Networking Cooperation in Forming Soft Skills of a New Type of Teacher

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Future teachers are trained to know the subject theory and subject-specific teaching methodology, but this approach does not fit modern times. In training future teachers, particular attention should be paid to his/her soft skills development, most significantly through the networking cooperation. The purpose of this research is to build an effective model for networking cooperation that will contribute to a new type of teacher's soft skills formation. This article analyzes the soft skills that a new teacher should have and the existing models of partnership. There are introduced views on networking cooperation modelling to form the teacher's soft skills stage-by-stage. The empirical component was conducted at the Elabuga Institute of the Kazan Federal University. The model can be applied to designing a training system, intended for teaching a new type of teacher. A vision of a school-university partnership model is presented that can be applied to allocate to pedagogically gifted children or as an integrated model for the basic soft skills formation at a university level.

Introduction

Mankind has entered the fourth industrial revolution (Industry 4.0), where digital technologies integrate with the physical world, implying new challenges to the younger generation and their preparation for life in society (Schwab, 2016), particularly where human capital is a prerequisite for national competitiveness in the world market in the context of social globalization (Schwab, 2016; U.N., 2016).

The increased demand for a highly skilled workforce compels the state to generate a higher return from education while complying with international standards (Jonas et al., 2014). World trends in education are centered on strengthening transnational integration, which accelerates experiences and technology exchange (APEC, 2016). Globalization in education is manifested through internationalization, the growth of population mobility, IT penetration and the desire of higher education institutions to generate additional profit, have all led to the emergence of transnational education (Council of Europe, 2002; Vincent-Lancran, 2010).

A student can learn without leaving their country within a framework of a franchise education program or the networking cooperation between higher education institutions (Teacher education, 2008; Kamyshanchenko and Stepanenko, 2014), and partnership development in the field of education is becoming more popular. The state cooperates with private educational organizations to provide their population with quality education (Malik, 2010), and state programs, designed for carrying out activities with young people, support different political agendas. The Ireland International Education Program is intended to attract international talent to their country (Irish department education and skills, 2016), while the Russian strategy is to create an environment for the retention or return of gifted young people to the Russian economic cluster (Medyakova & Miftakhov, 2014).

Social development changes are reflected in the Russian education system with a new Russian Federal Educational Standards (Federal Law on Education, 2012) laying down principles to realize the fundamental educational values proclaimed by UNESCO: to teach children to live in a modern and rapidly changing world, to carry out education throughout life, to learn how to live together, and how to work and make profit. These new educational standards require changes in the quality of training and professional development in order to be implemented. Thus, it is important to rethink the teacher's role and develop his/her professional qualities according to the requirements of Education 3.0 where students become authors, managers and evaluators of their learning experiences together with a teacher, who is ready to teach children self-learning techniques (Finland: Slow and Steady Reform, 2010, Gerstein, 2017).

The teacher's ability to interact with students, motivate them to teach, gain the latest information, teach pupils to set learning goals based on target outcomes, and make adequate choices, becomes the most in demand abilities in society (Akhtaryeva et al., 2015). The teacher has new roles to play in the modern educational space, such as the producer of talented youth (Freeman, 2015), learning process designer, mentor in drawing individual learning trajectories (Maharoff and Hassan, 2015; Gerstein, 2017) and a social buffer for people with disabilities (Rouse, 2008). To achieve this, the teacher must have the soft skills needed for these new roles.

The research problem developed from the way that future teachers are currently taught to form professional skills only on the back of subject theory and subject-specific teaching methodologies, as such an approach does not fit modern needs. We suggest preparing a new type of teacher, and developing their soft skills using the advantages of networking cooperation.

