Развитие «soft skills» в процессе иноязычного образования бакалавров в сфере спорта и фитнеса

Введение. Высокая востребованность специалистов в сфере физического воспитания и спорта, обладающих навыками работы в команде, умеющих эффективно решать проблемы, обладающих коммуникабельностью, креативным мышлением, находчивостью и т. д. и недостаточная разработанность педагогических условий для развития данных «soft skills» в высшем учебном заведении у бакалавров физвоспитания актуализируют поиск педагогических возможностей, включая потенциал иноязычного образования. Обоснование и реализация эффективных педагогических условий развития «soft skills» у бакалавров в сфере спорта и фитнеса в процессе изучения иностранного языка в аудиторное и внеаудиторное время позволило бы разрешить данное противоречие.

Материалы и методы. Эксперимент по апробации педагогических условий проводился в Институте физической культуры, спорта и безопасности жизнедеятельности Елецкого государственного университета им. И.А. Буниной в 2020-2021 годах. Для исследования были отобраны студенты 1–2 курсов (n=68). Оценка степени развития «soft skills» студентов проводилась на основе теоретического анализа, синтеза, педагогического наблюдения, тестирования. Статистическая значимость результатов подтверждалась критерием х² Пирсона.

Результаты. Анализ количественных и качественных статистических данных эксперимента показал значительный рост уровня развития «soft skills» у бакалавров физвоспитания в процессе изучения иностранного языка за счет создания особых педагогических условий (χ² = 11,813).

Выводы. Впервые обоснованы и реализованы педагогические условия развития «soft skills» у бакалавров физвоспитания в процессе изучения иностранного языка на основе системно-деятельностного, субъектоцентрированного и контекстного подходов. Педагогические условия предусматривают осознание обучающимися актуальности коммуникативных, управленческих навыков, эффективного мышления и навыков self-менеджмента; изменение в структуре практических занятий по иностранному языку; внеаудиторной и самостоятельной работы обучающихся. С учетом данных условий могут быть разработаны учебно-методические комплексы, реализующие инновационные педагогические практики, направленные на обеспечение развития личностных качеств обучающихся как предиктора профессиональной успешности и конкурентоспособности выпускника вуза.

Ключевые слова: soft skills, бакалавр в сфере спорта и фитнеса, иноязычное образование, педагогические условия

Ссылка для цитирования:
"Soft skills" development during foreign language education of bachelors in sports and fitness

**Introduction.** The high demand for specialists in the area of physical education and sport with the teamwork skills, capable of addressing the problems effectively, communicative, resourceful, able to think creatively etc. and insufficiency of pedagogical conditions for physical training "soft skills" development in a higher school bring into focus the search for pedagogical possibilities including foreign language education potential. Justification and implementation of effective pedagogical conditions for physical training bachelors’ "soft skills" development when studying a foreign language within classroom and extracurricular work would resolve the problem.

**Materials and methods.** The experiment on the testing of the pedagogical conditions was held in the Institute of Physical Training, Sport, Health and Safety in the Bunin Yelets State University in 2020–2021. For the research the students of the first and second years were chosen (n=68). The estimation of the students’ soft skills development level was carried out on the basis of theoretical analysis, synthesis, pedagogical observation and testing. The statistical significance of the results was approved with the $\chi^2$ Pearson test.

**Research results.** The analysis of quantitative and qualitative data of the experiment showed a significant improvement of physical training bachelors’ "soft skills" during foreign language studying through creating special pedagogical conditions ($\chi^2 = 11,813 > \chi^2_{0.05}$).

**Discussion and conclusion.** For the first time pedagogical conditions for physical training bachelors’ "soft skills" development during foreign language studying were justified and implemented on the basis of system and activity, subject-centered and context approaches. Pedagogical conditions imply the learners’ awareness of relevance of communicative, management skills, effective thinking and self-management; structural changes in a foreign language practical lesson, classroom and independent learners’ work. Under these conditions study guides can be developed; they can implement innovative pedagogical practices aimed at providing learners’ personal characteristics development as a predictor of a graduate’s professional success and competitiveness.

