SHAPING THE COMPETENCIES OF THE FUTURE: THE IMPORTANCE OF DEVELOPING SOFT SKILLS IN HIGHER EDUCATION

MOLDANDO AS COMPETÊNCIAS DO FUTURO: A IMPORTÂNCIA DO DESENVOLVIMENTO DE SOFT SKILLS NO ENSINO SUPERIOR

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Abstract. The article explores the significance of soft skills in the contemporary job market, emphasizing their crucial role in ensuring successful participation in the work process, enhancing productivity, and their relevance across various professions. Soft skills are portrayed as versatile competencies not tied to specific subject areas, encompassing the ability to approach problems from multiple perspectives, employ creative problem-solving methods, and adapt algorithms for analysis and synthesis. This study employs a precise methodological approach, including content analysis, systemic analysis, and structural-logical analysis, to deeply explore the dynamics and importance of soft skills in today's contexts. The article underscores the shifting demands of the modern labor market, particularly in the transition from a VUCA (Volatile, Uncertain, Complex, and Ambiguous) state to a BANI (Brittle, Anxious, Nonlinear, Incomprehensible) state, highlighting the increased turbulence and unpredictability of the work environment. In response to this evolving landscape, the article suggests a paradigm shift in the design and implementation of higher education courses and programs. It advocates for a greater emphasis on experiential learning methods and the cultivation of emotional intelligence. The article proposes the development of additional training programs aimed at nurturing personal qualities encompassing all aspects of soft skills. The findings of this research are deemed valuable for enhancing university training programs, better equipping young professionals to excel in the competitive and ever-evolving BANI-environment. The article contributes to a deeper understanding of the pivotal role soft skills play in shaping successful career trajectories for emerging specialists.

Keywords: soft skills, university, VUCA, BANI, experiental learning.

Resumo. O artigo explora a importância das soft skills no mercado de trabalho contemporâneo, enfatizando o seu papel crucial para garantir uma participação bem-sucedida no processo de trabalho, aumentando a produtividade e a sua relevância em diversas profissões. As soft skills são retratadas como competências versáteis não vinculadas a áreas temáticas específicas, abrangendo a capacidade de abordar problemas a partir de múltiplas perspectivas, empregar métodos criativos de resolução de problemas e adaptar algoritmos para análise e síntese. Este estudo emprega uma abordagem metodológica precisa, incluindo análise de conteúdo, análise sistêmica e análise lógica-estrutural, para explorar profundamente a dinâmica e a importância das habilidades interpessoais nos contextos atuais. O artigo sublinha as exigências mutáveis do mercado de trabalho moderno, particularmente na transição de um estado VUCA (Volátil, Incerto, Complexo e Ambíguo) para um estado BANI (Frágil, Ansioso, Não Linear, Incompreensível), destacando o aumento da turbulência e da imprevisibilidade. do ambiente de trabalho. Em resposta a este cenário em evolução, o artigo sugere uma mudança de paradigma na concepção e implementação de cursos e programas de ensino superior. Defende uma maior ênfase nos métodos de aprendizagem experiencial e no cultivo da inteligência emocional. O artigo propõe o desenvolvimento de programas de formação adicionais destinados a nutrir qualidades pessoais abrangendo todos os aspectos das competências interpessoais. As conclusões desta investigação são consideradas valiosas para melhorar os programas de formação universitária, capacitando melhor os jovens profissionais para se destacarem no ambiente BANI competitivo e em constante evolução. O artigo contribui para uma compreensão mais profunda do papel fundamental que as competências interpessoais desempenham na definição de trajetórias de carreira bem-sucedidas para especialistas emergentes.

Palavras-chave: soft skills, universidade, VUCA, BANI, aprendizagem experiencial.