New-type teacher's soft skills

Soft skills are unified skills that represent a wide range of competences, behavior, attitudes and personal qualities that allow people to effectively interact with each other, perform well and achieve goals. In sociological research, soft skills are tied with the emotional and social intelligence - the ability to understand and identify one's own and other people's emotions and the ability to control them (EQ) (Bar-On, R. & Parker, J.D.A., 2000). In EQ, self-awareness, self-control, social sensitivity, relationship management, adaptability and stress management are components related to the intra- and interpersonal spheres (Goleman, 1995; Bar-On, 1997). All these skills are required for the teacher's successful activity. EQ can be viewed from two perspectives – as a personal quality and as an ability, thereby indicating its connection with intelligence (IQ) (Kang et al., 2006) and personal factors such as extraversion, conscientiousness, emotional stability, benevolence, and openness to new experiences (Averchenko, 2012). As a society-dependent quality, emotional intelligence is susceptible to development, consistently passing through the following stages: perception, understanding and regulation of emotions (Joseph and Newman, 2010).

Modern social intelligence studies point to multidimensionality and connection with academic intelligence, giving the leading role to the cognitive component (Kang et al., 2006). Social intellect is considered as an integrative individual's ability to recognize verbal and nonverbal human reactions, feelings and emotional states, to understand and predict their own and the behavior of others in different circumstances (Mikhailova, 2007). While the structure of social intelligence has many different components, their effect on communication, and the ability to use EQ are directly addressed by the professional teacher's competence.

In terms of employer attractiveness, soft skills that increase the chance of success in mastering the profession and in finding a job are most highly valued. These include the ability to communicate with others, teamwork, higher-order thinking skills (including problem solving, critical thinking and decision making), as well as IT skills, self-management skills and positive self-esteem (Schulz, 2008; Wahl et al., 2011; Shaulska, et al., 2015; Lippman et al., 2015; Mukminin et al., 2017).

Social and emotional intelligence is an integral feature of a new type of teacher, who is able to unlock his/her pedagogical potential and bring student's talents to light. It should be noted that shaping such teacher's qualities as creativity and professional ethics is a process of great importance, as well as shaping the creative approach to solving professional problems.

The process of allocating soft skills that a new-type teacher should possess is complicated by the fact that teacher's basic soft skills develop into professional ones, thereby moving to hard skills (Galazhinsky E., 2017). For example, communication skills and the ability to lead are the integral part of professionalism.

Attempts have been made to classify teacher's soft skills (Pachauri ad Yadav, 2014) with education programs, designed in India, containing both basic skills that each teacher should possess and the skills that would be ideal to possess. For example, the ability to identify and analyze problems in a middle of a situation or to recognize and respect other opinions are considered basic soft skills, while the ability to resist and take full responsibility for the group solution are the ideal soft skills. Soft skills may take a long time to form, but their dynamic development is subject to both diagnosis and self-diagnosis (Claxton et all., 2016). Soft skills can be observed and developed by engaging students in self-reflection, self-analysis and in the process of self-realization of their own learning strategies.

This approach allows the development of universal competencies, with step by step formation. The World Economic Forum forecast of soft skills that will be in demand in 2020 (Ananyeva, 2017), present the priorities in forming teacher's soft skills. According to the forecast, EQ, problem solving and decision making, critical thinking, creativity and the abilities to manage people and interact with them will be the most demanded skills in 2020.

According to the Agency for Strategic Initiatives (Kuleva & Shakuro, 2014), there will be in demand teaching-related occupations of a new type, such as a moderator, a tutor, a project training organizer, educational online platform coordinator, etc. A teacher, a mentor with social and humanistic skills, including soft and professional skills, will become the author of a new educational programs, designing programs based on projects and social creativity technologies. This implies for an adequate educational environment, including networking cooperation between educational establishments.