**Keywords:** "soft skills", bachelor in sports and fitness, foreign language education, pedagogical conditions

For Reference:
Introduction

According to UNESCO Strategy for TVET 2022-2029 the labour market of many countries demands for highly skilled specialists able to work in a team, solve problems, communicate, and demonstrate creativity and resourcefulness. Many surveys prove that these are the qualities – so called “soft skills” – that determine professional and personal success of a specialist. That’s why the urgent task of a higher school is to develop “soft skills” along with “hard skills”.

According to M.V. Gruzdev et al. [1] it is important to organize the interaction between education, science and business to provide the high quality of specialists’ education. The idea of “soft skills” as a set of demands for human resources development is emphasized in his work. The authors reveal the importance of soft skills for enterprise employees; the “soft skills” levels formation among higher school graduates applying or working at the enterprise; the relevant competences connected with the functions. G. Mitchell [2] states that not all “soft skills” are considered to be equally significant. For instance, business teachers determine 99 communication skills and ethics as the most relevant skills for successful activities in the 21st century labour force. From the researcher’s viewpoint communication in a written form and time management skills are ranked as much more significant than problem solving, business etiquette, leadership skills, critical thinking skills, diversity, oral communication skills, customer service etc.

In his survey M.M. Robles [3] integrates “soft skills” into a group work as less structured lists of separate skills. All classifications of the “soft skills” include skills connected with communication. They are considered to be “communication skills”. M. Groh et al. [4] in their research note that the youth are short of “soft skills” necessary for professional success. That is the reason why a number of special employment programs aimed at “soft skills” development have appeared although they are not very efficient. O. Stoliarchuk [5] deals with the professional universum connected with graduates’ “soft skills” development implemented in their ability and readiness to build alternative vectors of personal and professional self-implementation. The structure of the professional universum consists of motivation component manifesting in desire for self-actualization, cognitive component revealing itself in reflexivity and behavioural component demonstrated by flexibility.

U.C. Okolie et al. [6] carrying out an empirical study of relations between employability development opportunity and university learners’ enhanced employability prove that there is a great positive relationship between these two aspects. O. Malykhin [7] and L. Raitskaya [8] study the employability skills and the way they are investigated in higher education. The authors prove that competencies, capabilities, “soft skills” are vital as they considerably determine the opportunities of graduates’ successful employability.

According to I. Tsalikova et al. [9] a specialist with well-developed “soft skills” is always in demand within the labour market, capable of building a successful career. From the authors’ point of view “soft skills” imply communicative skills, creative and unconventional thinking, productive team working, responsibility taking, effective time-management, quick adaptation to new circumstances etc. Thus, social qualities as universal competencies are very important to develop because they focus on identification of balanced solutions in a wide spectrum of routine professional problems. These “soft skills” can’t be quantified but they ensure high effectiveness and productivity in any industrial sphere.
At present time the society needs specialists in the area of physical training and sport from whom a developed system of “hard” and “soft” skills is required. According to the current economic analysis specialists in the area of health, sport and fitness are the most expectable occupation in future, so vocational training of sport bachelors deserves greater attention.

The subject “Foreign language” holds great potential for learners’ “soft skills” development. J. Bartel [10] emphasizes the idea of language disciplines employment as a means of “soft skills” development. The practice proves that specially arranged work with learners during foreign language classroom and extracurricular activity contributes to solving the problem of sport and fitness bachelors’ “soft skills” development. The purpose of the research is to identify and implement in the educational process pedagogical conditions for bachelors’ “soft skills” development during foreign language classroom and extracurricular activity (49.03.01 “Physical training – Sports training, fitness”).

