

The integration of soft skills in professional training: Case of future teachers at CRMEFs

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ABSTRACT

Soft Skills have become a necessity in the last decade to develop and train a generation of learners capable of getting involved and working on themselves in order to demonstrate competitiveness in terms of employability.

This article tries to show the importance of the integration of softskills as a training module within the regional centers of education and training professions while trying to make a modeling and a classification of skills in connection with this concept.

And finally we deny the importance of emphasizing the training of executives on new social and communicational dimensions in a professional context.

Keyword : *Soft Skills , Skills , Social , Communication , Vocational training*

1. INTRODUCTION

In the last decade, the reforms of the training sector for future teachers have given rise to several training modules to train a generation of pedagogical, counting and innovative actors.

The current training system has used a sum of content related to professional training to are thus based on a engineering pedagogic foreseeing of the course in : LANGUAGES Foreign, in Communication Professional, in management and leadership and in Soft Skills .

Conscious of the importance of these transversal contents and in response to the requirements of the new development model that Morocco intends to undertake; the Ministry of National Education, preschool and sports has proceeded by reforming vocational training by setting up a model defined by ministerial decree 62-22.

This reform of cycle of vocational training should SO converge towards THE expectations of there Commission special on the new development model; with who the Department of higher education works closely To this regard.

Of Soft SKILLS in executive training offers opportunities to train future Moroccan teachers competent and innovative. However, the implementation of such a module requires the establishment of a training strategy based on the approaches educational open and adapted to the real socio-psychological needs of the learners

2. THEORETICAL FRAME

2.1 - Soft SKILLS : THE contents

a) Identification

Several definitions have been made to identify this term of Soft SKILLS. We let's remember that proposed by " Tea Balance Careers "

“The Soft SKILLS are therefore the personal attributes, personality traits and abilities communication skills needed to be successful at work. The Soft SKILLS characterize the way of which a person interacts in his relationships with the others »

Concretely, THE Soft skills include -between others- adaptability, there thought creative, work ethic, teamwork, networking, positivity, time management, motivation, flexibility, ability to handle problems, critical thinking and the ability to manage the Conflicts.

Soft Skills therefore involve working on oneself in order to demonstrate competitiveness in terms employability*

b) Four guys of contents of the Soft skills

THE course of Soft SKILLS will spread out SO on THE Eight Semester of Cycle of . _

Each year of journey (covering two semesters) will program A shutter specific of this content rich And diversified. THE painting following precise THE shutters targeted by this dynamic pedagogic :

Session	Shutter implied
First session	Study SKILLS: THE empowered For to study
Second session	Life SKILLS: THE SKILLS/ empowered of there life
Third session	Civic SKILLS : THE SKILLS civic
Fourth session	Professional SKILLS: skills Professional

We expose In This Who follows the essential of content of each of these flaps:

c) THE “Study SKILLS »

THE Study SKILLS Or SKILLS academic are of the approaches applied To learning. They are generally essential To there success school And To learning All along there life. 12

They are A fan of SKILLS Who address THE process organization, of reception and the conservation of news information.

Of This do, they include :

- THE mnemonics, Who facilitate there conservation of the lists information;
- There reading effective;
- THE techniques of the taking grades;
- THE talk in audience, To there following of assignment To of the exposed And To of the discussions ;
- There research documentary
- and also, Time management allowing the learner to take advantage of their time; considered as a scarce resource : worry of there rationality.

d) THE Life SKILLS

This are THE empowered Who allow To the individual of adapt to challenges And to hazards of her fate and of its environment social cultural.

Adaptation At change should to TO DO while working on her mental And her moral And This, For born not undergo of the trauma can be caused by the hazards of the life.

THE SKILLS of which he is To this regard, are :

- Self-awareness ;
- Empathy;
- The Critical Spirit;
- Creative thinking;
- Decision-making (efficient and effective);
- The ability to solve problems;
- Resistance to stress;
- Emotional intelligence: mastery of one's emotions
- The ability to read the mind of his partners.

e) THE "Civic SKILLS »

This are THE empowered Who allow To the individual of discharge THE Status of citizen responsible.