Networking cooperation in education

The concept of networking cooperation has come to the educational field from economic theory, where it originally described an organizational or management model, but is now the subject of interdisciplinary research. Networking often uses technology to contribute to a dynamic development of network participants, with elements reorganized depending on their goals. The prerequisites of networking cooperation in education include the possibility of performing any activity jointly (Adamsky, 2002); multiplicity of subjects and different cooperation levels: horizontal (one-level or equal educational structures), vertical (different-level organizations) (Malik, 2010; Popova, 2014) and mixed networking (research institutes, regional organizations, etc.) (Yurieva, 2015, Lunev et al., 2016). As new symbiotic modes of activity appeared (network projects and programs) (Fleet, 2013; Lekomtseva, 2016), networking cooperation allowed for the solving of problems that cannot be solved by traditional structures (Malik, 2010). Cost reduction, efficient resource utilization, increases in the rate of T&E exchange within a single information space, have also contributed to improvements in problem solving (APEC, 2016).

Networking in education is often viewed from the standpoint of organizational forms, outcomes reaching, cooperative goal setting, and cooperation management. Interuniversity cooperation that led to the establishment of certain Russian federal universities (Kazan Federal University) is one of the modern forms of networking cooperation, but also includes educational outsourcing, implying that one organization can delegate the activities (resources)

of another to solve the common problem (ANO COACH – HEI, SPE, school, etc.); school-university partnership, collaboration, networking project, educational program, etc. The goals of networking cooperation are: gaining advantages from integrating the unique experience, knowledge, capabilities and resources of network participants, and/or obtaining an effective method for implementing education programs (Akhtaryeva et al., 2015). If the commitment is to reach outcomes, networking participants can reach common outcomes by integrating the resources and personal outcomes by exchanging them (Popova, 2014).

Effective networking is characterized by *decentralization*, as horizontal communication jumps over vertical communication barrier; by *partial leadership*, when each networking member can be a leader in one project and a participant in the other; *broad specialization* (solving related problems) and; informal relationships (in-club communication) between the networking subjects (Remorenko, 2003).

We suggest that soft skills formation in the context partnership relations between formal and non-formal educational establishments, based on the practice-oriented principles and activity-based approach, is an important factor affecting educational quality.

Thus, **the purpose of this research** is to build an effective model for networking cooperation that will contribute to new-type teacher's soft skills formation.

Methods

The research was conducted under collaboration between two faculties in 2016-2017 in the Elabuga Institute of Kazan Federal University (Russia). The collaboration goal was to build a model of networking cooperation that will contribute to new-type teacher's soft skills formation. The introduced model is an original view on solving the problem of preparing a teacher for Education 3.0

We believe that our model will be effective within a common information space as an open system accepting new participants and releasing them from certain obligations as the basis of developing mutual ones; and as a model covering formal and non-formal educational establishments, public organizations and municipal management structures bonded with contracts that determine their roles in soft skills formation.

The conceptual research basis includes the ideas of the priority of result (Kasprzhak & Kalashnikov, 2014) at each stage of soft skills formation, outlined in the model; modular a approach (Pachauri & Yadav, 2014) to soft skills formation in the university; and step-by-step formation of soft skills. Based on the original vision of the multi-level structure of teacher's soft skills, their successive formation was modelled from the initial to the advanced level. In selecting the soft skills and their content, we focused on the Federal State Educational Standard of Basic General Education (RF Law on Education, 2012) and the Teacher's Professional Standards (Teacher's Professional Standard, 2013).

The introduced model of networking cooperation implies three stages of activity. At the first stage, vocational guidance work was organized with 12-16-years-old secondary school students to identify the pedagogically gifted children that should be included in the

personalized soft skills formation program. Academic training integration with the personalized development plan, designed with some elements of profession-oriented instruction (mentoring, social projects, workshops, etc.) developed a school education program that would achieve activity-based and practice-oriented approaches.

In the second stage, one of the three soft skills formation models were applied. In the third stage, young teachers undergoing a yearlong internship under the guidance of an experienced mentor, were studied. This stage is described in detail in the Results.