The significance of “soft skills” for employee competitiveness in the labour market has widely being discussed in the foreign press. Scientists note that possessing “soft skills” contributes to career development in any sphere. H. Tseng et al. state that “social but not cognitive intelligence, social and soft skills but not subject knowledge are estimated by specialists (sociologists, anthropologists, psychologists, marketers) as a crucial factor of personal success, successful recruitment and career advancement” [11, p. 180]. As a rule “soft skills” to a greater extent focus on the person. They include communication with people, social skills, not based on competence or professional experience unlike hard skills. Hard skills – professional knowledge, skills the students learn within their areas – are technical skills that are special for a definite type of work. They are registered in a certification program of teaching employees and work experience and can be measured and tested through examination and practical tasks.

It should be noted that “soft skills” are of great importance in any profession in sphere of economics, politics, and society that’s why the problem of “soft skills” development is cross-cutting and is being solved within different scientific spheres. J.D. Meyer and G. Geher [12] proposed a psychological and pedagogical concept of “soft skills” development. Within their approach the key term is “emotional intelligence”, i.e. a definite group of skills which leads to understanding both his/her own emotions and emotions of people around such as self-control, self-consciousness, responsiveness etc.

The problem of “soft skills” development has widely been covered in Russian scientific literature over recent decades. The researchers haven’t built up a common viewpoint on the term “soft skills”. Y. Kuzminov, P. Sorokin and I. Froumin [13] consider “soft skills” as personal qualities, skills contributing to improving his/her interaction with people around, determining a person’s ability to adapt socially and work productively. H. Chassidim, D. Almog and S. Mark define them as “a system of communicative and personal competences including any non-professional skills which accompany the implementation of professional activity in any sphere” [14, p. 21]. V. Shipilov [15] considers “soft skills” as a psychological phenomenon which is reflected in the interaction.

O. Malykhin, N. Aristova, L. Kalinina, T. Opaliuk define “soft skills” as a set of an employee’s social and labour characteristic of knowledge, skills, habits and motivational features; V. Shipilov – as skills connected with ethics of business and scientific and professional communication; J. Andrews – as skills improving efficiency and effectiveness of an employee’s labour activity [16]. Thus, “soft skills” are considered to be a set of non-professional skills that are not connected with subject area, very important for professional activity and contribute to career advancement.
From N.V. Bystrova’s viewpoint [17] the system of “soft skills” integrates four principle groups: communication, management, self-management skills, and effective thinking skills. We agree with the classification. Let’s consider them in detail.

For specialists in the sphere of sport and fitness communication skills are of great importance. According to B.B. Meyer [18] communicative competence provides successful behaviour in an extreme situation, quickness of laying the groundwork in a team. Communicative competence is developed through teamwork, public speaking and contributes to development of skills connected effective work with people.

Management skills imply motivation, planning, dealing with modifications and projects. The survey conducted by U.C. Okolie, H.E. Nwosu, S. Mlanga among one hundred and five European companies showed that success of complex and difficult-to-predict markets is connected both with strategic flexibility (ability to notice changes and respond quickly to them) and with management system resistance (precision of organizational targets, stability of corporate values and principles in decision making).

A specialist in the sphere of sport and fitness manages sport teams; he/she doesn’t only teach athletes a set of rules and purposefully helps them increase their productivity but teaches them to work in a team, act successfully in team sports such as football, volleyball, basketball etc.

A specialist in the sphere of sport and fitness has to think effectively. According to A.I. Ivonina et al. [19] effective thinking is expressed in creative, logical and critical thinking, responsibility for brain management. B.B. Meyer considers that for the successful career future sport specialists should be emotionally stable. Ability to smooth out such emotions as timidity, anger, depression, social tightness, vulnerability etc. is critical for a future PE teacher. Employees with the low level of emotional stability can easily distract from their work for different reasons due to personal situations.

Capacity of reflection is of great importance for athletes’ personality development. That’s why self-management skills – stress and emotions management, ability to exercise control over the condition – should also be paid great attention when training future athletes.

Scientific sources review has revealed insufficiency of pedagogical conditions for these physical training bachelors’ “soft skills” development with extensive teaching opportunities of foreign language education in a higher school.

