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THE DEVELOPMENT OF SOFT SKILLS IN THE PROVISION OF COMPETITIVENESS OF GRADUATES

The resolution of the problem. One of the fundamental principles of the market economy is free competition between economic agents for the best conditions and results management. In the labour market there are two areas of competition: between employers for the best labour and between workers for better jobs and wages. In the conditions of existence of unemployment is more intense competition between workers for better conditions of sale of the resource of labour, labour as the ability to perform certain types of work. The most acute competition exists in the segment of young workers without work experience. Thus, according to the state statistics Committee in 2014 the unemployment rate among population aged 15-24 years was the highest among other age groups was 23.1%, compared with the average level in all age groups was 9.3% [1]. Therefore, the problem of ensuring of competitiveness of specialists in the labour market is extremely important.

Analysis of recent researches and publications. The notion of competitiveness of the employee as the subject is examined in the works O. Grishnova, M. Semykina, S. Chur, M. Krymova, N. Glevatskaya etc. O. Grishnova understands the term "competitive employee" the quality of labor market requirements, the ability to win in competition in the labour market, that is better compared to the other candidates to meet the demands of employers by level of knowledge, abilities, skills, personal qualities. Since in modern post-industrial society the quality of the workforce will be predominantly based in education, some study (S. Khazova, L. Slavova, M. Krymova) dedicated to "competitiveness", which is understood as an integrative characteristic, which provides specialist higher professional status, rating position in the relevant sectoral labour market, sustainable high demand for its services [2].

Conducted research (O. Grishnova, S. Shchur, M. Semykina, M. Krymova) come to the conclusion that the competitiveness of a specialist multi – component category which is made up of many demographic, educational qualification, socio-personal, professional qualities [3]. The presence of only a diploma and the received knowledge do not provide competitive specialist in modern conditions. The determining factor of competitiveness of a specialist are of expertise, organically combine the categories "knowledge", "skills" and busi-

ness and personal qualities needed for a certain type of professional activity.

The aim of the article is substantiation of perspective directions of increase of competitiveness of specialists with higher education by developing their socio-emotional, cognitive abilities (soft skills).

Presentation of the basic material. The concept of "competence" emerged in the real sector in the description of requirements to employees who did not fit into the traditional triad of "knowledge-abilities-skills". In particular, in response to the needs of the business American Management Association commissioned McBer consultant Richard Boyatsisto explore whether a General model of competence Manager displayed the individual competencies of successful managers. As a result of evaluation of more than 2,000 people (41 steering post 12 companies), he gave the definition of "competence" as "the basic characteristics of a person that is causally related to effective work". The competence may include motives, characteristics, skills, perspective of self and social role, as well as knowledge [4]. Similar studies were also conducted by R. W. White, 1959 and David McClelland, 1973, T. F. Gilbert, 1978, Spencer Lyle and Signe Spencer.

Thus, the concept of competence combines the successful elements of the definition of a professional: theoretical knowledge, professional skills (hard skills) and personal qualities, attitudes and social skills (soft skills) that contribute to successful or exemplary execution of functional duties. The introduction of the first in scientific and then in the professional handling of HR practitioners and managers of the term "competence" has greatly facilitated the definition of requirements for staff at different levels, and therefore caused a corresponding need to develop competencies in the education system that has traditionally focused on getting the students a wide range of theoretical knowledge and professional skills.

At the present time the problem of formation of necessary competencies of future specialists in the University education system remains quite relevant in Ukraine and in the world. So, according to the report of the British Association of recruiters of graduates (AGR) "according to employers, graduates lack interpersonal skills, such as teamwork. Usually they have deep aca-

demic knowledge but they lack communication skills" (AGR, 2007) [5]. According to the report of the Industrial Council of County Smith (UK) on a survey of employers required workers with skills contain a complete set of socioemotional soft-skills [6].

A survey of local employers, conducted by the World Bank, confirm the existence of such problems in Ukraine. In 2014 the research STEP four of the key sectors of 4 out of 10 firms reported a significant gap between those skills possessed by their employees and those that firms need to achieve business goals [7].