INTRODUCTION

In modern science, soft skills are considered in the context of universal characteristics necessary for the subject to achieve personally meaningful goals. In this case, soft skills belong to the group of non-cognitive skills flexible skills, which complement hard skills (special professional skills). These flexible skills are considered as a set of non-specialized super-professional skills that allow effective and harmonious interaction with other people. Flexible skills are defined as abilities that allow the subject to be successful in establishing and maintaining interpersonal interaction in professional and non-professional areas of life and activity, taking into account personal potential. Also, soft skills can be defined as automated elements of conscious action that are formed in the process of its implementation and represent a coordinated ability to solve a particular type of motor, sensory, cognitive, or mental task (Melser, 2018).

Potential prerequisites for both professional and life self-actualization of a person today are not hard skills (narrowly professional knowledge, skills, and abilities), but most likely soft skills that ensure success regardless of the specifics of professional activity and the direction of its implementation. For this reason, modern researchers often make attempts to consider the concept of "soft skills" through the lenses of their subjective perception, scientific interests, or even commercial benefits. This explains the lack of a generally accepted and unambiguous substantive interpretation of the term "soft skills" (Lamri, 2019). The theoretical analysis of various studies makes it possible to identify the unified psychological characteristics of flexible skills and abilities necessary for effective and harmonious interaction with other people and professional and personal well-being.

Until now, most people believe that success in professional activity depends on the level of professionalism of a person endowed with a number of key qualities, such as self-understanding in the profession, knowledge of official (position-based) duties, perseverance, etc. However, modern trends indicate that this is already an outdated myth. Today, a good specialist is a "public specialist" who knows how to choose, in mobile and integrative manner, a productive way of interaction with the environment, that consists of many elements, the dynamism of change and transformation of which depends on the situation of immersion in it. Sometimes people who strive to realize themselves in society lack not professionalism, but the ability to be an effective communicator (Asefer & Abidin, 2021). According to Budhai and Taddei (2015), today "creative people who overcome the limits of average opportunities, are active and enterprising" are needed. According to Jeremy Lamri (2019), success in modern society is "not only something that any of us receives at birth, ninety percent of it is effort and work invested in ourselves." The growing importance of soft skills is clearly evident from statistical and forecast data on the size of soft skills training market (Figure 1).

Figure 1. Soft skills training market dynamics (Transparency Market Research, 2023).

As modern studies show, flexible skills are relevant for graduates of various specialties in any country of the world. Soft skills include social and professional communication, non-verbal communication,

building trust and leadership. Research shows the predominance of flexible skills over hard skills in the modern workplace (Nghia, 2019; Nghia 2021). Due to the fact that by means of flexible skills, an individual quickly reacts to professional and social transformations, these skills are the most significant in the process of studying at a university. The educational space of the university creates conditions for the formation of these abilities and qualities in students in the process of academic and extracurricular work. In this context, the study of opportunities and mechanisms for the formation of soft skills in higher education acquires special relevance today.

LITERATURE REVIEW

Today, a number of authors conclude that there is now another change in the educational paradigm as a response to the changes that took place in the advanced countries in the middle of the 20th century and were associated with the gradual transition of civilization to a post-industrial society. These processes determined the definition of new skills of the 21st century, skills of a modern specialist, which need to be developed starting from preschool and primary education and ensure the continuity of their formation throughout all levels of general and vocational education (Sutin & Jacob, 2016; Wadhwa, 2016).

The answer to the challenges of our time was the change of the educational paradigm as a global trend, due to the world civilizational process. The well-known scientist E. Toffler wrote about this back in the 20th century, explaining this as a "wave of change." Toffler has classified the development of the education system as follows (Nagarajan & Mohanasundaram, 2020):

- the first wave of change was the agricultural revolution;
- the second wave the formation of an industrial civilization;
- the third one is modern realities, post-industrial wave.

Toffler pointed out that in most industrialized countries, education consists in the development of the following skills: punctuality, obedience, and mechanical monotonous work skills. All these personality traits are extremely in demand in routine production in an industrial society. Another sign of the second wave is directly related to education this is the division of society into producer and consumer: education is "produced" by the teacher, and "consumed" by the student (Nagarajan & Mohanasundaram, 2020). In general, the change in the educational paradigm is reflected in Table. 1.