The goal of the research is to justify and implement pedagogical conditions influencing the effectiveness of physical training bachelors’ “soft skills” development when studying a foreign language within classroom and extracurricular work.

The study comprised three phases: 1) theoretical problem analysis in scientific sources; 2) justification and implementation of pedagogical conditions for physical training bachelors’ “soft skills” development when studying a foreign language; 3) the experimental work on effectiveness of pedagogical conditions on the basis of pedagogical supervision, testing, and the quantitative-qualitative analysis.

**Materials and methods**

The research object is foreign language education of bachelors in sports and fitness. The subject of the research is physical training bachelors’ “soft skills” development during foreign language education. Research methods are theoretical analysis, declarative and formative experiments, pedagogical supervision, testing, and statistical data processing method by the $\chi^2$ Pearson criterion.
The experiment on the testing of the pedagogical conditions was held in the Institute of Physical Training, Sport, Health and Safety in the Bunin Yelets State University in 2020–2021. For the research the students of the first and second years were chosen (n=68) with specialty 49.03.01 “Physical training – Sports training, fitness”, bachelor’s degree. We have identified a pilot (PG) and control (CG) group (PG = 34, CG = 34).

The level of bachelors’ “soft skills” development was diagnosed through MMPI-II test and R.B. Cattell’s test, communicative and organizational inclinations diagnostics (COI–2), E.P. Torrance and J.P. Guilford’s test, “Capacity of self-management” test by N.M. Peisahov.

Research results. The conducted analysis of the scientific literature on the studied problem showed that future athletes’ “soft skills” development during foreign language education can be interpreted as a process focused on acquisition and development of personal qualities providing competitiveness of future athletes in the modern labour market, his/her professional success.

This idea was the basis for the pedagogical experiment consisting of declarative and formative phases. At the declarative phase a pilot and control group was identified. To diagnose the reference level of “soft skills” development diagnostic tools were selected according to the criteria and indicators (Table 1).

### Table 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
<th>Diagnostics methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>behaviour in an extreme situation; quickness of laying the groundwork in a team; communicative competence</td>
<td>MMPI-II test, R.B. Cattell’s test</td>
</tr>
<tr>
<td>Management</td>
<td>ability to notice changes and respond quickly to them; precision of organizational targets; stability of corporate values and principles in decision making</td>
<td>Communicative and organizational inclinations diagnostics (COI–2)</td>
</tr>
<tr>
<td>Effective thinking</td>
<td>creativity, logic, criticality; capacity of reflection</td>
<td>E.P. Torrance and J. P. Guilford’s test</td>
</tr>
<tr>
<td>Self-management</td>
<td>stress and emotions management, ability to exercise control over the condition</td>
<td>“Capacity of self-management” test by N. M. Peisahov</td>
</tr>
</tbody>
</table>

The results of the declarative phase of the experiment are shown in Table 2.

### Table 2

<table>
<thead>
<tr>
<th>Groups of “soft skills”</th>
<th>Pilot group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High level</td>
<td>Average level</td>
</tr>
<tr>
<td>Communication</td>
<td>7,4</td>
<td>26,5</td>
</tr>
<tr>
<td>Management</td>
<td>5,9</td>
<td>23,5</td>
</tr>
<tr>
<td>Effective thinking</td>
<td>0</td>
<td>8,8</td>
</tr>
<tr>
<td>Self-management</td>
<td>2,9</td>
<td>20,6</td>
</tr>
</tbody>
</table>

The $\chi^2$ Pearson criterion was 0,092 (Table 3).
The χ² Pearson criterion at the declarative phase

<table>
<thead>
<tr>
<th>Levels</th>
<th>fpj</th>
<th>fcj</th>
<th>(fpj- fcj)</th>
<th>(fpj- fcj)²</th>
<th>(fpj- fcj)²/fcj</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>2,75</td>
<td>3,25</td>
<td>-0,50</td>
<td>0,25</td>
<td>0,077</td>
</tr>
<tr>
<td>Average</td>
<td>13,50</td>
<td>13,75</td>
<td>-0,25</td>
<td>0,06</td>
<td>0,005</td>
</tr>
<tr>
<td>Low</td>
<td>51,75</td>
<td>51,00</td>
<td>0,75</td>
<td>0,56</td>
<td>0,011</td>
</tr>
</tbody>
</table>

The formative phase was to create special pedagogical conditions for effective development of future athletes’ communication, management, self-management skills, and effective thinking skills during foreign language education in a higher school on the basis of system and activity, subject-centered and context approaches.

