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## **FORMATION OF COMMUNICATIVE COMPETENCE AS A COMPONENT OF SOFT SKILLS OF FUTURE TEACHERS**

In the context of the transformation of education an important role of in the effective activity of a modern specialist is formation of soft skills. The educational process must respond requirements of succession, communication, ensuring of practical, developmental goals, creating a favorable emotional and psychological atmosphere of internal freedom of the individual and social responsibility. The training of future teacher involves not only mastering in professional knowledge but also the development of practice such as team working, negotiating, skills of compromise, analyzing the information, collection the necessary facts, arguing. We consider the solution of this issue in the formation of communicative practice during English language training as a component of soft skills, which determined topic of our research.

It should be noted that the essence of the “soft skills” concept is expressed in different ways. We share a point of the vision of those scientists who consider this term like as a skill to successfully interaction with environment and create a number of universal or non-cognitive competencies. The list of soft skills includes the ability to effectively implement interpersonal communication, teamwork, critical thinking, negotiate, evaluate, make decisions and solve problems [5].

It is considered that, proficiency in English communication is the basic life skills of the 21<sup>st</sup> century, so the process of training the future teachers determined by the social order for qualified educators for schools in the context Euroization of modern education. The study of the subject of the formation of soft skills in the process of training is presented in the scientific researches of A. Bobro, who examined the aspects of formation of these skills among primary school teachers; the subject of study of T. Sagina is soft skills in the process of advanced training; the development of soft skills among future IT specialists is examined by N. Dlugunovich. T. Kuptsova and I. Koliev described the features of the development of soft skills in the process of study of the foreign language. The foreign scientific researches covered the general aspects of the formation of soft skills in universities. J. Noah in his investigation examined the basic features of the formation of soft skills in TESL graduates.

At present, the main purpose of study English language in state curricula is the ability of active every day and professional communication and development of students in the process of study. So, the educational goal is associated with formation of relations, developing of abilities, self-realization and self-determination. Thus, the

formation of educational goals includes creative, professional, organizational and activity components. Definitely, the basis of the formation of soft skills in the process of learning foreign language is communicative orientation. As psychologists denoted, the communication is the ability of a person to organize his speech in its productive and receptive forms. To form a communicative competence of students, it is not enough to fill the educational process by practical and speaking exercises that allow to solve relevant problems. During the educational process, speech acts as means of creating of thoughts.

Communication is a skill that is essential human. People who don't have interpersonal skills are more likely to be involved in interpersonal conflict. It is known that language is the basis of communicative practice. Language helps people to understand the emotions of others people and help them to socialize. Forms of communication include interpersonal communication, verbal and written, which is essential for profession. To be effective communicator, a person must first of all be a good listener. She needs to focus on the information, do conclusions, and ask questions for clarification incomprehensible details of the conversation [7].

In accordance with the communicative-oriented approach to teaching a foreign language, priority is given to the following activities: project work, writing essays, preparing reports or presentations on professional topics. Such forms of interactive cooperation as negotiations, case-method, and interviews also are used.

Formation of communicative practical skills of future teachers in the context of development "soft skills" during group tasks involves effective cooperation in a team, argumentation of one's opinion, arguing of judgments. Teaching methods that contribute to the formation of communication skills of student are discussion approaches, during which there is an exchange of opinions in small groups and then presentation from each team participates in a public discussion. This discussion enhances the activity of all participants, as well as the skills of participating in group work and joint decision-making. Discussion like exchange the opinions will be prerequisite for further training students in debates. Such activity develops the ability to working in a team, small groups, and generates skills of presenting the ideas and critical thinking – soft skills that any future employer will appreciate are important.

The development of communicative practice of future teachers, as an important component in the system of formation of "soft skills" isn't important without the development of a culture of a dialogue, which exists in the ability to listen, ask questions, analyze the answer, understand the others, to be attentive, observant, establish contact, see and understand the reaction of audience. As we consider, English language for professional purposes has a powerful potential in the aspect of developing a culture of active, creative and communicative atmosphere among students.

The examples of tasks for the formation of communicative practice that contribute to the soft skills development are following: *a) you don't like the hotel room you are nervous. Solve the problem with the receptionist in polite way. b) you have bought a new phone but after a few days it was stopped working. Call the service center and consult whether you can get a refund.* In addition, the creative tasks as students' reports and presentation presentations on such topics as "Why

voluntary work is important”, “Transformation of family relationships” promote the formation of leadership features, activates an opportunity to express to each participant each point of view. In addition, the formation of experience in team work facilitated by the tasks of forming critical thinking. It should be added that while doing argumentation, generalization, deductive conclusions, the expression of point of view of each student lead to activation of team work [6, с. 152].

As O. Koval argued, the formation of soft skills leads to communicative interaction during debates, which activate speaking, which evolved the ability to cooperate, express confidently, respect traditions and their representatives, observe the norms of etiquette in professional atmosphere, stimulates the development of emotional intelligence by observing the behavior of others, students become more literate, begin to distinguish emotions better, respond to and build communication according to the partner’s intellectual state.

Role modeling of professional activity is also an effective method [6, с. 101]. The potential of the business game method is detailed in study of Y. Haidenko, who noted that the purpose of business game is to improve the foreign language communicative competence; formation of flexible skills directly related to professional activity. In this method that acts as typical and generalized reproduction of professional situations, therefore one of the main features is its likening to real professional circumstances in a short period of time. The business game contributes to the development of effective communication skills and team work, because of the solution of the task set by the game conditions requires close interaction of all participants: it is impossible to complete the game task without the cooperation with other students, since the actions of each specific participant effect on course of the game and its outcome as a whole. Accordingly, the social change can be a result of the development and implementation of effective strategies for soft skills formation for specialists, increase competitive of future teachers. Developing of communicative practice is closely linked to the soft skills formation.

Thus, we came to the conclusion that the formation of communicative competence of future teachers contribute to development of soft skills, which are relevant in the process professional training of future specialists.

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## **TEACHER'S WELL-BEING AS A PRIORITY IN FUTURE EDUCATION: A CROSS-CULTURAL DEFINITION**

Recently we could still argue whether the well-being and well-being of teachers is important, now it has become obvious that it should be built into the entire education system.

Teachers invest so much in their relationships with children, they have a deep knowledge of the students' progress and condition.

Teachers' awareness of their own condition is a guarantee that they and children will be able to help develop resilience and emotional health.

It is worth considering how the concept of well-being is defined in different languages. The definition of well-being in the Ukrainian language sounds like this:

*Добробут (Ukr.)* Well-being is the degree (completeness) of provision of the population of the country, a separate social group, family, person with vital means, material, social, cultural and spiritual goods [1].

This is how well-being is defined in English. Prosperity is the flourishing, thriving, good fortune and successful social status. Prosperity often produces profuse wealth including other factors which can be profusely wealthy in all degrees, such as happiness and health [4].

*Wohlstand (Deutsch.)* Prosperity (also well-being) is a positive state that is perceived differently from person to person. Prosperity is made up of immaterial and material wealth (see also standard of living). Living standards are easier to measure.