

























what they want. These are quite natural age features of adolescence. After the training, the indicators of aggression and selfishness decreased significantly. Such changes in the types of interpersonal interaction indicate that the subjects have become more sensitive to the needs and conditions of others. There are also indicators of the authoritarianism of the surveyed group, respondents are quite harsh about others, they are ironic and easily irritated, may tend to blame others for their failures and react negatively to answers or information that is not consistent with their vision.

At the same time, the subjects show critically low rates of suspicion and dependence. This result on the “suspicion” parameter is somewhat contradictory to the previously described indicators, as criticism involves the perception of others, social phenomena, some isolation and self-centeredness, which is associated with signs of aggression and selfishness. Instead, a low rate of submissiveness, which reflects modesty and emotional restraint, wimpishness, is a logical continuation of high rates of aggression and selfishness. According to T. Leary’s method, the predominance of such interpersonal tendencies in communication as friendliness and altruism was revealed after the second test.

### **Discussion**

A comparison of the results of the subjects before and after the training indicated significant changes in the development of soft skills of the study group. The aim of the study was to find out the features of the development of soft skills of the research group before and after the implementation of the training program. We will note the changes in conflict resolution strategies. At the beginning of the study, the confrontation and avoidance were the main strategies for resolving conflicts. Effective coping strategies such as compromise and cooperation prevailed in only a quarter of the surveyed. The indicators of empathy according to Boyko’s method have also changed —32.5% of the respondents showed a high level of empathy (no high indicators were recorded before the training conducted through this method), and only 12.5% had a low level of empathy.

In this case, Clark et al. (2018) note that only 15% of success in career growth is provided by hard skills, and the main part of success is related to the development of soft skills. In particular, Scaffidi (2018) notes that communication and conflict skills are necessary for all professions, regardless of specialization. He points out that in the IT field, employers also pay considerable attention to the development of these soft skills groups.

By its part, Devedzic et al. (2018) and Rana (2018) consider the relationship between different types of personality skills and points out that the development of both professional

and soft skills is important for professional growth. The researcher focuses on the interaction between people, noting that the ability to create effective dialogue is the key to the development of the team and its members.

Researchers note that a significant proportion of graduates clearly realized the lack of soft skills during the first year after graduating from university in their first job (Stewart et al., 2016; Tapyhina, 2018). Susilawati et al. (2020) described the experience of assessing these skills in medical school graduates not even by the leaders of their work teams, but by the consumers of their services — patients, and also noted that graduates lack certain soft skills. The works of scientists confirm the opinion of employers about the need for technical specialists and the representatives of creative professions to have soft skills (Heather, 2020; Mozhova et al., 2020). The studies of some scientists who found that soft skills are more developed in students majoring in the humanities than those who study technical sciences are of interest. Other scientists established a direct relationship between the level of soft skills and academic performance. The theoretical consequences of the study are the actualization of modern concepts of soft skills development, highlighting the most relevant soft skills that students need. The practicality of the results of the study is the creation of a training program for the development of soft skills, which can be recommended for use in other higher education institutions in Ukraine.

The main limitations of the study are the difficulty of verifying the results over a long period of time, in order to determine the effectiveness of the program. Some of the respondents completed their studies at the university after completing the study, which makes it difficult to retest the group. Also due to quarantine due to the COVID-19 pandemic, data collection was somewhat complicated (because the electronic form of the questionnaires was not convenient for all respondents) and the testing of research materials in the real educational process was difficult. Future research should be aimed at developing various competencies of future professionals. Special attention should also be paid to the formation of separate, specialized competencies that are necessary for the training of specialists in various fields.

### **Conclusions**

The research raised the current problem of forming communicative and conflictological soft skills in students. Such skills are the basis for achieving effective communication and the formation of tolerance for communicative destruction. Within the framework of the research, the author's training program for the development of communicative and conflictological soft skills of the respondents was developed and experimentally tested. The

main directions of the program were the formation of business communications, the creation of partnerships, overcoming communication barriers, establishing and achieving communication goals, the formation of constructive communicative interaction.

The study established the effectiveness and feasibility of using the proposed author's training program. This is confirmed by the formation of the respondents' skills of using strategies of cooperation and compromise in interpersonal communication. The effectiveness of the author's program is also confirmed by the empirically recorded predominance of friendliness and altruism in interpersonal communicative contacts, improvement of empathic abilities. Prospects for further research in this area are the development, testing and implementation of training programs for the formation of communicative and conflict soft skills in students of various specialties and areas of training. Of particular scientific interest is the establishment of relationships between different groups of students' soft skills.

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