The system and activity approach presupposed a form of learning process organization where learners were not passive information “receivers” but active participants in the process developing their communication skills, demonstrating management and self-management skills, effective thinking skills. The key role was played by learning interactive methods: role playing and business games, the problem-based method, the practical problem solving method, the discussion method, the project method etc.

The subject-centered approach empowered teachers to design the content of “soft skills” development when learner’s subjectivity experience was performed as a system-forming component integrating professional and personal context through practical experience obtaining and was a part of learner’s personal values sphere. (S.A. Bakleneva, O.A. Koryakovtseva, E.P. Komarova [20]).

The context approach involved the learners into the process of system application of professional context on the basis of professional context modeling.

To foster the physical training bachelors’ “soft skills” development during foreign language education at the formative phase of the experiment the following pedagogical conditions were created.

One of the most significant conditions was to form students’ conscious inner motivation for their “soft skills” development. The importance of “soft skills” for sports and fitness bachelors’ future career involved learners’ awareness of their relevance, focusing on their development in the learning process at a higher school. During curatorial hours a preliminary discussion about self-development, “soft skills” relevance for students’ future professional activity was conducted. Thus the content of the subject-centered approach to sports and fitness bachelors’ “soft skills” development was purposefully implemented.

No less significant was to develop active learners’ cognitive position due to competent organization of classroom and extracurricular activity in English on the basis of context approach principles. The requirements to organization and conduct of practical lessons included the following.

1. Selection of educational content in order to develop learners’ “soft skills”. Careful selection of informative material for English lessons was carried out: texts about the best athletes’ career, the benefits of foreign language learning for “soft skills” development etc. Professional texts reading, special situations creating, spheres of communication involving and further analysis of the content allowed to introduce students to the “soft skills” topic, to realize “the role of “soft skills” in the future professional activity” (P.I. Obraztsov, O.Yu. Ivanova [21]). The further completing the assignments on the basis of the targeted content,
analyzing behaviour of highly qualified specialists allowed the learners to reflect on their professional future, to enhance the motivation for vocational training, “to intensify career aspirations” etc. (N.D. Galskova, N.I. Gez [22]).

2. Interactive technologies application in the learning process. For example, using the case-study did not only enrich the students’ theoretical knowledge but developed practical skills: ability to work comfortably in a team, a sense of responsibility and time-space, critical thinking, personal competences formation and development with minimizing bad habits. Dialogue forms of the assignments developed the learners’ communicative skills.

3. The principle of problemacity implementation during foreign language teaching, for example, problem assignments development on the basis of real situations in order to make it possible for students to find the best problem solution. Future sports specialists can consider and elaborate on problem situations during the learning process at foreign language practical lessons through immersion into their future professional activity.

4. Digital learning materials application, for example, videos where there were behaviour patterns of professionals and just successful people: the heroes found the employment, communicated with the colleagues and didn’t just talk about everyday things in the home environment etc.

Additionally, it was necessary to increase the learners’ activities aimed at business relations building during extracurricular time. The main production sites for sports and fitness bachelors were educational organizations, fitness and recreation facilities, sports clubs and societies, administration institutions.

Fitness instructors often propose their services through social networks or specially programmed fitness applications. Furthermore, technology advancement promises great future achievements in the sphere of sports science. Network building can be implemented through participation in different events, for example, seminars, conferences; through development and organization of various project activities. Networking is based on business relations building. Implementation of this method gives the opportunity to solve problems more operatively and qualitatively, to increase the personal self-assessment, self-confidence, a sense of usefulness; to develop communicative and public speaking skills due to public performances.