Table 1. Title. Comparison of attitudes towards education in the new paradigm and views on education in the 20th century

Educational paradigm of the 21st century	***Educational paradigm of the 20th century***
Nonlinear learning system	Class-lesson training system of linear type
Teacher – mentor, coordinator of students' actions, organizer of the information and educational environment	The teacher is a translator of information
Flexible class composition	The permanent composition of the class
Information resource is unlimited	Information resource is limited
Expanded information and educational environment (designed by the teacher and students)	Ready-made information and educational environment (prepared by the teacher)
Autonomous cognitive position of the student	The position of the student is the position of the consumer of ready-made information
The content of education is constantly supplemented, integrated from various sources of information, transformed	The content of education is presented in textbooks and curricula, and if even it is added, it is in the insignificant extent

Source: Compiled by the authors.

Given the significant changes in emphasis, which are expressed in the changing roles of student and teacher, curricula in the post-industrial era should be aimed at developing critical thinking, communication skills, creative ingenuity and interaction skills, because the ability to build interpersonal relationships is most in demand in this era.

Soft skills are necessary in any kind of activity, thus it is so important to start shaping them already at the stage of education in a general education school and continue to actively develop them in university educational practice. In the process of professional training, the most effective development of soft skills

can be achieved by means of innovative technologies, interactive technologies that have proven themselves in the world educational practice (Qizi, 2020; Taguma & Gabriel, 2018).

To stay afloat, a modern person needs to constantly monitor trends and learn new knowledge and skills. Such an unstable environment is called the VUCA world. VUCA is an acronym for the volatility and impermanence of the world. With its help, situations and factors in business and society that are not controlled by a human person are described.

The abbreviation consists of four words: volatility; uncertainty; complexity; ambiguity. The term VUCA began to be used by the US military in the 1990s to describe the erratic and ever-changing pattern of warfare. Then it began to be used in narrow circles of the business sphere, and in 2020 the acronym became a popular designation for the new reality.

In the new world, the successful realization of professional potential requires the development of new competencies among graduates. And, first of all, it is not about professional knowledge, but about the ability to perceive changing conditions of environment and adapt to them. According to scientists, this is why today we can increasingly hear about the need to develop soft skills (Kok, 2019; Waller et al., 2019). Different authors mean by this concept different competencies; however, it is possible to generalize the classification in an enlarged way:

- basic communication skills teamwork, negotiation, self-presentation, basic sales skills, public speaking, result-oriented, business writing, customer focus;
- self-management skills emotions management, stress management, self-development management, planning and goal setting, time management, energy, enthusiasm, initiative, perseverance, reflection, use of feedback;
- effective thinking skills systemic thinking, creative thinking, structural thinking, logical thinking, searching and analyzing information, developing and making decisions, design thinking, tactical and strategic thinking;
- managerial skills performance management, planning, setting tasks for employees, motivation, monitoring the implementation of tasks, mentoring (employee development), coaching, situational management and leadership, holding meetings, giving feedback, project management, delegation.

Scientists of the Vienna University of Applied Sciences (H. Wahl, K. Kaufmann, F. Ekkrammer and others), whose opinion is cited in Dell'Aquilla et al. (2017), categorized soft skills into the following categories: self-management and self-motivation; stress resistance; readiness for further education or training; analytical skills, team integration; team management; focus on goals and objectives; communication skills; presentation skills.

The problem of the development of soft skills at different times was dealt with by many scientists who considered and defined the concept of "soft skills" in different ways, which can be explained by the peculiarities of perception and the scope of scientific interests of each of them. It should be noted that all existing definitions of the concept are partially interconnected and interdependent, and some of them are closely intertwined with each other. The practice of a holistic perception of the concept of "soft skills" and its content is successfully, from our point of view, determined through content analysis.

The above-given list includes exactly those qualities that can help to "survive" in the VUCA world. These are communication skills organizing and maintaining communication channels that can help with employment and adaptation to a new job, as well as in the continuous acquisition of new knowledge, which is an integral attribute of today's reality. These are the skills of self-organization, which are crucially necessary in a changing environment setting a goal and finding a way to achieve it, as well as the ability to control emotions. These are also critical thinking skills the ability to navigate in the flows of heterogeneous information, to select data relevant to the solution of a specific task. These are managerial skills that are useful not only when receiving certain job responsibilities in professional life, but also in personal communication: they allow not to take on unbearable obligations, learn how to delegate correctly, give constructive feedback about responsibilities and emotional experiences, and also plan family household tasks and manage the process of their solution.