In the methodological basis of the survey of employers STEP was based on the theoretical and methodological approaches of Almelund and others (2011); Borghans and others (2008); Roberts (2009); OECD (2015), a in which professional skills can be classified into the following groups:

– Cognitive skills — the mental ability or intelligence; these include basic knowledge (e.g., education) and more complex thinking (critical thinking or problem solving).

– Socio-emotional skills – is the behavior, attitudes and personal qualities that help people to effectively navigate the personal and social situations (managing emotions, teamwork).

– Technical skills – the specific knowledge needed to perform a specific job (for example, repair of electronic equipment or the design), as well as psychomotor and manual dexterity.

Most in demand employers is a combination of technical, socioemotional and advanced cognitive skills. According to the survey of firms and data base of vacancies in 2015 in Ukraine there is a significant demand for advanced cognitive skills that enable employees to analyze and solve problems, manage your time, gain new knowledge and to learn new techniques, and to communicate effectively (table 1).

Table 1

Cognitive skills	Socio-emotional skills	Technical skills
Communication skills	Responsibility	Ability to sell
Learning ability	Stress tolerance	Knowledge of markets and products
The organisation of working time	Self-organization	Knowledge of methods of analysis
Analytical skills	Dedication	Knowledge of specialized software
Knowledge of foreign languages	Teamwork	Knowledge of the law
Versatility	Negotiation	Web programming
Critical thinking	Organization	Design
Problem solving	Professionalism	Driving
Decision making	Teamwork	Basic skills of work on the computer

Employers are not just looking for smart workers and those who also possess socioemotional skills that help to manage their emotions and behavior (self-organization, sustainability, ethics), the statement of purpose and the desire to learn (motivation of achievements), as well as the ability to work in a team (teamwork).

Held under the auspices of the World Bank in Ukraine of the study give reason to conclude that socioemotional skills that are in high demand among employers and expand opportunities for employment, often not considered in formal educational or training programs, while they should be part of a comprehensive strategy for the development of professional skills. Individuals with high level socioemotional skills demonstrate the best success in school and at work, and also have good health and other social benefits. Socioemotional skills do not replace the cognitive and technical skills, but they provide an opportunity to learn better, to strive and to achieve successful outcomes in the labour market. By nature socioemotional ability influenced, and therefore they can be developed with appropriate interventions. However, in Ukraine these skills do not develop during schooling and training. Studies prove the necessity of improving the system of education in Ukraine in the inclusion of courses on the development of socioemotional skills into the curriculum [1].

In response to the demands of modern business in Ukraine and to modernize higher education in Ukraine towards integration into the European educational space in the framework of the international EU project "Tempus Impress" ("Improving the efficiency of student services") 2012-2015 four leading universities of Ukraine: Donetsk National University, Ukraine; Taras Shevchenko National University of Kyiv, Ukraine. V.N. Karazin Kharkiv National University, Ukraine; Ivan Franko Lviv National University, Ukraine under coordination of Nortumbria University (UK) has been developed and implemented in the educational process of special training course on "Soft Skills". The uniqueness of the course lies in several aspects:

1) the course is very relevant and in-demand future professionals;

2) the course has a training format that provides maximum practical exercises "flexible" skills, active learning methods, the lack of monologue of teachers, the interest and high motivation for learning and self-improvement students;

3) the course is taught in English, which contributes to the improvement of knowledge of students of a foreign language;

4) students receive as a result of training very useful for employment and further professional success intangible assets: Certificates of TEMPUS, developing a personal development Portfolio, which is filled with the results of tests, assessments, essays, presentations, completed projects.

The course focuses on the development of the most popular social and flexible competencies:

- self-management skills: the ability to take responsibility, to work independently, ability to define your mission in life, to formulate goals, to motivate yourself to achieve it, to manage their own time;

- cognitive skills: reflective and critical thinking and writing, identification of manipulation, persuasion, training and presentations, interaction with the audience;

- communication skills: the ability to actively listen, to provide feedback and respond to criticism, reasoned debate on the rules;

- socio-emotional skills: teamwork skills, peer communication, in particular, equitable learning.