There were prototypes completed for some part of the first stage, outlined in the introduced model, within the framework of partnership relations between the university, the Autonomy Non-Profit Organization "Kazan Open University of Talents 2.0", social volunteer organizations and secondary schools of Elabuga. In particular, we have designed and tested a prototype of a vocational-oriented school for the 14-17-years-old secondary school students. The school is an intensive six-day course of immersion into the atmosphere of vocational tests, workshops, research and social projects, moderation, business games and other forms of intense soft skills formation. Prototyping has imposed a goal to gain experience in building a model of networking cooperation as an accelerator of soft skills formation that can also be applied to identify the pedagogical giftedness and professional self-determination of schoolchildren.

School is a place for students and future teachers to gain the experience in mentoring and a platform for gaining experience in informal interaction with students. The students were chosen by motivation, associated with their readiness to develop professional competencies. Their number depended on the number of groups and their representation. Each student-mentor managed a group of 5-6 students. In the studied period, 95 schoolchildren aged 14-17 (8-10 grades), 17 students (bachelor's in education) and 3 experienced mentors (school and university teachers) took part in school activity. The number of full-time students limited the sampling.

The prototype application turned out to be a problem due to a lack of tools that would allow determination of real changes in the structure of social and emotional intelligence competencies being formed. We could make assumptions on the soft skills formation dynamics only based on indirect data from observing changes in the quality and nature of *mentor-student-to-student* interaction. However, since such an assessment is subjective, we cannot bring forward the observed results. The research errors were taken into account and will be corrected in a second prototype. In particular, we have to build a model for competency dynamics based on the model of disparity between personal competencies and expected ones (Russo, 2016), and to introduce factor analysis (López et al., 2015).

The prototype testing made us confident in the fact that pedagogically gifted children should be included in teaching orientation classes being studied.

Results

There is formal, non-formal and informal education when it comes to acquiring knowledge and life experience; and within these environments, they support personality development. These environments can be used to build a model of networking cooperation contributing to a new-type teacher's soft skills formation (Figure 1).

The realization that networking cooperation between the links of formal and non-formal education has broader opportunities for forming socially important skills through education, and has led to the search for partners, with whom one can solve the problems of preparing children for life in society and preparing teaching staff for obvious purposes.
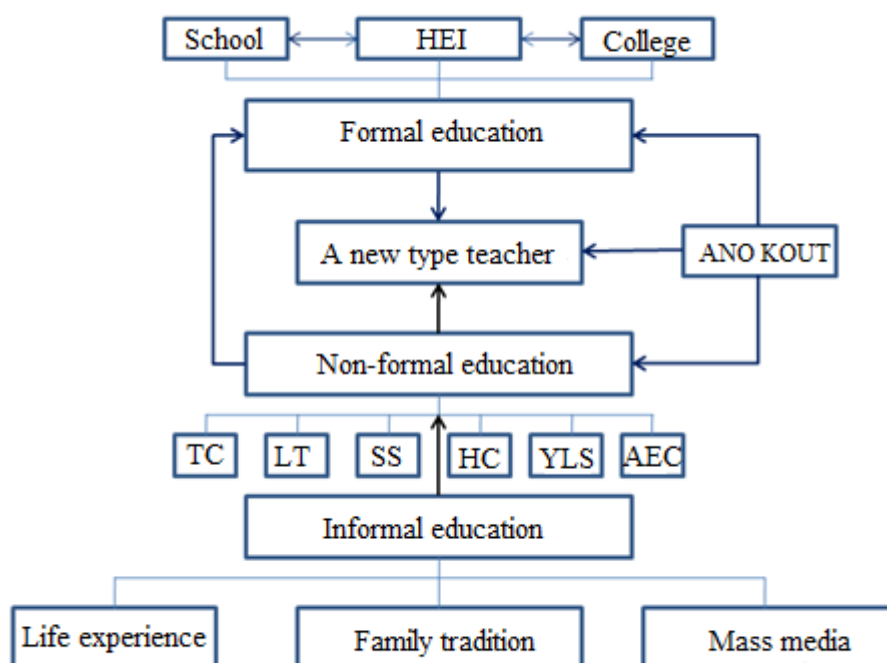

Figure 1. TC – training class, LT – talent laboratory, SS – scientific society, HC – hobby club, YLS – a young leader school , AEC – extended education courses, ANO KOUT – autonomous noncommercial organization Kazan Open University of Talents.