However, there are scientists who are convinced that the era of VUCA has already passed. In 2016, a new concept was proposed BANI (Zakkhaov, 2022). This concept functions in a similar way: it describes the world around a human in four words (and gives hints on how to interact with it).

BANI is Brittle, Anxious, Nonlinear, Incomprehensible. The feature of brittleness (fragility) lies in the fact that any built-in system can break down quite quickly (for example, the COVID-19 pandemic has

deprived many industries of profitability). Anxiety is caused by ongoing changes and often the inability to influence them. Nonlinearity is manifested by the fact that it is not obvious to us what consequences certain actions will lead to (a good example of the nonlinearity of what is happening is climate change). Incomprehensibility is a consequence of an overabundance of incoming information (now we are not experiencing knowing not enough, as often happened before, but sometimes we know too much, and it becomes difficult to sort the data). The author of the concept, futurist Jamais Cascio, explains that we can counter brittleness with flexibility and resistance, anxiety with empathy and awareness, nonlinearity with understanding of the general context and, again, flexibility, and incomprehensibility with maximum transparency and intuition (Suri et al., 2023).

Saying that the world-VUCA and the world-BANI are two different worlds will not be entirely true. BANI does not cancel the VUCA concept, but reformats it. This was required because many processes have become even more complex since the 1980s and 1990s, and phenomena have appeared that did not exist then (for example, mass digitalization). At the same time, the strategies "embedded" in VUCA began to be lacking they are still important (and reflected, for example, in the necessary flexibility and awareness described in BANI), but something else is also needed.

It is often impossible to succeed without proper soft skills. M. Rao (2012) writes that a person's effectiveness in professional activities directly depends on the level of development of his soft skills, which distinguish "successful specialists from unsuccessful ones, effective organizations from inefficient ones." To the leading skills of the personality of the 21st century, scientists include the critical nature of thinking and activity, openness to everything new and the ability to navigate in it, communication skills, the ability to find and process information, desire and aspiration to constant self-improvement, etc. (Garcia et al., 2020).

The importance of soft skills for different areas of the economy and industry is shown in various works. For example, D. Pons (2016), based on a survey of more than 100 experienced engineers in various fields, concludes that there are two most demanded soft skills in engineering, namely:

1) communication (both with management and within the team);
2) planning (both of own activities and projects). Similar results back in 2013 were obtained by K. Flynn et al. (2013) on the most in-demand soft skills of graduates in the food industry.

In addition, based on a survey of more than 300 employers from 15 countries, they identified priority personality traits:

1) communication;
2) critical thinking in product development.

In turn, other experts point out slightly different soft skills that university graduates need to develop for successful work in the field of design and engineering activities (construction, architecture) (Mwita et al., 2023). In the course of a survey of more than 30 employers, the following professional personality traits were identified:

1) conscientiousness;
2) initiative;
3) social skills;
4) manageability (compliance);
5) purposefulness.

There are also the following soft skills demanded by employers in the field of information technology, which a university graduate should have:

1) interpersonal communication;
2) analytical skills;
3) teamwork;
4) organizational skills;
5) ability to work independently;
6) flexibility and adaptability to changes.

This data was generated from an analysis of over 650 job postings worldwide (Asefer & Abidin, 2021).

Under such conditions, there is an obvious need for detailed research to correlate the realities of BANI-world with the possibilities of transforming the educational paradigms of universities in order to ensure

high-quality training of graduates with the full range of necessary soft skills and motivation for life-long learning, regardless of their specialty. At the same time, a higher assessment of the role of soft skills in comparison with professional competencies for the successful start of a professional career of young specialists implies not so much a change in the content of educational programs in a particular specialty, but rather the need to revise attitudes, approaches to the formation of soft skills and the use of appropriate teaching technologies, as well as interactive models of behavior of teachers, including soft skills as the main means of interaction with students.

