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PROFESSIONAL MOBILITY AND COMPETITIVENESS OF FUTURE TEACHERS THROUGH THE PRISM OF SOFT SKILLS DEVELOPMENT

Abstract. The article examines the role of soft skills in ensuring the professional mobility and competitiveness of future teachers within the modern educational environment. The relevance of the study is determined by the transformation of higher pedagogical education under conditions of digitalization, European integration, rapid technological development, and changing labor market requirements. It is emphasized that modern teacher training should focus not only on the formation of professional knowledge and methodological competence but also on the development of universal competencies that enable future specialists to adapt effectively to professional challenges, communicate constructively, work collaboratively, and engage in lifelong learning.

The study substantiates that soft skills are an important component of professional competence and directly influence future teachers' professional adaptation, flexibility, emotional resilience, leadership potential, and ability to function effectively in conditions of uncertainty. Considerable attention is paid to practice-oriented technologies for softskills development in higher education institutions. The article analyzes the educational potential of training technologies, the case-study method, project-based learning, reflective practices, digital educational tools, and elements of kairos management in the professional training of future teachers.

Examples of practical activities implemented with higher education students are presented, including communicative training sessions, modeling pedagogical situations, teamwork, digital educational projects, reflective tasks, and interactive

exercises aim edat developing communication skills, critical thinking, self-management, emotional intelligence, and professional adaptability. The article highlights the experience of implementing elective educational components focused on softskills development at Kamianets-Podilskyi Ivan Ohienko National University. It is noted that such educational components are highly popular among first-and second-level higher education students and contribute to the development of professional mobility, digital competence, teamwork, leadership qualities, and readiness for innovative pedagogical activity.

The study concludes that the integration of soft skills into the system of professional teacher training creates favorable conditions for preparing competitive specialists capable of effective professional interaction and continuous self-development in the contemporary educational space.

Keywords: softskills; professional mobility; competitiveness; future teachers; professional training; universal competencies; kairos management; digital technologies; higher education; pedagogical education.

Problem setting. The current stage of higher pedagogical education development is accompanied by significant changes in approaches to the professional training of future specialists. The educational environment is increasingly responding to social transformations, digitalization, the expansion of international academic cooperation, and new labor market demands. Under such conditions, it is no longer sufficient to provide only a high level of professional knowledge. Modern teachers are expected to demonstrate the ability to work in teams, communicate effectively, adapt quickly to change, make decisions in non-standard situations, organize partnership interaction, and engage in continuous professional development.

Pedagogical activity today increasingly goes beyond the traditional model of knowledge transfer. Teachers become facilitators of the educational process, organizers of communication, moderators of the educational environment, and mentors. Therefore, soft skills acquire particular importance as universal competencies that ensure the professional mobility and competitiveness of future specialists. At the same time, the practice of professional training in higher education institutions reveals a contradiction between the demand for specialists with a high level of universal competencies and the insufficient use of practice-oriented technologies for developing soft skills within professional training programs. Educational processes often remain excessively theoretical, whereas real pedagogical activity requires flexibility, communicative activity, emotional resilience, and readiness to act in conditions of uncertainty. In this regard, the issue of developing soft skills among future teachers becomes especially relevant.

Analysis of basic research and publications. The problem of soft skills development in professional education has been actively studied in both international and Ukrainian scientific discourse. In their systematic review, J. García-Álvarez, O. Vázquez-Aguado, and J. Expósito-López emphasize that employers increasingly consider communication skills, adaptability, cooperation, and critical thinking to be key factors of graduates' professional success (García-Álvarez, Vázquez-Aguado and Expósito-López, 2022). Researchers E. De Carlo and A. Lo Presti stress that in

the post-pandemic world, soft skills function as an important resource for professional resilience and social adaptation (De Carlo and Lo Presti, 2025). In the works of M. Poláková and co-authors, attention is focused on the fact that the development of Industry 5.0 increases the significance of human-centered competencies related to communication, emotional intelligence, and teamwork (Poláková et al., 2023).

L. Espina-Romero and co-authors note the rapid growth in the number of studies devoted to soft skills in professional training systems, which confirms the relevance of this issue within the global scientific community (Espina-Romero et al., 2023). Ch. Villegas emphasizes that modern educational programs should focus not only on professional knowledge formation but also on the development of universal competencies necessary for future specialists' professional self-realization (Villegas, 2024).