Informal education is performed in every moment of human interaction with the surrounding world, and is the basis for further non-formal education, influencing interests, needs and abilities of a person in public and personal life.

Non-formal approaches in education are based on personal interest and strong motivation, which allows acquiring of skills in any field of activity. The advantage of non-formal education is its focus on equal partner relations between the teacher and the student, which allows for jointly building the educational process. Non-formal training platforms that have appeared in the non-formal educational practice of the university includes innovative workshops, creative laboratories and co-operating summer schools that are in operation next

to the traditional learning modes (hobby clubs, scientific student societies, etc.) oriented to social skills formation. This is supported by student mentoring through a system of extended education, club management and creative laboratory management promote the social skills formation.

The networking cooperation movement in the formal and non-formal education is gaining strength throughout the country. Its goal is to create an environment of mutual assistance and cooperation for students to be prepared for public life, bringing it in line with the personal interests and needs of the child. The organizers of networks raise the issue of a need to create a coordination center for the cooperation to be more effective at the local levels. In our model (Figure 1), the Kazan Open University of Talents (hereinafter UT) could take over the function of such a center.

Soft skills are formed step-by-step in the context of networking cooperation between different educational establishments. We introduce the following model of networking cooperation for a new-type teacher's soft skills formation (Figure 2).
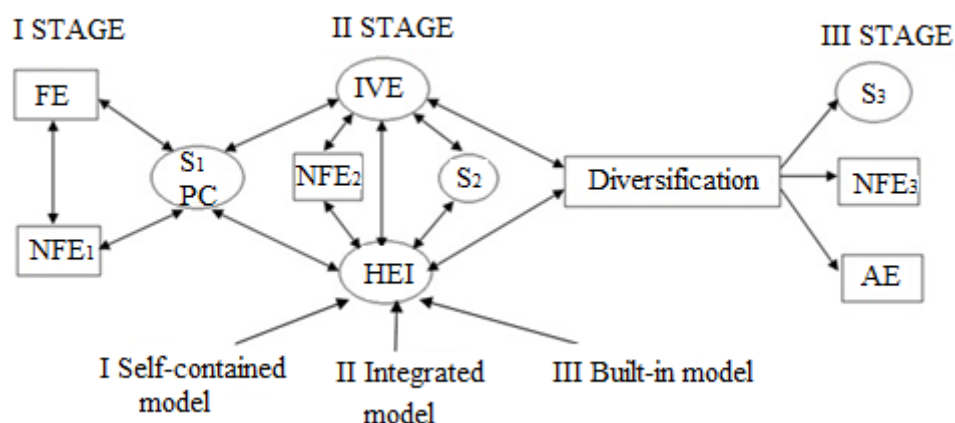

Figure 2. I stage: FO – formal education organization (schools, gymnasiums, lyceums); NFE_1 – non-formal education organization (extended education); S_1 PC – school that has established a profile class (teaching orientation class); II stage: NF_2 and S_2 – informal and formal education establishments (schools) as a place of pedagogical practice; IVE – intermediate vocational education establishments (pedagogical college); HEI – higher teacher education institutions; III stage: NF_3 and S_3 –informal and formal education institutions (schools) as employers; AE – continuing academic education as an element of diversification in teacher education (realm of pedagogical science).

In the first stage, a model of partnership between the school and non-formal educational establishments is advanced to develop basic soft skills (elementary level) (Table 1). The partnership is based on joint vocation-oriented activity, which purpose is to contribute to professional self-determination of students and to form life-long life-skills. We believe that the paradigm of professional self-determination is replaced by the paradigm of general self-determination. At this point, parents become participants of the networking cooperation, as the main interested partner.

