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THE ROLE OF THE «PEDAGOGY» COURSE IN SOFT SKILLS FORMATION OF NON-PEDAGOGICAL SPECIALTIES STUDENTS

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An important component of the professional profile and image of a modern specialist, in addition to professional skills, is soft skills. Now the interest in soft skills and the need for them has become even greater. Recently, these skills are increasingly included by employers in the list of requirements for the candidate for almost every vacancy. Today, it is not the employee who has

learned a lot that is valuable, but the one who is capable of self-development knows how to work in a team, find non-standard solutions, overcomes professional difficulties without losing the pace of development.

Soft skills help individuals to interact successfully with others, they are necessary for productive professional activity and career growth. These skills include communication skills; teamwork skills; time management; flexibility, adaptability and ability to change; leadership qualities; personal qualities (skills related to interpersonal relationships – the ability to plan and manage their careers, creative and critical thinking, emotional intelligence, ethics, honesty, patience, perseverance, self-confidence, respect for others, resilience) [1]. This list can be supplemented by the following qualities: skills of self-organization, ability to work with information, ability to solve complex professional problems, flexibility, friendliness, resilience.

On the formation of soft skills bachelors specialties 242 Tourism 101 Ecology 103 Earth Sciences, 106 Geography, studying at the Faculty of Geography, oriented discipline «Pedagogy» [2]. The course «Pedagogy» is designed for 90 hours and includes 16 hours of lectures and 14 hours of practical classes. The author's program of the course «Pedagogy» covers two content modules. Each of the content modules involves the study of relevant topics. Thus, the first content module covers the topics «Pedagogy as a human science», «Man as a subject of education», «Education – a factor in the socialization of the individual», «Methods and techniques of educational influence on the individual», «The team as a factor in the socialization of the individual. Pedagogy of management», «Pedagogy of the environment. The family as a socio-pedagogical environment». The second content module includes topics «Psychological and pedagogical foundations of professional development of personality», «Business communication and professional activity. Business etiquette», «Professional self-education and self-development. Ways and methods of harmonization and improvement of the personality of the specialist».

The purpose of studying the discipline «Pedagogy» is the formation of the following competencies of higher education: the ability to the scientific analysis of pedagogical phenomena and situations; ability to professionally analyze information on general pedagogy and pedagogy of professional activity; ability to organize effective professional interaction; ability to work in a team; ability to establish social interaction, prevent and resolve conflicts in professional activities; ability to determine the content, the most effective methods, techniques, forms and means of influencing subordinates, colleagues; ability to carry out self-analysis of professional activity, ability to professional reflection; ability to master modern technologies of

professional self-education and self-development; ability to personal and professional growth, achieving «acme» in professional activities.

The study of the discipline «Pedagogy» involves ensuring that students achieve the following learning outcomes: knowledge of the features, mechanisms and factors of personality formation; knowledge of the basics of education, self-education and re-education of the individual, patterns and principles of educational impact on the individual and the team; knowledge of modern methods and techniques of education, mechanisms of educational influence on the individual and the team; knowledge of modern theories of the team, features of activity and communication in the work team, pedagogical bases of work with the team, ways and means of optimizing business communication; ability to apply knowledge, professional skills and abilities in solving practical problems in the workforce, in working with staff and social groups, establishing business and personal relationships, training and education of staff; ability to distinguish age and individual personality traits and take them into account in professional activities; the ability to make the optimal choice of method of education, the ability to use productive technologies of educational impact on the individual and the team; ability to regulate communication in the system of interpersonal relationships in the workforce, mastery of methods and techniques for optimizing professional communication; mastery of methods and techniques of professional self-education and self-development.

The formation of soft skills of students is facilitated by the following tasks: 1) You are the head of the department. What motivational tools can you use to stimulate the effective work of subordinates? 2) Starting from the position «If I were the head of the institution», formulate your suggestions and algorithm for strengthening the workforce. 3) Make a memo for a business person: «10 rules of telephone conversation». 4) Model a plan for preparing and conducting a business meeting by the method of «brainstorming». 5) Write a memo: «How to communicate to achieve the planned result and get pleasure, satisfaction» or «What to do to prevent conflict from poisoning professional activities». 6) Make a program to improve your communication skills and identify ways to shape your communication style. 7) Make a memo (at the student's choice): «How to protect yourself from stress»; «How to deal with the «erosion of the soul»». 8) Look at yourself through the eyes of others (friends, teachers, classmates, students, etc.). Compose this «photo robot». Compare the «self-portrait» of the future specialist with the «thought-portrait» of others. What is the role of reflection in professional self-education? Justify the answer. 9) Fill in the table in which you enter your professionally significant features and qualities: I am a real student, a future specialist; I am an ideal specialist.

If you wish, you can make a psycho-drawing on the theme: «I am a real person, I am an ideal specialist». Identify the main areas of general and professional self-education, taking into account their own psychological characteristics and capabilities. 10) Prepare an essay on one of the proposed topics: «Methods of personal charm in business communication»; «Technology of building the image of a business person»; «Charisma and image of a businessman» and others.

Students perform creative work, the topics of which are diverse: «Grammar» of business communication. Formation of stress resistance of the specialist. Orthobiotics and professional activity. The technology of success in professional activity. The image of an employee of the environmental service. Professiogram of the personality of a tourism worker. Conflict prevention technology in professional activities. Professional stress resistance and resilience: two facets of one problem, etc.

The use of elements of psychological and pedagogical training is also focused on the formation of students' soft skills. In practical classes on pedagogy and involving students in training for personal and professional growth, anti-training, anti-burnout training, which are held at the Center for Pedagogical Consulting [3], which operates at the Department of Pedagogy and Education Management. This will determine our further scientific research and will be presented in future publications.

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