METHOD

In the pursuit of this research, a meticulously crafted methodological approach is adopted, integrating a diverse array of tools to offer a nuanced understanding of the dynamics and significance of soft skills in the ever-evolving landscape of contemporary contexts. At the core of this methodological framework lies content analysis, a method that serves as the foundation for systematically dissecting and examining a wide range of pertinent materials. Content analysis allows for a structured examination of various textual, visual, or qualitative sources, enabling to distill essential insights, patterns, and themes related to soft skills.

This analytical technique acts as the initial lens through which the study gains insight into the multifaceted world of soft skills. In tandem with content analysis, the study leverages systemic analysis, a methodological tool that delves deeper into the intricate web of relationships and interdependencies within the realm of soft skills. Systemic analysis operates on the premise that soft skills do not exist in isolation but rather exist within a complex ecosystem of influences, both internal and external. This method allows for the exploration of how these skills are interconnected and how changes in one area can ripple through the entire system, providing a holistic view of their functioning and development.

Complementing systemic analysis, the study also employs structural-logical analysis, a method that dissects and elucidates the underlying structures and logical frameworks governing soft skills. This analytical approach aids in uncovering the inherent order and organization within the soft skills domain, shedding light on the fundamental principles that underpin these competencies. By breaking down the structural components and logical underpinnings, researchers can gain a deeper understanding of how soft skills are constructed and function. Collectively, these methodological tools form a robust and comprehensive framework that allows for a meticulous investigation and a profound comprehension of soft skills.

RESULTS AND DISCUSSION

The need to develop soft skills requires a rethinking of learning processes, because the traditional approach involves the transfer of professional skills ("hard skills") from the teacher to the student. Mastering soft skills, in most cases, does not involve the introduction of additional disciplines due to the fact that in this case skills are developed not through content (what to teach), but through methods, through a process (how to teach). Soft skills can be developed in parallel with knowledge transfer using advanced pedagogy methods; also, it can be done through additional education programs, but it is possible within almost any discipline using familiar methods (Melser, 2018). At the same time, all the methods used are consistent with the learning pyramid, according to which, with the "lecture" learning format, only 5% of the material is learned (which has been repeatedly confirmed empirically: when asked "What have you learned at the last lecture?" students, at best, start flipping through the notes), but often even in practical (seminar) classes, the teacher rather shares information than attracts students to problem solving and discussion (Mwita et al., 2023). In the learning pyramid, over 50% of the material is assimilated, if there is a group discussion, practical tasks are performed (in our opinion, each student should try to complete the task, and not just the most active or who came to the board), and even mutual teaching takes place.

Considering the potential of different disciplines for the formation of soft skills, researchers most often name the same skills that require development: critical thinking, communication, teamwork skills (Scheerens et al., 2020). L. Fernandez-Sanz et al. (2017) provide an overview of research undertaken in 45 countries around the world to define core soft skills. Scientists come to the conclusion that in most cases people use the same skills.

Although soft skills have already firmly taken their place among purely professional competencies, the level of their formation is rarely assessed during training sessions. The question of objective measurement of the quality of this group of skills is still open. There are many methods that have not yet become classic, since scientists are constantly improving them, trying to make them more accurate and convenient. Among

the many methodological tools, the mutual evaluation of students should be highlighted (Dell'Aquilla et al., 2017).

Research in the field of soft skills is still ongoing. The subjects of study are:

- diagnostics and assessment of soft skills (Asefer & Abidin, 2021);
- the use of various approaches, methods, and techniques to develop these skills for example, interdisciplinary project work, group work forms (Garcia et al., 2020);
- comparison of the effectiveness of the methods and techniques used, for example, teamwork and project activities, debates and role-playing in the development of critical thinking and communication skills (Qizi, 2020);
- identification of individual skills developmental features, such as collaboration skills, critical thinking, etc. (Lamri, 2019);
- the use of language disciplines as a means of developing soft skills (Nghia, 2021).