The training course is the result of collective work of a team of authors from four universities participating in the project:

- the module "the Ability to govern themselves", developed by two universities: Kharkiv national University. V. N. Karazin (the sections "Motivation", "Responsibility", the authors – Valentina Pavlenko, Elena Lutsenko) and Donetsk National University (sections "the Ability to set priorities, Ability to manage my time", by Oksana Klimenkova);

- the module "critical thinking" developed by representatives of Kharkiv national University. V. N. Karazin Kharkiv national University;

- modules "Reflective thinking and writing" (author – Oksana Senyk) and the "Academic debate" (author – Roman Kalacak) was developed by representatives of the Lviv national University. I. Franko;

- "Team Work" (author – Ganna Kharlamova) and "equality of communication" (the author – Svitlana Pashchenko) is developed by representatives of the Kyiv national University. T. Shevchenko.

Methodological assistance in developing the course, its objectives, expected results, forms of current and final evaluation, rubrics have provided the project coordinators from the University of Northumbria Alfredo Moscardini, Allison Pickard, and Becky Strachan.

Donetsk National University, despite the known difficulties with the resumption of activities in Vinnitsa, has become an equal participant of the project by developing a course module on time management and the ability to set a goal, and began the work of implementing the course into the learning process. Feature implementation in Donna began preliminary testing of the course in their native language. So the course on "Training social skills" volume 3 TKS credits (90 hours, including 30 hours classroom) was introduced into the curriculum of students of 3-4 courses of the faculty of economic as selective credit discipline from September to December 2015. The course has been chosen by 84 students. Of them in the middle of the semester (after the 6 lessons) interviewed 22 students to assess their impressions of the content and methods of teaching the course, its usefulness and the quality of teaching.

According to the results of the surveys (Fig. 1) the vast majority of students (20 students) appreciated the high quality of the course, its interesting content and structure.