One of the key pedagogical conditions is teaching support for sports and fitness bachelors’ independent professional development. Self-training is a fundamental aspect of “soft skills”. In this regard we employed project activities during foreign language lessons which implemented system and activity approach.

On the formative phase completion we monitored the dynamics of the bachelors’ “soft skills” development (Table 4).

The diagnostics results of “soft skills” development level of bachelors in sports and fitness during foreign language education at the formative phase (%)

<table>
<thead>
<tr>
<th>Groups of “soft skills”</th>
<th>Pilot group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High level</td>
<td>Average level</td>
</tr>
<tr>
<td>Communication</td>
<td>14,7</td>
<td>52,9</td>
</tr>
<tr>
<td>Management</td>
<td>13,2</td>
<td>44,1</td>
</tr>
<tr>
<td>Effective thinking</td>
<td>4,4</td>
<td>19,1</td>
</tr>
<tr>
<td>Self-management</td>
<td>7,4</td>
<td>42,6</td>
</tr>
</tbody>
</table>
The $\chi^2$ Pearson criterion at the formative phase was 11,813 (Table 5).

<table>
<thead>
<tr>
<th>Levels</th>
<th>fpj</th>
<th>fcj</th>
<th>fpj - fcj</th>
<th>$(fpj - fcj)^2$</th>
<th>$(fpj - fcj)^2 / fcj$</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>6,75</td>
<td>4,50</td>
<td>2,25</td>
<td>5,06</td>
<td>1,125</td>
</tr>
<tr>
<td>Average</td>
<td>27,00</td>
<td>16,25</td>
<td>10,75</td>
<td>115,56</td>
<td>7,112</td>
</tr>
<tr>
<td>Low</td>
<td>34,25</td>
<td>47,25</td>
<td>-13,00</td>
<td>169,00</td>
<td>3,577</td>
</tr>
</tbody>
</table>

Table 5

We observed that the PG results differed positively from the CP results: high level before the experimental work was demonstrated by 4% the PG bachelors, after the experiment – 9,9% bachelors, in the CG – 4,8 % and 6,6 % accordingly; the average level in the PG before the experiment was demonstrated by 19,9 % and 39,7% bachelors after the experiment, in the CG – 20,2 % and 23,9 %; the low level was shown by 76,1 % the PG learners at the beginning of the formative phase, after the work the index was reduced to 50,4 %, in the CG – from 75 % to 69,5 % (Fig. 1)

![Figure 1](image1.png)

Figure 1 The result of the experimental research of “soft skills” development level of bachelors in sports and fitness during foreign language education

On the basis of the formative experiment results analysis we made a conclusion about the efficiency and appropriateness of the identified pedagogical conditions for “soft skills” development during foreign language education of bachelors in sports and fitness, 49.03.01 “Physical training – Sports training, fitness”, the bachelors’ level.
Discussion

For the first time pedagogical conditions for physical training bachelors’ “soft skills” development during foreign language studying were justified and implemented on the basis of system and activity, subject-centered and context approaches. Professional success and competitiveness are provided by formation of students’ conscious inner motivation for their “soft skills” development, formation of active learners’ cognitive position due to competent organization of classroom and extracurricular activity in English on the basis of context approach principles, increasing the learners’ activities aimed at business relations building during extracurricular time, teaching support for sports and fitness bachelors’ independent professional development.

The peculiarities of the conditions are that support of comprehensive and coherent development of communication, management, self-management skills, and effective thinking skills as a holistic system is carried out due to learners’ understanding of “soft skills” key types, transformation of foreign language lessons structure, organization of methodical support of learners’ extracurricular and independent work.