This partnership should lead to the identification and vocation-oriented preparation of pedagogically gifted students. This stage of the model can be described as the integration of autonomous cooperation with the partial leadership of the school (S_1), which takes responsibility for creating a teaching orientation class. The school implements an educational program that has some of the elements for gaining pedagogical experience in a teaching orientation class. In this case, pedagogical experience is the basic soft skills formation: organizational skills, communication skills and self-management skills, teamwork skills, the experience of designing and implementing social and pedagogical projects, as well as an individual program of development (IPD). The forms of networking cooperation can include vocational tests, workshops, social activities, teaching projects, etc.

Table 1. Steps to form soft skills of a teacher-mentor

	Soft skills and their content	Stages and levels of soft skills formation		
		I stage The Elementary level	II stage The Basic level	III stage The Advanced level
1.	Learning skills, readiness and self-education skills	Student has a conscientious attitude to continuous education as a prerequisite of successful professional and social activity	Student is able to and ready to direct own education, to design the trajectory of professional growth and development	Student is able to learn on permanent basis, advancing in teaching, to search for knowledge and to improve thinking skills. Student is able to study the market, to look for business opportunities
2.	Communication skills: ability to gain through communication, ability to interact with people	Student possesses skills of respectful and benevolent attitude to another person, his opinion, worldview, culture ... the ability to dialogue with other people and achieve mutual understanding	Student is ready to interact with other learning participants. Student is able to express ideas in oral and written forms clearly, efficiently and with confidence. Student possesses active listening and responding skills. Student is able to present himself confidently	Student is able to discuss and develop a common opinion, to communicate with representatives of a different culture. Student is able to improve own communication skills
3.	Social intelligence: teamwork skills, ability to perform various social roles, initiative and leadership	Student possesses skills of cooperation with peers, young children and adults. Student is able to take into account the opinions of other participants and to defend own point of view	Student is able to work in a team, to perceive social, cultural and personal differences tolerantly. Student is able to understand the situation and alternatively choose the role of a leader or a follower	Student is able to plan and coordinate group work and to be responsible for the group decision
4.	Management skills: idea promotion from	Student is able to correlate own actions with the targets,	Student is able to support children; organize their cooperation, support	Student is able to control team members, manage the

	thought design to a meaningful guaranteed result, ability to manage people	monitor own activities while achieving the outcome. Student is able to determine the action methods for certain conditions and requirements, adjust the actions in accordance with a changing situation, to plan independently the ways of achieving the targets	activity and initiative, independence, develop their creative abilities, manage educational and research activities and design individual learning trajectories for children	process in order to improve the organization effectiveness. Student is able to identify new ideas, promote their advancement, create conditions for effective activity and to be a mentor for children
5.	Skills of psychophysical self-organization, ability to cope with problems, emotional intelligence	Student possesses self-assessment skills. Student is able to apply speech tools meaningfully in accordance with communication goals to express own feelings, thoughts and needs. Student is aware of own and other people's emotions. Student is able to empathize	Student is able to and ready for self-organization. Student is able to overcome stress, to manage one's time. Student is ready to maintain the fitness level, contributing to full-fledged activity and openness to criticism	Student possesses self-employment skills. Student is able to create a comfortable emotional atmosphere and to resolve conflicts effectively
6.	Thinking skills: ability to think critically to solve complex problems and make decisions, find problem-oriented solutions (not in general, but solve a specific problem), cognitive flexibility	Student possesses skills of information collection from various sources. Student is able to assess critically and select the one necessary for solving practical problems, to choose the most effective way of solving problems, make decision and realize whatever was decided in educational and cognitive activities	Student is able to identify and analyze problems in a difficult situation and to give a valid estimate. The opportunity to expand and improve thinking skills, such as explanation, analysis and evaluation of discussion. Student is able to generate ideas and look for alternative solutions. Student is able to solve problems of upbringing, spiritual and moral development of children through learning and extracurricular activities	Student is able to predict the events and make appropriate decisions. Student is able to draw conclusions based on valid evidence. Student is able to adapt consciously to a diverse work environment.
7.	Skills of ecologically expedient behavior	Student possesses skills of environmentally oriented reflexive-evaluative and practical activities, skills of gaining experience in environmental-oriented activities	Student is able to apply the basics of philosophical and socio-humanitarian knowledge to shape a responsible attitude to nature	Student is able to be in ethical relationships, to be responsible for own ecological footprint