In Ukrainian pedagogical science, the problem of soft skills formation among future teachers has been investigated by O. Samoilenko, I. Briukhovetska, and T. Shtainer, who substantiate pedagogical conditions for developing universal competencies during professional teacher training (Самойленко, Брюховецька, Штайнер, 2024). O. Aleksieieva and V. Shvyrka consider soft skills as an important factor in the professional mobility and professional adaptation of future masters in pedagogical education (Алексеева, Швирка, 2023). The concept of kairos management proposed by I. Liadskyi is of particular interest for this study. The author interprets kairos management as a managerial tool integrating social intelligence, self-management, and creativity (Лядський, 2025). Practical aspects of soft skills development in teacher training systems are also presented in the textbook «Technologies for Soft Skills Development in the System of Teacher Professional Training» (Бабюк, Каньоса, Бабюк, 2023).

Despite the considerable number of scientific studies, the issue of integrating soft skills into future teachers' professional training requires further comprehension, especially regarding professional mobility, competitiveness, and the use of modern practice-oriented educational technologies.

The purpose of the article. The purpose of the article is to theoretically substantiate the role of soft skills in ensuring the professional mobility and competitiveness of future teachers, as well as to identify modern approaches and technologies for their development within the system of higher pedagogical education.

Presentation of the basic research material. The modern system of professional teacher training is gradually moving away from a model dominated by the accumulation of theoretical knowledge. The practice of educational institutions demonstrates that the success of young specialists is determined not only by the level of professional knowledge but also by their ability to communicate, adapt quickly to changes, work in teams, respond constructively to professional challenges, and organize their own activities effectively. Therefore, the problem of developing soft skills among future teachers has become particularly important.

In the contemporary educational environment, pedagogical activity is characterized by a high level of interpersonal interaction and emotional workload.

Teachers constantly work in conditions of multitasking, the need for rapid responses to changing educational situations, communication with parents, colleagues, and learners. Accordingly, the professional competence of modern specialists can no longer be limited solely to subject-specific training. As noted by J. García-Álvarez, O. Vázquez-Aguado, and J. Expósito-López, employers increasingly view adaptability, communication skills, cooperation, and critical thinking as basic characteristics of competitive professionals (García-Álvarez, Vázquez-Aguado and Expósito-López, 2022). The study revealed that universal competencies ensure future teachers' professional mobility, readiness for professional adaptation, and self-realization within the modern educational environment. Professional mobility is manifested in the ability to quickly master new educational technologies, work in different learning formats, adapt to changes, and engage in lifelong professional development. In this context, soft skills become an important factor of professional competitiveness.

The development of soft skills is particularly relevant in the context of educational digitalization and the advancement of Industry 5.0. M. Poláková and co-authors emphasize that modern society requires specialists with developed emotional intelligence, cooperation skills, creativity, and flexibility of thinking (Poláková et al., 2023). For the teaching profession, such competencies are especially important because educational activity requires not only knowledge transfer but also partnership interaction, the creation of a positive psychological climate, and the maintenance of effective communication.

An analysis of future teachers' professional training practices indicates that the traditional lecture-reproductive model of education does not provide a sufficient level of universal competencies development. Therefore, practice-oriented educational technologies that create conditions for active professional interaction among students are gaining special importance in the modern educational process.

One of the most effective directions for soft skills formation is the use of training technologies. Experience working with students of pedagogical specialties demonstrates that interactive forms of work contribute significantly to the development of communicative competence, emotional intelligence, and professional confidence. During training sessions, exercises such as «Active Listening», «Conflict-Free Communication», «Pedagogical Team Interaction», «Educational Dialogue», «Teacher Self-Presentation» and «Public Speaking» are used. These exercises enable students to learn how to express their own positions argumentatively, work in teams, and interact constructively with different participants in the educational process.

The practice of modeling pedagogical conflict situations has proven effective. For example, students are offered a case requiring them to organize communication with parents during a conflict situation or find an optimal response to a child's difficult behavior. Students work in groups, analyze the situation, identify possible risks, and propose several ways of solving the problem. After completing the task, a collective discussion takes place during which the most effective models of professional behavior are analyzed. Such activities contribute to the development of critical thinking, emotional resilience, and communicative mobility.

