

Platforms for creating interactive collaboration in distance learning elementary school

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Abstract

Today, the use of digital technologies is one of the priorities of education. In accordance with the new requirements of the state educational standard of the Republic of Kazakhstan, the introduction of innovative technologies is primarily aimed at improving the quality of education, increasing the motivation of students to learn new things. In the context of the pandemic, a sharp transition from traditional to distance learning was preceded by the pedagogical practice of not only introducing modern information and communication technologies, but also changing and creating the parameters of a new learning format. All this determines the relevance of the topic of the article and its validity, as it allows the use of multimedia tools in the most accessible and attractive, playful form, to develop logical thinking and thinking.

Keywords: distance learning; educational platforms; ZOOM; Miro; Wordwall.

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THE PROBLEM OF FORMING «SOFT SKILLS» AMONG STUDENTS OF THE EDUCATIONAL PROGRAM «PEDAGOGY AND PSYCHOLOGY»

Abstract

The article is devoted to the problem of the formation of flexible or soft competencies in the process of the educational program disciplines development «Pedagogy and psychology». Lockdown 2020 clearly demonstrated the need to develop soft skills in students, which gives the opportunity to find a way to adapt to the ban on certain activities, while not losing productivity and competitiveness. The success of these complex tasks is almost entirely determined by the development of Soft Skills competencies in graduates. Soft Skills in the context of world experience are well represented in various foreign publications. In this paper, the authors made a brief analytical review of the current educational program of the bachelor's degree «Pedagogy and Psychology» on the basis of Abai Kazakh National University. The article shows features of the formation of soft skills in the conditions of a pedagogical university. The possibilities of the educational process and pedagogical conditions for the effective formation of Soft Skills have been identified.

Keywords: Soft Skills; flexible skills; Hard Skills; educational program “Pedagogy and Psychology”; students.

Introduction. The development of psychological and pedagogical science in the context of unprecedented challenges of the time, the reform of the education system requires the training of teachers and psychologists who are able to think creatively and deal with problems arising in professional activities in a non-standard manner. We live in a global world that requires fast processing of large amounts of information. Americans call this world VUCA. VUCA is an abbreviation formed from the first letters of the English words instability,

uncertainty, complexity and ambiguity. In these conditions, the requirements to the level of personal training of the pedagogical university graduates to adapt to modern conditions are constantly growing. Mastering modern scientific and practical knowledge involves the formation of meta-competences, Hard Skills, Soft Skills for students in order to be competitive in the global labor market. The relevance of this problem is the subject of studies in various branches of knowledge about the person, such as pedagogy, psychology, sociology and acquires an increasingly complex character.

Main body. The problems of soft and solid professional skills (Soft Skills and Hard Skills) were studied by Yu.V. Sorokopud, R.V. Kozyakov, N.E. Matyugin, N.V. Zhadko, D. Tataurushikova, O.V. Barinova, M.A. Churkina, O. Sosnitskaya, O.L. Chulanova (research in the framework of formation and development of Soft Skills). The formation of Soft Skills in the pedagogical sphere is handled by many teachers of higher education institutions (A.V. Vetkina, A.I. Vonina, L.V. Chernetsova, E. Kulik, E.D. Popova, T.A. Yarkova, A.S. Patlina, I.I. Cherkasova, etc.) [1-6]. According to scientists, Soft Skills – is a social-work characteristic of the knowledge combination, skills and motivational characteristics of an employee in the sphere of interaction between people, the ability to manage his time properly, the ability to persuade, negotiation, leadership, emotional intelligence, a characteristic of potential quality, to describe practically all elements of the readiness of staff for effective work in a given work situation in a work team» [1, P.4].

Methodology. The term “Soft Skills” originated in the United States in 1959. American scientists have studied the competences of the military and found that their skills are divided into two types: professional skills (Hard Skills) and personal qualities (Soft Skills). These concepts have taken root and become applicable in other areas. Hard Skills (in translation with «hard skills») is a set of skills related to the professional side of an activity. Such skills can be demonstrated, they are part of the compulsory requirements of the graduate, and they are indicated in the results of the education

(LO (learning outcomes) programme. Soft Skills (in translation with the «soft skills») complex of non-specialized, over-the-job skills that are responsible for the successful performance of the work, high performance and are cross-cutting, that is, related not to the professional activity, and communications for effective interaction with other people. Soft competencies (“employability skills” (skills for employment), “people skills” (skills for communicating with people), “non-professional skills” (unprofessional skills), “key skills” (core skills), “social skills for progress” (skills for social development), “21st-century skills”, “life skills”) is the ability to act independently and effectively within the limits of its authority [2, P.350-351]. Currently there is no universal definition of the term “Soft Skills”. Every scientist looks at this concept through the lens of his sphere of scientific interests. Today, Soft Skills is a set of skills or competences that could be described as meta-specific or common to different activities, and include some of the main features of cognitive and generally intellectual activity, Emotional intelligence, self-management and productive interaction with others [3]. In foreign studies different approaches to the classification of “Soft Skills” - flexible skills are presented. These classifications are based on six groups [4, P.64]:

- 1) Academic skills (literacy, numeracy);
- 2) Cognitive, research (thinking) (information gathering and processing, problem solving, planning and organization, learning and skills development, creative and systemic thinking);
- 3) Communication skills (interpersonal relations, communication, teamwork);
- 4) Social skills;
- 5) Management skills (initiative, innovation);
- 6) Personal skills (self-management, self-regulation, responsibility, resourcefulness, flexibility, self-esteem).