Thanks to these skills, the citizen will be able to inculcate the culture of law and the bond.

A responsible citizen is someone who is aware of his rights: he is able to to have and of them defend by THE legal channels in work in his environment societal (complaints, justice, petitions, demonstrations And disputes .)

He is also aware of his duties and obligations to which, he watches over what he does when he is of attachment to his rights.

The ability to balance between his assets and his "rights" will allow him to contribute to the well- be collective.

AT this regard, we can talk of the empowered following :

- The ability To vote And by consequent To assign her voice (during of the elections) To there representation of which the program And commitment moral militate For interest general ;
- The ability to understand generally accepted codes of conduct and practices in different companies And various environments (notably At work). A such knowledge will allow the individual to integrate into his environment and to manifest the behaviors required by A such environment ;
- The ability to communicate constructively in different contexts, to proof of tolerance, to express and understand different points of view, to negotiate in inspiring confidence and arousing empathy: the consequence is that the individual will have the quality opening witty and of relativism ;

- The ability to engage in volunteering and engagement in missions, often humanitarian; without think To a consideration pecuniary: to work on her motivation personal in lightening his selfish attitudes ;
- The ability To distinguish between there sphere personal And there sphere professional ;
- The ability to be honest and therefore resist any temptation or offer external of " corruption ".
- The ability to honor one's commitments to the community: solidarity, payment of one's taxes and contributions ; notably.

f) THE "Professional SKILLS »

This are THE SKILLS And empowered required For to integrate THE market of work And For succeed a such integration.

They encompass -they Also THE SKILLS allowing To the employee to excel in exercising her work.

In this definition, We can distinguish two terms of the SKILLS professional :

f.1: THE SKILLS required To insertion professional :

They concern candidates who wish to apply for a job; who are called to know how :

- To know grab THE opportunities employment offered by THE market of employment ;
- Be part of a network allowing them to be aware of any news re A such market (news offers, requirements of the recruiters, forums, conferences...)
- Boost them resume ;
- Seduce recruiters grace To their letters of motivation ;
- Do evidence of satisfaction in passing THE interviews hiring

f.2: THE SKILLS required To the integration And To excellence professional

Succeed in getting a employment is not sufficient to be retained definitively by his recruiter.

The newly recruited candidate often goes through a trial period where his performance East bet To harsh test And This, before he don't be definitively retained.

In A such context, THE new hire should be authorized in terms :

- of awareness of the mechanisms of functioning of Service Or he East affected ;
- organization of his work that he born mastery not Again as there standard requires it ;
- integration In THE band of work to which he belongs ;
- ease communicational ;
- skill argumentative when his senior address themselves To him ;
- improvisation And of management of the unforeseen : he East put In A environment of which he is not not Again able of decipher all components;
- The mind of initiative ;
- attention to details ;
- The opening At change ;
- the mind of anticipation and of there prevention ;
- The ability of there negotiation And of the culmination to consensus And to solutions intermediaries allowing of satisfy all THE parts stakeholders In A issue given.

After presenting the main (in terms of content) of the four sections grouping the various Soft SKILLS that the educational teams should “provide/transmit” to their students, it is now appropriate to focus on the educational approaches to be undertaken For THE Good progress sessions of such courses.

2- TEACHING OF THE SOFT SKILLS

Teaching the Soft SKILLS is specific insofar as the content contained therein related born must not be dispensed of way classic: the teacher transpose didactically And THE learners note This that they receive And solve THE exercises to which their tutor THE affected.

THE courses on soft SKILLS should come alive in workshops aimed at affecting participants in activities/tasks allowing them to get to know each other, to flourish, to practice and of simulate.

Each member of the group of learners should fulfill the role of an actor called to operate In A environment either learning, either of work.

Note that the courses in question require the provision of work logistics necessary to animation of the workshops of there training.

Furthermore, it should be noted that the methods of teaching these contents differ according to shutter considered.