The case-study method is another important tool for soft skills development. Its use makes it possible to bring the educational process closer to real professional conditions. While studying pedagogical disciplines, students are offered cases related to organizing inclusive educational environments, adapting children to new learning conditions, teamwork among teachers, or solving crisis situations in education. While working on cases, students do not receive ready-made algorithms of action. Instead, they must independently identify the problem, analyze the situation, justify their own positions, and propose possible solutions. Such work contributes to the development of responsibility, professional flexibility, argumentation skills, and the ability to make decisions under uncertainty.

Project-based learning plays a special role in developing future teachers' professional mobility. Involvement of higher education students in educational, social, and volunteer projects contributes to the development of teamwork, leadership qualities, and professional initiative. Practice shows that interdisciplinary projects related to the creation of digital educational content, interactive lessons, awareness-raising activities for parents, or socio-pedagogical initiatives generate the greatest student interest. Positive results are also demonstrated by the practice of students creating their own educational products: interactive exercises, digital games, educational blogs, lesson video fragments, and electronic portfolios. During such activities, students not only master digital tools but also develop creativity, self-organization, planning skills, and the ability to present the results of their work.

Under modern conditions, the integration of digital technologies into soft skills development is especially important. The use of Wordwall, LearningApps, Kahoot, Padlet, and Google Workspace contributes to the development of digital literacy, online communication skills, and effective interaction in virtual environments. Practice shows that collaborative digital projects help students learn to distribute responsibilities, work in teams, and take responsibility for common outcomes.

Reflective educational technologies possess considerable potential for developing professional mobility. The use of reflective diaries, self-analysis of professional situations, facilitation discussions, and group debates contributes to the formation of professional self-awareness and self-assessment skills. After completing practical tasks, students analyze their own professional actions, evaluate the effectiveness of their communication, and identify directions for further professional development.

An important component of soft skills formation is the development of self-management skills. Under modern conditions of professional training, the use of time management and kairos management technologies becomes especially relevant. I. Liadskyi defines kairos management as a managerial tool combining social intelligence, self-management, and creativity (Лядський, 2025). Unlike traditional time management focused mainly on time planning, kairos management emphasizes an individual's ability to respond promptly to professional challenges and use favorable opportunities. The practical implementation of kairos management elements in the educational process involves situational tasks requiring quick decision-making. For example, students may be asked to organize an online lesson promptly, prepare a team educational project within strict deadlines, or develop an

algorithm of teacher actions during a crisis situation. Such tasks contribute to the development of professional flexibility, stress resistance, responsibility, and the ability to adapt quickly to new conditions.

E. De Carlo and A. Lo Presti emphasize that soft skills are an important resource of professional resilience in post-pandemic society (De Carlo and Lo Presti, 2025). This is particularly significant for the teaching profession because educational activity requires a high level of emotional interaction and continuous adaptation to changes. The main practice-oriented technologies for developing soft skills in future teachers are presented in table 1. The implementation of these technologies in the professional training of future teachers contributes to the formation of universal competencies necessary for effective professional activity, adaptation to educational changes, and competitiveness in the modern labor market.

Table 1. Practice-oriented technologies for soft skills development in future teachers

Practice-oriented technology	Forms of implementation in higher education institutions	Soft skills developed
Training technologies	Communication trainings, public speaking exercises, teamwork activities, conflict-resolution simulations	Communication, emotional intelligence, teamwork, leadership
Case-study method	Analysis of pedagogical situations, modeling crisis communication, inclusive education cases	Critical thinking, decision-making, adaptability
Project-based learning	Development of educational projects, digital content creation, interdisciplinary teamwork	Creativity, responsibility, collaboration, initiative
Reflective practices	Reflective diaries, self-analysis tasks, facilitation discussions	Self-management, self-reflection, emotional resilience
Digital educational technologies	Use of Wordwall, LearningApps, Kahoot, Padlet, Google Workspace	Digital literacy, online communication, cooperation
Kairos management elements	Situational tasks with limited time, crisis-response simulations, rapid planning exercises	Flexibility, stress resistance, professional mobility

Practical implementation of soft skills development technologies is actively carried out at Kamianets-Podilskyi Ivan Ohienko National University. Elective educational components focused on professional mobility, digital communication, leadership qualities, and effective interaction play an important role in this process. Practice demonstrates that among first- and second-level higher education students, disciplines related to soft skills development, professional communication

technologies, academic mobility, digital educational services, and project activities are highly popular. During the study of such educational components, training technologies, facilitation sessions, team projects, public presentations, and discussion platforms are actively used.