At the same time, in general, the formation of a system of skills, conceptualized in Figure 2, is expected.

Figure 2. Skills of the 21st century (Rao, 2012).

However, in the BANI world, it is necessary to understand the existing "pitfalls" the so-called "hidden dimensions of BANI" (see Figure 3), and the higher education system must undergo appropriate modifications.

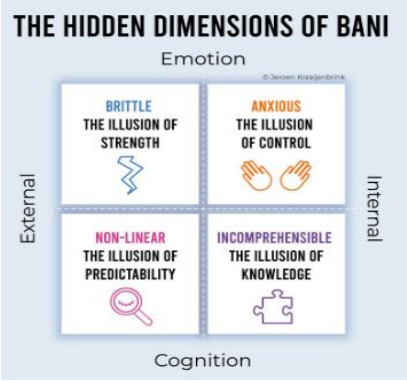

Figure 3. Hidden dimensions of BANI-paradigm (Suri et al., 2023).

A modern university graduate should be able to recognize these illusions in himself, in his team, organization and address them in time. In turn, this is possible on the basis of the development and implementation of training courses and programs aimed at the formation of skills specific for the BANI-world, still unfamiliar to the eye of VUCA-world "natives" (see Figure 4).

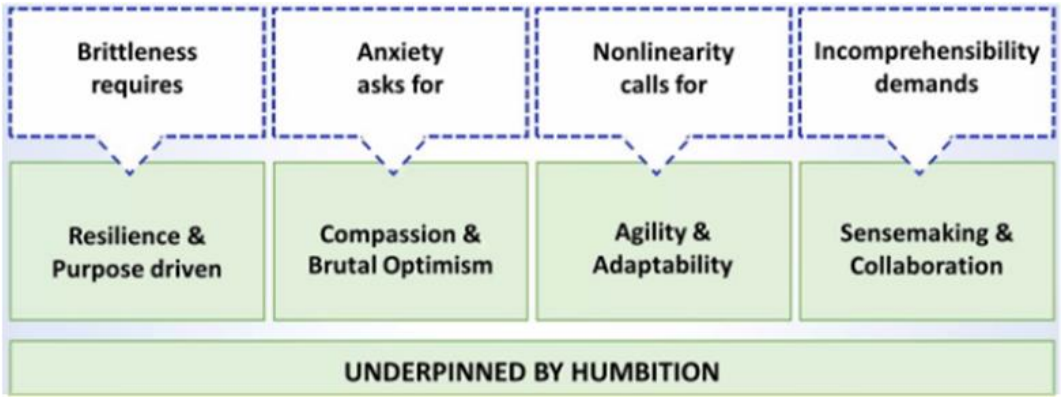

Figure 4. Traits of BANI-world competitive university graduate (Kok, 2019).

Soft skills are considered as part of transversal skills (competences), which are defined in European studies as key to sustainable development. In one of the most detailed definitions, transversal skills are understood as a set of closely related specific competencies that combine: the use of interactive tools (language, symbols and texts, knowledge and information, technology); interaction in heterogeneous groups (building relationships with others, cooperation, teamwork, conflict management and resolution); independent activity (actions for the future, the formation and implementation of life plans and personal projects, protection and upholding of rights, interests, established limits and needs) (Scheerens et l., 2020). Soft skills that form the basis of transversal ones include the characteristics of the ability to work with information and the universal qualities of thinking flexibility, criticality, creativity, as well as a wide multidisciplinary range of adaptive abilities.

The practice of corporate universities, as well as leading business schools and some Ivy League universities, shows that one of the most effective strategies for developing such skills is experiential learning. It is a type of informal learning that is based on "trial and error" (Buzzelli & Asafo-Adjei, 2023). The Experiential Learning Cycle is a four-stage learning process that is applied repeatedly in every interaction and experience: Experience-Consideration-Thinking-Act.