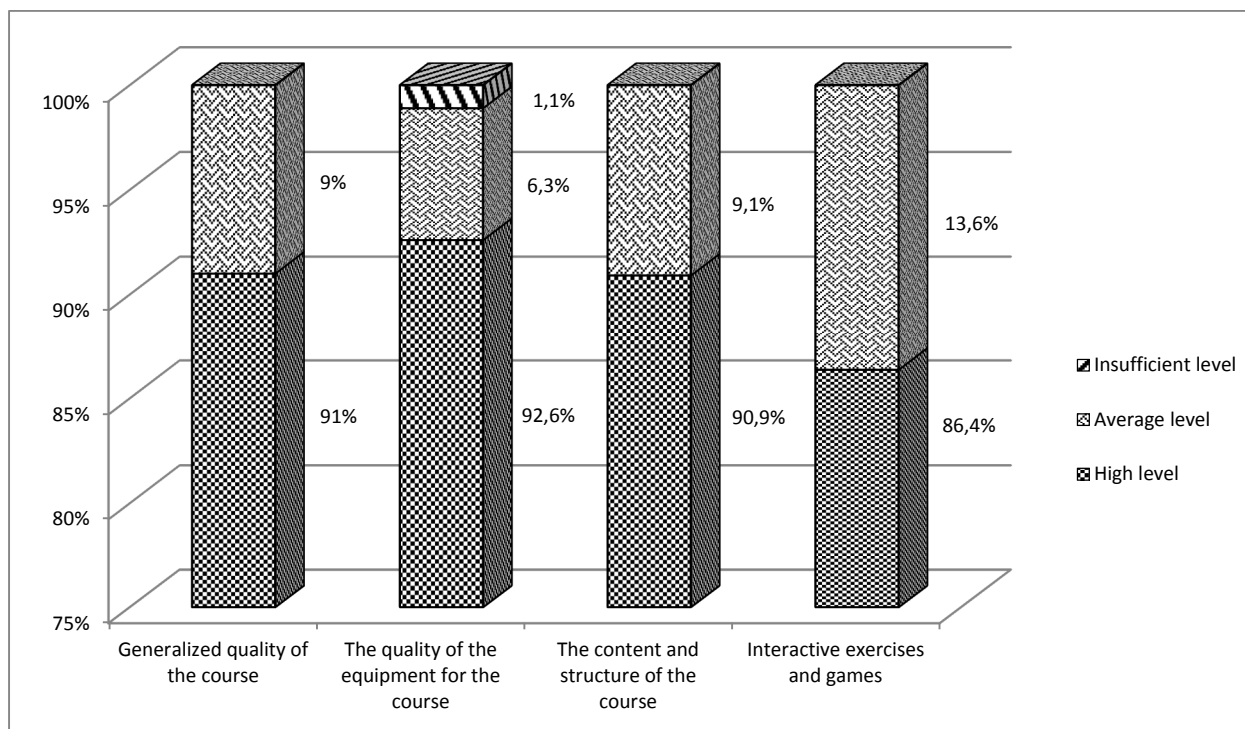


Fig. 1. Student evaluation of the quality of the course "Training for the development of social skills", in Donetsk National University (November 2015)

Already on the results of half of the course, all students noted that the course is interesting, and 100% of the students felt the need to introduce the course into the learning process and encouraged other students to study this course. Of these, 32% of students felt a significant improvement in their knowledge and skills on the subject of the course, and among the most useful topics were noted themes of "Communication in professional activity", "Time management", "Self-management and self-motivation".

Given the feedback from the students, the leadership of Donna economic faculty, with support and funding from the European project IMPRESS TEMPUS equipped one of the classrooms of Economics faculty specifically for English language teaching "Soft Skills" visual AIDS (stands on the main topics of the course) and with modern computer technology. From December 2015. it began classes with English course "Soft Skills" in the framework of the full implementation of the project TEMPUS IMPRESS.

The course enrolled 22 students from different faculties and courses of the University after the announcement of the beginning of a set posted on the information boards of the faculty and social networks. Course "Soft Skills" includes 3 credits: 15 lessons lasting 2 academic hours and is free for students. In the process of studying certain topics, students perform classroom exercises (participate in discussions, brainstorming, group assignments, tests) and home exercises (prepare an essay, develop a map of goals, plans to achieve them, etc), getting on the practice instant grading and feedback from the trainers and from other participants in accordance with the principles of equal education, allowing intensively to develop competence.

Future plans introduction of flexible development (socio-emotional and cognitive) skills in the educational process higher educational INSTITUTION has accreditation of the course at the University of Northumbria (UK) and dissemination of the course in other institutions of higher education of Ukraine.

The conclusions and suggestions. Thus, the main directions of improving the system of training specialists in the direction of enhance their competitiveness in the labour market is:

1) use competence approach to the development of standards for higher education for each educational level and each specialty with the formation of the list of employee competencies as an educational outcome. To develop the list of competencies (competencies) required is to update the content of the national qualifications framework, which takes into account among the personal qualities of the worker as a component of communication competence characteristics, autonomy and responsibility;

2) the introduction of continuous monitoring of the needs of employers in determining the competence of professionals in order to ensure that the content of

higher education to the needs of social production and bridge the gap between education and real sector of the economy. Such monitoring is advisable in all specialties annually through a survey of employers and analysis of job vacancies on major portals to find works that provide a representative sample of the urgent needs of economy in labor force in terms of quality. It will also allow to adjust the volume of state order for specialists in professions and specialties and appropriate to direct the state budget on formation of labor potential of the nation, based not on the prestige of professions in society, and the needs of consumers of the quality characteristics of the workforce;

3) reorientation of educational content (educational and vocational programs, work programs of disciplines) on the characteristics of effective learning in terms of competences formed, including not only knowledge and skills but also socio-emotional and cognitive skills necessary for successful performance of professional occupations;

4) the inclusion in curricula of preparation of specialists of the disciplines contributing to the development of cognitive and socio-emotional skills, personal qualities needed by the employers;

5) development of tools for inspecting the degree of formation of cognitive and socio-emotional skills (soft skills).