In the second stage, pedagogically gifted children, who were motivated to become teachers and have entered the teacher's college (SVE – secondary vocational education), are engaged into the process of forming basic soft skills of the second level. At the same time, there were enrollees, who had not passed preliminary training. Thus, at this stage, it was very important to design an education program consisting of separate educational modules that allow for applying a personal-oriented approach to the process of preparing future teachers. This stage should end with shaped soft skills competences of the basic level, as well as with the education program diversified according to individual learning trajectories. The latter will allow the graduate to occupy a professional niche mostly appropriate to his life goals (schoolteacher, university teacher, teacher-scientist).

Three models of soft skills formation can be implemented in the university: independent, built-in and integrated ones. The independent subject model implies integration of specialized courses directed on the formation of soft skills competences, for example – game pedagogy, training technology, project activity, individual development trajectory. The networking cooperation between the university and the non-formal education structures (public volunteer organizations, student union, scientific society, sports section, etc.) increases the effectiveness of this model.

The built-in model contributes to the formation of future teacher's soft skills through the appropriate teaching technologies (pedagogical moderation, project creativity, competence training, simulation technology), public activity, voluntary organizations (outside of school hours) and distance e-learning. The practice-oriented training will promote the increase of effectiveness by strengthening partnerships with general education organizations and institutions of extended education, so will the activity-based training strengthen the pro-active attitude of the future teacher in shaping his/her own learning trajectory.

The integrated model focuses on the integration of special courses for teacher's soft skills formation with the simultaneous introduction of a practice-oriented competency-based approach. The role of intramural educational networking (coordinated cooperation between all university departments) increases, so does the role of school-university partnerships as an important prerequisite of practice-oriented learning, the role of cooperation between the university, non-formal educational establishments and other municipal organizations, and the role of electronic social networks that increase the mobility of interaction and strengthen the contacts between participants.

In the third stage, general education organizations and extended education institutions for children act as employers. We introduced a model for the graduate's soft entry into the profession through a yearlong internship. At the end of this stage, the young teacher will have gained basic professional skills, having worked for a year under the guidance of a teacher-mentor appointed by the school and the teacher-instructor of the graduating department. Mentoring creates conditions for the young teacher to adapt to the specific features of the multi-functional professional activity of s teacher. He/she gets the opportunity for joint creativity and shared responsibility, which often frightens the young teachers. This period is very important for integrating the formed soft skills into professional skills and automated the use of hard skills.

We have also designed a prototype of networking cooperation intended for forming soft skills of schoolchildren and university students through the network project called the *Co-Working Vocational Guidance School* (Rebrina and Salikhova, 2017). The project is an intensive course aimed at creating conditions for students to understand through vocational tests, master classes, workshops, business games, simulations, etc. whether their professional choice was made right. The network project was implemented with the support of the Kazan University of Talents and the Elabuga municipal administration and acted as a resource center for those participating in the project by supplying material resources. This form of networking cooperation can be characterized as educational outsourcing, when organizations interested in achieving general outcomes, but realizing more extensive personal functions, delegate the project to participants, who have the available time and resources.

The process of prototyping made it possible to gain experience in organizing network projects, identify shortcomings, and take them into account when building a model of vocational testing for the pedagogical field of activity.

