conditions, and finding solutions to problems.	Learning is effectively organized through research-based activities that require learners to generalize content and apply it to problem-solving situations.	5E instructional model, information selection and systematization, repetition of studied material, modeling, linking new material with prior knowledge, mnemonics, mapping, and affective methods.

The obtained results demonstrate that the integration of constructivist, humanistic, and socio-cognitive approaches creates favorable pedagogical conditions for the systematic development of students' soft skills. The empirical and theoretical analysis indicates that active engagement, collaborative interaction, learner autonomy, and self-regulation function as interrelated mechanisms that strengthen communication, critical thinking, and problem-solving competencies. These findings not only confirm the pedagogical relevance of the selected theoretical frameworks but also justify the need for a comparative discussion of their alignment with recent international research, as presented in the following section.

Discussion. The findings of the present study align with recent empirical research emphasizing the role of constructivist-oriented pedagogies in fostering transferable competencies. Contemporary analyses published in Scopus- and Web of Science-indexed journals indicate that learner-centered and inquiry-based curricula significantly enhance critical thinking, collaboration, and problem-solving skills. Similar to our results, these studies demonstrate that structured collaborative tasks - such as group projects and peer interaction - promote communication skills and social engagement. However, while prior research has primarily examined constructivist practices within specific disciplinary contexts, our findings extend this perspective by comparatively analyzing multiple theoretical foundations and clarifying their complementary contributions to soft skills development. This integrative approach represents a key scientific contribution of the study.

Recent investigations also highlight the increasing role of digital and AI-supported environments in strengthening constructivist learning models. For instance, Farhood et al. (2025) found that adaptive learning systems enhance learner autonomy and self-regulation by personalizing instructional pathways. This observation supports the argument that future constructivist curricula may increasingly integrate artificial intelligence to tailor learning experiences based on individual cognitive and behavioral data. While earlier research has documented the benefits of personalization, our analysis emphasizes its theoretical coherence within constructivist and socio-cognitive paradigms, thereby contributing to a

more conceptually grounded understanding of technology-enhanced soft skills formation.

Empirical evidence further confirms that structured programs grounded in constructivist and project-based principles contribute to measurable gains in leadership, communication, and analytical reasoning (Irwanto et al., 2022). These findings correspond with the results discussed in this study, particularly regarding the effectiveness of collaborative and inquiry-driven strategies. However, unlike many intervention-based studies that focus on short-term skill acquisition, our work underscores the importance of theoretical integration in ensuring the sustainability of soft skills development across educational levels.

Within the framework of humanistic pedagogy, recent scholarship has emphasized the importance of learner autonomy, intrinsic motivation, and values-oriented education in cultivating interpersonal competencies (Ryan & Deci, 2020). These studies support the argument that student-centered environments contribute to emotional intelligence and ethical responsibility. Our findings are consistent with this perspective, particularly in highlighting the role of personal meaning and internal motivation in soft skills formation. Nevertheless, while contemporary studies often operationalize humanistic principles through affective or motivational measures, the present analysis contributes by systematically linking these principles to broader theoretical constructs and educational design considerations.

The relevance of socio-cognitive theory is also substantiated by recent research demonstrating that self-efficacy, modeling, and co-regulated learning significantly predict collaborative competence and academic resilience (Panadero et al., 2019). In line with these findings, our discussion emphasizes that observational learning and self-regulation serve as foundational mechanisms in soft skills development. The co-regulation framework proposed in recent educational psychology literature further illustrates how peer interaction activates cognitive and metacognitive processes essential for goal setting, planning, and reflective practice (Hadwin et al., 2011). Compared to existing empirical studies that examine these constructs separately, the present study offers a theoretically integrated perspective, positioning self-regulation and social interaction as interconnected dimensions within a unified developmental model.

Overall, the comparative analysis reveals both convergence and divergence across theoretical paradigms. Constructivist and socio-cognitive approaches converge in emphasizing active engagement and social interaction, whereas humanistic pedagogy uniquely foregrounds personal growth and value formation. The scientific value of the present study lies in synthesizing these perspectives and articulating their complementary roles in shaping soft skills within contemporary educational environments. By situating the discussion within recent international scholarship, this work contributes to the ongoing discourse on theoretically grounded and evidence-based strategies for transferable competence development.

Conclusion. Contemporary educational policy highlights the relevance of developing soft skills. This article examines the impact of constructivism, humanistic pedagogy, and social-cognitive theory on the development of soft skills. These learning theories have been the subject of numerous theoretical and empirical studies within the social sciences, explored from diverse perspectives across fields such as education, communication, management, and related domains. In the present study, the core ideas and prominent strands of the aforementioned learning theories were analyzed. In addition, teaching methods that contribute to effective knowledge construction in the process of their implementation were specified, and the influence of these theories on soft skills development was examined.

The findings indicate that the application of diverse theoretical approaches provides opportunities to achieve positive outcomes in soft skills development. In particular, constructivist theory promotes the formation of soft skills such as teamwork, communication, and leadership through learners' active engagement in learning activities. Humanistic pedagogy contributes to unlocking learners' internal psychological and spiritual potential. Social-cognitive theory

offers strong potential for developing soft skills through social interaction, observation, self-efficacy, and self-regulation. The integrated and context-sensitive application of these theories, aligned with learners' characteristics, enables the development of a scientifically grounded and effective methodology for soft skills development.

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