But an international study by the World Economic Forum in Future of Jobs report identified 35 flexible skills that were divided into three core groups: basic skills, cross-functional skills and abilities (Table 1) [5].

The World Economic Forum in Davos (Switzerland, 2016) formulated the basic,

generally accepted flexible skills necessary for a person in the twenty-first century to successfully work and daily life [10, at pp. from 14 to 15]. These skills were identified as:

- Comprehensive multi-level problem-solving;
- Critical thinking;
- Creativity-Management of people;
- Cooperation with others;
- Emotional intelligence – Judgement and decision-making – Client orientation – Business negotiation skills – Cognitive flexibility – Effective job search;
- Self-management.

Table 1

Soft (flexible) skill groups

| Basic skills | Cross-functional skills | Abilities |
|---|--|---|
| 1. Content skills: – active learning; – oral communication; – active reading; – written communications; – information literacy | 1. Social skills: – coordination; – emotional intelligence; – conducting negotiations; – the ability to convince; – customer orientation; – educating others. | 1. Cognitive abilities: – cognitive flexibility; – creativity; – logical reasoning; – problem sensitivity - mathematical reasoning; – visualization. |
| 2. Process skills: – active listening; – critical thinking; – self-analysis and analysis of others | 2. Skills in complex tasks. 3. System skills: – decision-making; – system analysis. 4. Resource management skills: – financial; – material; – human; – time management. 5. Technical skills: – technological literacy; – operational literacy; – programming; – quality control; – technological; – customer orientation; – diagnostics of technical problems. | 2. Physical abilities: – physical health; – fine motor skills. |

In the context of an active search for innovative models, graduates of higher education institutions are developing a new image of a teacher-psychologist. A teacher-psychologist is not only a manager of the educational process, but also a consultant, a trainer, an educator, a communicator, a project manager, a researcher. Therefore, the development of these skills (competences) in the training activities of the learners is very

important [11-13]. Soft Skills is taught in the course of study and helps students develop the ability to successfully master new knowledge, skills and meta-competences, i.e. the ability to learn. The aim of the teachers is to develop the “universal” skills of the learners as part of the teaching of their subject [14-16].

The model of the graduate of the educational program «Pedagogy and Psychology» in the direction of training: bachelor’s degree

(Educational programme 2020) (KazNPU) includes the following – Soft Skills (soft skills):

- professional and social responsibility-communication, stress tolerance;
- self-criticism, objective self-esteem;
- critical thinking-emotional intelligence;
- mobility;
- pedagogical tact and optimism;
- clarity of purpose;
- industriousness-emotional stability-entrepreneurial skills-tolerance-information communication technology (ICT);

- multilingualism-organization;
- creativity;
- ability to communicate constructively – the ability to organize reflexive activities.

Results and discussion. Analysis of educational programme «Pedagogy and Psychology» showed that these Soft Skills are reflected in the requirements for learning results (Table 2).

Table 2

Soft (flexible) skills being developed (Soft Skills) for learners of the Educational Program «Pedagogy and Psychology» (bachelor’s degree)

| № | Name of discipline | Soft Skills (by classification (Davos, Switzerland, 2016)) | Evolving flexible skills |
|---|---|--|---|
| 1 | 2 | 3 | 4 |
| | 1. Mathematical and statistical methods in psychological-pedagogical research. 2. Workshop on Experimental Psychology and Psychodiagnostics. | Comprehensive multi-level problem-solving | – information gathering and processing; – mathematical reasoning; – logical reasoning. |
| | Psychology of critical thinking | Critical thinking | – cognitive abilities; – cognitive flexibility; – critical thinking skills. |
| | 1. Art therapy in pedagogical psychology. 2. Organization and planning of research projects in psychology and pedagogy. | Creativity | – creative and systemic thinking; – problem solving; – planning and organization; – learning and skills development. |
| | Social psychology | Management of people | – emotional intelligence; – ability to persuade; – educating others. |
| | Psychological and pedagogical bases of meditation | Cooperation with others | – conducting negotiations; – client orientation. |
| | Fundamentals of conflictology | Emotional intelligence | – manage conflicts; – emotional and cognitive flexibility; – thinking skills. |

| 1 | 2 | 3 | 4 |
|---|--|-------------------------------|--|
| | Diagnosis and correction of the personality's mental development | Judgment and decision-making; | – decision-making; – system analysis. |
| | Basic individual and group psychotherapy | Customer focus | – problem sensitivity; – creativity. |
| | Psychology of communication | Business negotiation skills | – communication skills (interpersonal relations communication, teamwork); – establish contact and organize dialogue with different people; – influence and negotiate effectively clear, convincingly to speak, write, to own various formats of business communication; – be able to listen and hear. |
| | Psychological service and counseling in the activity of a teacher-psychologist | Cognitive flexibility | – skills in conducting; – psychological education classes consultations, training for students, teachers, and parents (legal) representatives; – ability to think outside the box. |
| | Effective employment | Effective job search | – responsibility; – resourcefulness; – flexibility; – sense of honor. |
| | 1. Self-management and image of teacher-psychologist 2. Personal development training | Self-management | – self-management; – self-regulation; – visualization; – present yourself; – the ability to manage your time, and resources; – deep knowledge of oneself, one's own features, and the ability to effectively socialize in different environments with this situation in mind; – adaptability to changing conditions; – self-motivation. |