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Шаульська Л. В., Серeda Г. В., Шкурat М. Є.
Розвиток Soft Skills в системі забезпечення конкурентоспроможності випускників ВНЗ

Конкуренція на ринку праці є найбільш напруженою в сегменті молоді без досвіду роботи. Роботу присвячено розробці перспективного напрямку підвищення конкурентоспроможності фахівців з вищою освітою – розвитку їх соціо-емоційних, когнітивних здібностей – «soft skills». На основі аналізу сутності поняття «компетенції» авторами обґрунтовано необхідність розвитку в рамках вищої освіти особистісних характеристик (соціо-емоційних та когнітивних навичок) майбутніх випускників у відповідності до потреб ринку праці. Наводиться досвід розробки провідними українськими університетами та впровадження в навчальний процес спеціального тренінгового курсу «Soft skills», який спрямований на розвиток соціо-емоційних та когнітивних здібностей студентів. В статті запропоновані основні тенденції удосконалення системи підготовки фахівців в напрямі підвищення їх конкурентоспроможності на ринку праці: використання компетентного підходу до розробки стандартів вищої освіти; впровадження постійного моніторингу потреб роботодавців в певних компетенціях фахівців; переорієнтація змісту освіти (освітньо-професійних програм, робочих програм дисциплін) на результативні характеристики навчання в термінах сформованих компетенцій; включення в навчальні плани підготовки фахівців дисциплін, що сприяють розвитку когнітивних та соціо-емоційних вмінь; розробка інструментарію перевірки ступеня сформованості когнітивних та соціо-емоційних вмінь (soft skills).

Ключові слова: компетенції, конкурентоспроможність фахівця, соціо-емоційні вміння, когнітивні вміння, соціальні навички, гнучкі навички.

Шаульская Л. В., Середина А. В., Шкурят М. Е. Развитие Soft Skills в системе обеспечения конкурентоспособности выпускников ВНЗ

Конкуренция на рынке труда является наиболее напряженной в сегменте молодежи без опыта работы. Работа посвящена разработке перспективного направления повышения конкурентоспособности специалистов с высшим образованием – развитию их соціо-емоциональных, когнитивных способностей («soft skills»). На основе анализа сущности понятия «компетенции» авторами обоснована необходимость развития в рамках высшего образования личностных характеристик (соціо-емоциональных и когнитивных навыков) будущих выпускников в соответствии с потребностями рынка труда. Приводится опыт разработки ведущими украинскими университетами и внедрения в учебный процесс специального тренингового курса «Soft skills», который направлен на развитие соціо-емоциональных и когнитивных способностей студентов. В статье предложены основные тенденции совершенствования системы подготовки специалистов в направлении повышения их конкурентоспособности на рынке

труда: использование компетентного подхода к разработке стандартов высшего образования; внедрение постоянного мониторинга потребностей работодателей в определенных компетенциях специалистов; переориентация содержания образования (образовательно-профессиональных программ, рабочих программ дисциплин) на результативные характеристики обучения в терминах сформированных компетенций; включение в учебные планы подготовки специалистов дисциплин, способствующих развитию когнитивных и соціо-емоциональных умений; разработка инструментария проверки степени сформированности когнитивных и соціо-емоциональных умений (soft skills).

Ключевые слова: компетенции, конкурентоспособность специалиста, соціо-емоциональные умения, когнитивные умения, социальные навыки, гибкие навыки.

Shaulska L. V., Sereda G. V., Shkurat M. Y. The Development of Soft Skills in the Provision of Competitiveness of Graduates

The most strong competition in the labor market is in the segment of young people without work experience. The paper is devoted to the development of perspective directions of the enhance the competitiveness of specialists with higher education, developing their socio-emotional, cognitive skills – "soft skills". On the basis of the analysis of the definition "competence" the authors substantiate the necessity of development within higher education personal characteristics (socio-emotional and cognitive skills) of future graduates in line with labour market needs. It provides the experience of leading Ukrainian universities in the creation and introduction in educational process of special training course on "Soft skills" aimed to develop socio-emotional and cognitive abilities of students. In the paper it proposed the main directions of improving the system of training the specialists for the enhance their competitiveness in the labour market: use competence approach to the development of standards for higher education; the introduction of continuous monitoring of the needs of employers in determining the competence of professionals; reorientation of educational content (educational and vocational programs, work programs of disciplines) on the characteristics of effective learning in terms of competences formed; the inclusion in curricula of preparation of specialists of the disciplines contributing to the development of cognitive and socio-emotional skills; development of tools for inspecting the degree of formation of cognitive and socio-emotional skills (soft skills).

Keywords: competence, specialist's competitiveness, socio-emotional skills, cognitive skills, social skills, soft skills.

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