Kolb's learning cycle involves the integration of such components as knowledge, activity, and reflection in the process of experimental learning. As part of this approach, the Association for Experiential Education suggests classifying learning as experiential if it provides the following (Villarroel et al., 2020):

- reflection, critical analysis, and synthesis;
- the opportunity for students to take the initiative, make decisions and be responsible for the results;
- participation of students in learning intellectually, creatively, emotionally, socially or physically;
- through curriculum design, such experiences allow learning from natural consequences, mistakes, and successes.

Observance of the specified criteria implies plenty of possible configurations and variants of educational activities/measures/events.

Columbia University professor Eli Noam conducted an empirical study of the effectiveness of experiential learning based on the methodology of MBA courses at the same university in financial management and management accounting students (Facemire, 2022). For experimental training, the course "IT Investment Management" was chosen, the second year of study and the third in the cycle of financial disciplines of the program under consideration (after the courses "Financial Management" and "Corporate Finance and Business Value Management"). The logic of building the entire cycle of financial disciplines involves a consistent movement from simple to complex (Table 2).

Table 2. Teaching of financial disciplines in the program of the specialty "Financial Management and Management Accounting," Columbia University (USA) (Facemire, 2022)

To Know	**To Understand**	**To Apply in Practice**
Functional focus	Cross-functional multidisciplinary focus	
Tasks, illustrative examples	Cases	Experiental learning
Fom hard-skills to soft-skills		
Financial management	**Corporate finance and cost management**	**IT Investment Management**

The author teaches all the courses of this program, creating an atmosphere of trust, knowing the group socially and understanding to what extent it has mastered the necessary material. By the beginning of the course, the group had a high level of dynamics (the normalization stage and the stage of functioning according to Tuckman (1965)), which made it possible to use more complex methods in terms of social interaction.

The course consisted of five face-to-face sessions of 4 academic hours each over two to three weeks. During this time, participants must develop and present in the format of a business case justification for the chosen investment decisions. Such an algorithm is a common practice provided by professional codes of knowledge, in particular, the conceptual provisions of Enterprise Value: Governance of IT Investments, The Val IT Framework 2.0.

At the beginning of the first lesson, working groups of 5-7 participants were formed and topics were selected. Each of the participants proposed his own topic, based on the problematic field of potential companies-employers. Further, of all the topics, they found one on which they have to work. Each session began with a mini-lecture (15-20 minutes) to orient the participants and agree on the day's plan. The rest of the time was independent work in groups, that is, searching for and studying methodological materials and examples, developing own approach to developing a case, collecting the necessary information and analyzing it, and preparing the final document. Since some of the work cannot be done in the classroom (for example, collecting some information, pilot testing, undercover contacts with suppliers and buyers, other contractors, etc.), out-of-class time was used for this. At the same time, technical tools to support group work were actively used, which allows, if necessary, to quickly communicate with the teacher.

The role of the teacher was reduced mainly to consulting support and monitoring of the entire work of the groups. The minimum iterations involved interacting with each of the working groups at the beginning, middle, and end of each working session.

The culmination of the course was the presentation of the developed business cases in the format of "friendly consulting" according to the methodology of Mintzberg. This methodology was adjusted and adapted by the author, taking into account the characteristics of the course and the audience. "Friendly consulting" involves the simultaneous presentation of the results of each group's work by its members to representatives of other groups with feedback in the style of constructive criticism within a specially structured procedure (Table 3).

Table 3. Stages of "friendly consulting" (Facemire, 2022)

Cycle Stages	Analysis of Program Elements
Speaker's presentation	Within 5 minutes, the speaker presents the results of the work, interacting only with the facilitator. Experts only listen
Collection of clarifying questions	Within 2 minutes, the experts ask questions to the facilitator for broadcasting them to the speaker. The speaker only listens
Speaker's answers to clarifying questions	The facilitator interviews the speaker for 3 minutes. Experts only listen
Discussion and criticism	For 7 minutes, the experts and the facilitator discuss. The speaker only listens, without possible comments

An analysis of the program in terms of learning cycle is presented in Table 4.