2-1 THE brackets And tools didactic required to course of Soft SKILLS

For animate A workshop in Soft Skills , the teacher should :

- Arrange of one arrangement of space allowing to attendees of to share out in groups, of move and simulate THE activities to which they will be affected ;
- Provide " teaching work support " in which the objectives of the learning, THE calendar of program (We THE will decline In enumeration next) And the list of the annexes of work (Sheets tools, statements, supports courses) ;
- Establish program schedules in which the teacher specifies the title of the theme to work on, the nature of the task to be carried out (presentation, discussion or activity), the description of the progress of there stain And there duration necessary for its realization;
- Provide " student work support " allowing the participant in the training to render account of the rules of functioning To respect during THE seminar (commitment, respect, professionalism; for example); instructions necessary for performance of the tasks to which he will be assigned; the work materials he will need (in the occurrence THE definitions And States of the Quiz to which he will have to respond) ; THE terms of work (individual Or in crew), THE terms of presentation of the performance To the outcome of there achievement of there stain (presentation To round of role, presentation In THE audience, designation of one spokesperson of band ; game of simulation with his colleagues And/ Or with animator of the workshop)
- Have various educational equipment such as video projection screens, paintings To leaves, the markers And erasers of paintings, THE " post it »

3- THE PROCEDURES TEACHING AT THE CRMEF

Take in charge A course of Soft skills ; To OUR sense should to TO DO in adopting a Steps based on :

3-1 There dynamic of the groups restricted

The Teacher supervises a group of students who have come to learn. It is a group that should be restricted (a thirties of people At maximum And This, For foster interaction)

For that this teacher may their convey of the SKILLS, two terms turn out fundamental :

- The perception of a common target 16 : the members of the group answer present because, they are motivated by there will of to strenghten their profiles And,
- The mobilization of energies in favor of the target thus perceived : the members of the group make evidence of dedication, of serious For that there target either achievement.

Note that the Teacher is also considered as a group member. He is the leader but, his involvement in the mission of the group provides additional energy to such a group and this, so that the dynamic thus instituted does not pass not by the situation of the shortage energy.

3-2 THE techniques of the animation of a group of trainees

Succeed teaching of one course of Soft skills pass by :

- Preparation as a lover of your course : it is necessary to identify the needs of the learners in seen of formulate educational objectives likely to satisfy such needs and by therefore, elaborate of the blueprints of course And of the brackets registering In THE themes to to dispense ;
- The choice of learning methods in order to be able to organize the course of the Educational session. This may be the presentation method (slideshow projections or of films for example) or the method of application (working in subgroup, game of role, study of case, exercise of application...) ;

There forecast of four steps of progress of there training :

- There pre-communication: She be used for To inform THE attendees of aim of there training, identify their needs and involve them (participants) so that they get involved In THE product pedagogic that the teacher their propose ;
- The start of the training; which consists of putting participants at ease; see you agree on working rules in order to create a climate of trust mutual inside of band Thus reunited ;
- The course of training. During this step, the teacher assigns participants to activities educational component the object of her intervention, explain clearly instructions, invite participants to ask questions if they have not understood a aspect of the course or a given instruction, follows the progress of the achievements of his framed, adjust whether It is required THE malfunctions possible being able to characterize their achievements, animates and creates a climate of motivation And of there competition between THE members/subgroups forming her Band of work ;
- The closing of the training; which will have to evaluate the achievements of the participants, sum up everything that was said and collect feeds group member backs Thus form.

There perfect mastery of the techniques For a Good communication ; such as that there reformulation, questioning, reinforcement and special attention to be given to its verbal and its non-verbal. Are the members of the group also evaluators of the performance of their former.

4. CONCLUSION

By way of conclusion, we confirm the importance of marking a transition towards a new development model allowing our interns to benefit from its strengths and to include all THE classes social of OUR Company.

A such transition need- between others- there arrangement of the highly qualified trainers ; capable of realizing the stated ambitions. And like the CRMEF is a privileged player in the training of executives, it should innovate by terms of educational approaches and didactics in in order to serve the National Economy skills of which She To need.

This need to strengthen the employability of university graduates is essential more in more below this time of there pandemic having destabilized all THE systems socio- economic of world.

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