Within these educational components, students develop interactive exercises, digital resources, training programs, educational blogs, and socio-educational initiatives. The practice-oriented nature of such disciplines enables the development of self-presentation skills, teamwork, professional communication, and self-organization.

The experience of Kamianets-Podilskyi Ivan Ohienko National University confirms that the integration of elective educational components and modern practice-oriented educational technologies creates favorable conditions for developing future teachers' professional mobility and competitiveness.

Conclusions and prospects for further research. The conducted study allows us to state that soft skills currently constitute an important component of future teachers' professional training and directly influence their professional mobility and competitiveness. In the modern educational environment, universal competencies ensure future specialists' ability to adapt to professional changes, communicate effectively, work in teams, make decisions, and engage in lifelong professional development.

The study established that effective soft skills formation requires the systematic integration of practice-oriented educational technologies into professional teacher training. Training technologies, the case-study method, project-based learning, digital services, reflective practices, and elements of kairos management proved to be the most effective.

Prospects for further research include the development of models for integrating soft skills into teacher training systems, experimental verification of the effectiveness of practice-oriented educational technologies, and the study of the influence of digital educational environments on future specialists' professional mobility.

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ПРОФЕСІЙНА МОБІЛЬНІСТЬ І КОНКУРЕНТОЗДАТНІСТЬ МАЙБУТНІХ ПЕДАГОГІВ КРИЗЬ ПРИЗМУ РОЗВИТКУ SOFT SKILLS

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Анотація. У статті розглянуто роль soft skills у забезпеченні професійної мобільності та конкурентоздатності майбутніх педагогів у сучасному освітньому середовищі. Актуальність дослідження зумовлена трансформацією вищої педагогічної освіти в умовах цифровізації, європейської інтеграції, стрімкого технологічного розвитку та змін вимог сучасного ринку праці. Наголошено, що сучасна професійна підготовка педагогів має бути спрямована

не лише на формування фахових знань і методичної компетентності, а й на розвиток універсальних компетентностей, які забезпечують здатність майбутніх фахівців ефективно адаптуватися до професійних викликів, конструктивно комунікувати, працювати в команді та здійснювати безперервний професійний розвиток.

У дослідженні обґрунтовано, що soft skills є важливою складовою професійної компетентності та безпосередньо впливають на професійну адаптацію майбутніх педагогів, їхню гнучкість, емоційну стійкість, лідерський потенціал і здатність ефективно функціонувати в умовах невизначеності. Значну увагу приділено практико орієнтованим технологіям формування soft skills у закладах вищої освіти. У статті проаналізовано освітній потенціал тренінгових технологій, кейс-методу, проєктного навчання, рефлексивних практик, цифрових освітніх інструментів та елементів кайрос-менеджменту у професійній підготовці майбутніх педагогів.

Представлено приклади практичної роботи зі здобувачами вищої освіти, зокрема комунікативні тренінги, моделювання педагогічних ситуацій, командну роботу, цифрові освітні проєкти, рефлексивні завдання та інтерактивні вправи, спрямовані на розвиток комунікативних навичок, критичного мислення, самоменеджменту, емоційного інтелекту та професійної адаптивності. У статті висвітлено досвід упровадження вибіркового освітнього компонентів, орієнтованих на розвиток soft skills, у Кам'янець-Подільському національному університеті імені Івана Огієнка. Зазначено, що такі освітні компоненти користуються значною популярністю серед здобувачів першого і другого рівнів вищої освіти та сприяють розвитку професійної мобільності, цифрової компетентності, командної взаємодії, лідерських якостей і готовності до інноваційної педагогічної діяльності.

У дослідженні зроблено висновок, що інтеграція soft skills у систему професійної підготовки педагогів створює сприятливі умови для підготовки конкурентоздатних фахівців, здатних до ефективної професійної взаємодії та безперервного саморозвитку в сучасному освітньому просторі.

Ключові слова: soft skills; професійна мобільність; конкурентоздатність; майбутні педагоги; професійна підготовка; універсальні компетентності; кайрос-менеджмент; цифрові технології; вища освіта; педагогічна освіта.

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