Table 4. Analysis of the program in terms of learning cycle (Facemire, 2022)

Stages of the Cycle	Analysis of Program Elements
Direct experience	Participants in the program have some experience working on educational projects
Observation and reflection	At the first stages of work on the project, students analyze their experience, knowledge, and information to develop an approach to work
Formation of abstract concepts and models	In the subsequent stages, new ideas are generated, models are built using both existing and newly acquired information and experience
Active experimentation	The combination and knowledge, experience and decisions made, as well as experimenting with the formulated models takes students to a new level of experience and knowledge (the initial stage of the cycle at a new level)

At the end of the module, students were asked, in the form of an unstructured interview, to evaluate the dynamics of their skills and the skills of classmates in terms of creativity, the ability to practically apply

existing experience to solve new, more complex problems without additional training, as well as in terms of teamwork and emotional intelligence. Very positive feedback was received from all students.

Noam argues that the fundamental point in experiential self-learning is the real problem or task that the trainees will be working on. The reality nature of the task creates a fundamentally different level of perception and assessment of uncertainty compared to other methods of active learning (for example, the classical use of case studies) (Facemire, 2022). At the same time, the instructor must combine authoritarianism and democracy in working with the group. This will set a clear course trajectory and increase the confidence of skeptical participants, while at the same time providing the necessary freedom for participants to determine specific approaches, actions, and creative solutions to experimental problems, as well as teach students to adapt their behavior strategies when working in environments with different types of leadership. He also notes that the social experience and social maturity of the participants contributes to effective work, deep conscious learning and reflection. Students with social and communication skills are more easily involved and supportive of their team members. This is especially important when the assignment has a high level of uncertainty (Facemire, 2022).

The level of trust between the instructor and program participants is a significant prerequisite for success. It contributes to effective communications, and at the initial stage provides a certain time advantage: participants can work actively, even if they do not fully understand the goal and direction, but according to the plan of the training event, this understanding should come as a "moment of insight" such a soft skill is very important, since the need for its use in the BANI-environment arises often. Otherwise, such a strategy is very risky for the instructor, since it can cause frustration and contribute to destructive conflicts (Facemire, 2022). With the proper dynamics of the course and an effectively built and 'orchestrated' culmination (for example, presentation of the results of the work), self-reflection of the participants (beyond the boundaries of group reflection) can be taken out of the course itself. This will save time, allowing working deeper into own experiences "alone with self" (Facemire, 2022).

As noted above, at the moment there is no single classification of soft skills, just as the exact number of qualities and skills that fit the definition of such skills has not been determined. However, all the skills listed above are complemented by the peculiarities of thinking (speed, creativity, flexibility, and consistency (systemic nature)). The flexibility of thinking is the ability of a person to quickly and easily search for new solution strategies. Flexibility of thinking is the ability to freely dispose of the source material, establish associative links and move in behavior and thinking from phenomena of one class to others, often far in essence. Many scientists consider thinking one of the main, and even the most important human quality. Thanks to thinking, a person is able to solve important life problems that arise before him, find ways to solve problems, and be creative in solving problems. Thinking may differ. It can be analytical, critical, creative, abstract, etc. But it is very important that it can be flexible, which is the basis of the competences of the future the competence of a specialist in BANI-world.

CONCLUSION

Soft skills, as demonstrated in the article, are a set of non-specialized, career-important cross-professional skills that are responsible for successful participation in the work process, high productivity, and are cross-cutting, that is, not related to a specific subject area. However, in general, conceptually, they suggest the ability to think about a thought from different points of view or solve several issues at the same time, using a creative approach in the implementation of certain tasks, as well as changing the algorithm to a fundamentally different one, a template for analysis and synthesis. The demand for namely such skills in the modern labor market means, accordingly, the need to change the paradigm of the design and implementation of training courses and programs in higher education, towards the ever wider use of experiential learning methods and with a special emphasis on the formation of emotional intelligence.

Probably, it is necessary to create additional training programs for the development of personal qualities on all components of soft skills. To design activities for the development of soft skills, it is expedient to involve not only teachers and educators, but also the students themselves. Involving students in the design and implementation of activities for soft skills development fosters a sense of ownership and empowers them to actively shape their own personal and professional growth.

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