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PLANNING PECULIARITIES OF SOFT SKILLS DEVELOPMENT FOR STUDENTS IN DISTANCE LEARNING: FLEXIBILITY AND SUPPORT OF ACADEMIC INTEGRITY

The rapid changes in working conditions and in the whole labor market at the global level lead to transformations in the structure of knowledge and competences of students. Along with the professional skills and knowledge necessary for performing the working functions directly, knowledge and skills that indirectly provide the success of a specialist in professional activity, Soft Skills, become of great importance. S. Din and J. East emphasize that "it is imperative that businesses develop and implement strategies for developing successful soft skills training programs to address the soft skills deficit» [1].

However, in the conditions of educational activity, which developed in connection with the pandemic in 2020, when a rapid transition to a distance learning form occurred, there were not always opportunities to develop Soft Skills in higher education. Therefore, the purpose of our work is to describe the main problem points associated with the development of Soft Skills and the directions of searching for solving such problematic moments. The achievement of the goal is ensured by the use of the method of content analysis, which was applied in the study of scientific and pedagogical literature and documentation, which determines the specifics of bachelor's education.

The first step of the study was to find out knowledge, skills and competencies that are included in the concept of Soft Skills. Researchers offer the definition of this concept, which differ depending on the research methodology. The soft skills structure may be somewhat different in accordance with some types of professional activities. O. Glazunova, T. Voloshina, V. Korolchuk define such Soft Skills groups IT-specialist as communication skills, skills of personal efficiency, and management skills [2]. B. Bottino, based on the research data conducted by Safety+Health among practitioners, determines the following soft skills for labor safety [3]: communication adaptability listening integrity teamwork and collaboration leadership. negotiation.

These skills can be manifested in various behavioral strategies and approaches to solving professional tasks for various experts and according to educational programs. Therefore, in order to improve the teaching process in the context of transition to distance learning, taking into account the formation of Soft Skills, it is expedient to have such a sequence of actions: familiarization with the definitions of Soft Skills and a list of skills that are credited to this group; familiarization with the requirements of the educational program on the results of training of the relevant discipline; familiarization with the list of Soft Skills, which are leading to the specialists of the relevant sphere; the choice of skills that are expedient to develop in the context of the teaching discipline; selection of forms and methods of working on the development of selected skills, taking into account the specifics of distance learning; analysis of selected forms and methods of development of selected soft skills, as well as

evaluation methods in connection with the need to comply with the principles of academic integrity; adjustments of list of skills, forms and methods for developing skills and evaluation systems. The proposed algorithm allows you to flexibly respond to changes in documents that determine the specifics of students training in terms of the formation and development of Soft Skills.

Conclusions. The proposed algorithm for planning the educational activity, taking into account the development of Soft Skills education claims in the conditions of distance learning consists of seven elements and aims to strengthen such a characteristics of the planning process as flexibility, which is one of the most important ones in the transition to distance learning or mixed learning, and can facilitate the support of academic integrity.

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