The 15 disciplines considered by us Educational program «Pedagogy and psychology» (bachelor's degree) (which is 30% of the total number of disciplines) can be used to develop soft skills in conditions of pedagogical university. The main idea of the competency approach, as we know, is that the entire curriculum should be focused on practical objectives. It is therefore possible to bridge the gap between the theoretical part of the educational programme and the practical part of theoretical practical education. Even a highly qualified Hard Skills professional without soft

skills risks being neglected and having a high level of risk of losing focus in life.

Conclusion. In connection with the above, we believe that in order to form soft skills, in addition to the disciplines of the psychological and pedagogical cycle, it is necessary to include elements of various types of quasi-professional activities: socio-pedagogical, projective, teaching (with subject-technological and social-role content), scientific and methodical, organizational and managerial, educational, consultative, preventive, healthy, psycho-diagnostic and corrective-developing. Thus,

the creation of an educational environment, an active part in the activities of the university pedagogical conditions, psychological students will also contribute to the formation of atmosphere for the implementation of the soft skills. initiative, activity, and the opportunity to take

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Педагогика және психология» білім беру бағдарламасының білімалушыларында «Soft skills» қалыптастыру мәселесі

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Аңдатпа

Мақала «Педагогика және психология» білім беру бағдарламасының пәндерін игеру барысында икемді немесе жұмсақ құзыреттіліктерді қалыптастыру мәселесіне арналған. 2020- шы жылғы Lock down студенттерде Soft Skills дамыту мен қалыптастыру қажеттілігін айқын көрсетті, қандай да бір іс-әрекетке

тыйым салу жағдайында, өнімділік пен бәсекеге қабілеттілікті жоғалтпай, бейімделудің жолын табуға мүмкіндік берді. Осы күрделі мәселелердің сәтті іске асуы толығымен түлектерде жұмсақ дағдыларды дамытумен белгіленген. Әлемдік тәжірибе аясында Soft Skills әртүрлі шетелдік басылымдарда айқын көрсетілген. Бұл жұмыста авторлар Абай атындағы Қазақ ұлттық университетінің базасында «Педагогика және психология» бакалавриатының ағымдағы білім беру бағдарламасына қысқаша аналитикалық шолу жасаған. Мақалада педагогикалық университет жағдайында жұмсақ дағдыларды қалыптастыру ерекшеліктері көрсетілген. Оқу процесінің мүмкіндіктері және Soft Skills (жұмсақ дағдыларды) тиімді қалыптастырудың педагогикалық шарттары анықталған.

Түйін сөздер: Soft Skills; икемді дағдылар; Hard Skills; «Педагогика және психология» білім беру бағдарламасы; студенттер.

Проблема формирования «Soft Skills» у обучающихся образовательной программы «Педагогика и психология»

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Аннотация

Статья посвящена проблеме формирования гибких или мягких компетенций в процессе освоения дисциплин образовательной программы «Педагогика и психология». Lock down 2020 года наглядно продемонстрировал необходимость развития и формирования мягких навыков у обучающихся, которые дают возможность найти способ адаптироваться в условиях запрета на ту или иную деятельность, при этом, не теряя продуктивность и конкурентоспособность. Успешность реализации этих сложных задач практически полностью определяется развитостью Soft Skills компетенций у выпускников. Soft Skills в контексте мирового опыта хорошо представлен в различных зарубежных изданиях. В этой работе авторы сделали краткий аналитический обзор действующей образовательной программы бакалавриата «Педагогика и психология» на базе Казахского национального университета имени Абая. В статье показаны особенности формирования мягких навыков в условиях педагогического вуза. Выявлены возможности учебного процесса и педагогические условия эффективного формирования Soft Skills (мягкие навыки).

Ключевые слова: Soft Skills; гибкие навыки; Hard Skills; образовательная программа «Педагогика и психология»; обучающиеся.

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Z ҰРПАҚТЫ ТӘРБИЕЛЕУ МЕН ОҚЫТУДА ӘЛЕУМЕТТІК ЖЕЛІЛЕРДІҢ МҮМКІНДІКТЕРІН ТИІМДІ ПАЙДАЛАНУ

Аңдатпа

Мақала цифрлық технологиялар мен әлеуметтік желілердің педагогикалық үрдісте атқаратын рөлін анықтап, заманауи баланы тәрбиелеу мен оқытудың әдістерін жаңарту жолдарын қарастыруға арналған, Z ұрпағының өкілдеріне салыстырмалы мінездеме берілген. Z ұрпағының өзіндік ерекшеліктерін еске