The received results are related to research results discovering the role of “soft skills” and “hard skills” in specialists’ professional career development: J. Andrews’s and M. E. Volkova’s [23] survey where the authors state that higher education rapid expansion across Europe results in questions concerning the fact that learners’ “soft skills” development ensures the quality of the graduates’ labour market and their ability to meet the employers’ needs; T. A. Yarkova’s outcome where she identifies two approaches to “soft skills” development: “to teach directly imposing separate courses within the variation component of the curriculum, for example, in overseas universities (Harvard University or Stanford Research Institute)” and “to employ the potential of studied subjects along with informal education of extracurricular educational work which is widespread among Russian universities” [24, p. 224].

The findings overlap with S.I. Osipova’s [25] work where she describes the essence of “soft skills” as unified ones which depending on personal qualities determine person’s ability to solve complex problems such as decision-making, staff and personal development management, negotiations, time-management, leadership, teamwork and communicative activity etc., in other words “soft skills” are characterized by meta-subject and meta-professionalism, applicability in any profession and daily routine; D. Tataurschikova’s study results [26] revealing “soft skills” as unified skills and personal qualities which enhance the efficiency of work and interaction with other people, for example, personal resources management, persuasive talents, time-management etc.; A. S. Patlina’s work discovering [27] the role of network educational programs which identify the implementation potential of network interaction between higher and secondary schools in the context of students’ “soft skills” development such as ability to work in a team, creative thinking, project competencies skills; A.I. Ivonina’s research results where the author analyses the terms “soft skills” and “hard skills”, marks general and distinctive characteristics, describes the “soft skills” models and their elements connecting them with the emotional intelligence concept; A. Herzig’s [28] and A.V. Styopina’s [29] surveys’ results where the authors investigating possibilities of social intellect determine the connection between “soft skills” and social intellect.
development. In this context L.N. Stepanova et al. [30] identify future social specialists’ “soft skills” on the basis of future professionals’ universal competencies in the social spheres and specialists’ “soft skills”.

The survey results match Yu.V. Slezko’s findings [31] in which characteristics of peculiarities of students’ “soft skills” development during foreign languages studying are given. “Soft skills” development should be based on the principles of communicative, cross-cultural, professional, person-oriented direction of education, cross-cutting links, learning modularity. For “soft skills” development social and emotional direction of teaching is very important because it explains the choice of foreign language textual material, teaching forms aimed at obtaining learners’ social and emotional experience, for example, understanding his/her feelings and emotions, their control, understanding emotions of foreign culture interlocutors, ability to overcome difficulties in cross-cultural professional communication etc.

The study mirrors N.A. Katalkina’s [32], E.G. Korotkh’s [33], N.N. Loktayeva’s [34] and T.S. Serova’s [35] conclusions about the fact that during foreign language professional communicative competency development learners’ “soft skills” make it possible: a) to provide high knowledge in a certain sphere through extracting the necessary information from foreign language sources; b) to carry out meaningful interaction during professional communication in a foreign language; c) to encourage the future specialists’ creative potential development.

The proposed pedagogical conditions initiate search for new mechanisms of the problem solving, study guides creation aimed at intensive “soft skills” development during foreign language education of bachelors in sports and fitness, innovative pedagogical practices implementation supporting learners’ personal qualities development as a sort of a “trigger” for successful professional activity in the training system of a competitive graduate students.

Conclusions

Justification and implementation of the workable pedagogical conditions for physical training bachelors’ “soft skills” development (49.03.01 “Physical training – Sports training, fitness”, the bachelors’ level) during foreign language studying within classroom and extracurricular work on the basis of system and activity, subject-centered and context approaches contribute to further development of theoretical and applied ideas about efficient employment of foreign language education pedagogical possibilities in a higher school.

The proposed pedagogical conditions creation in the educational process promotes consistent, focused and effective development of physical training bachelors’ communication, management, self-management skills, effective thinking skills which was confirmed by the statistical methods. Thus, implementation of the pedagogical conditions for “soft skills” development during foreign language education of bachelors in sports and fitness is an objective opportunity of bachelors’ education quality improvement that are able to communicate, build a flexible strategy, achieve effectiveness of its implementation, think critically, reflect, possess a well-developed emotional intelligence during their future professional activities.
REFERENCES