Discussion

At present, integrative models of networking cooperation are being built with regard to the role of teacher training, which is the focus of many educational establishments: universities, organizations of secondary vocational education, regional institutes of extended vocational education, public institutions, municipal methodological service (Zolotareva, 2017) and centers for international cooperation in education (New organization, 2018).

The practice of advanced teacher training through autonomous networking cooperation is widely spread as a form of cooperation with various institutions and publishing houses under partial leadership of the international organization (PollySkills Institute, 2018). Such model implies the union of equal partners to accompany the program of advanced training, where each participant is responsible for a certain type of activity. The representatives of each cooperation participant are included in the coordination council.

In the dual education model of Finland, networking cooperation between educational establishments and industrial enterprises contributes to the formation of breakthrough competencies among young people, even schools provide a combination of several services at one time starting from hot meals and ending with medical care (Finland: Slow and Steady, 2010). When it comes to teacher training, emphasis is placed on practice-based training with a yearlong research practice in school. The third stage of our model takes into account the progressive experience of Finland in the school-university partnership, according to which such a model is viable.

There are basic models of concentrated network, distributed network and the chain model (Popova, 2016; Lekomtseva, 2016) applied in the regions of Russia, Belarus, Latvia and Ukraine as a resource for general and extended education development. In the concentrated network model, a center (organization, personality, group of people) accumulates the possible resources, allocates them or coordinates the activity performed by participants. In America, the National Communication Public Center coordinates the work of extended educational

organizations for children, brining service for more than 1.6 million young people in more than 10,000 schools and social centers (Rhea, 2013).

At the stage of school-university partnership, networking cooperation is carried out through a concentrated network, where the higher educational establishment is the central organization coordinating the cooperation between the schools and extended educational establishments. This central organization often acts in its own interests (Devlet-Geldy, 2015). In terms of network management, this model is not effective because it is built on the principles of a vertical hierarchy, not partnership interaction. The expected outcome requires strengthening the practice-oriented competency-based approach to teacher training. At this point, a distributed network model will be more appropriate. The identically distributed network model should be applied at the time of handling the instrumental distributed network, based on the system of contracts for resource exchange aimed to solve problems. Another option for cooperation is aimed at achieving of a common outcome, in our case, of preparing a teacher in possessing their basic soft skills (Stage II, Figure 2).

The chain model is a line hierarchical structure of interaction, when each partner strictly takes part in the achievement of a common goal. In this case, the first chain link organizes the whole process. Although the sequence of stages seems to be a linear one, the introduced model is a solid network. In fact, only the more complex process of soft skills formation is liner in sequence, with each subsequent level of soft skills achieved from the previous one. Networking, in turn, implies not only a different number and content of participants at each stage – attention should be paid to the fact that the school and universities are regular participants in preparing a new type of teacher, thereby realizing several functions during the cooperation. The school acts as a base link forming the soft skills of elementary level and providing vocational guidance in cooperation with the university, while attracting the resources of other participants: state financial assistance, family resources (Rhea, 2013). At the same time, the school is a platform for practical skills formation. As the university training is oriented towards gaining practical experience in schools, the school can also become an employer or the product (young teachers with basic soft skills) and provide a soft entry into the profession for young teachers through mentoring support. As practice shows, teachers, who have had the opportunity to practice at school and who received emotional support at the beginning of their career, are more successful (Griffiths, 2007).

Universities providing teacher training are also multi-functional in this regard. The university is interested in pedagogically gifted applicants; therefore, it takes an active part in career guidance (Akhmetov et al., 2017). In order to meet the school need for high quality graduates, the university designs and implements the practice-oriented education programs aimed at forming professional competencies of future teachers, including general cultural, social and humanitarian ones. Being at the forefront of pedagogical science, the university provides advanced teacher training and retraining of teaching staff (Finland: Slow and Steady Reform, 2010).

The school-university partnership requires time, but it needs several participants to be effective. The resource center model of networking cooperation is the most relevant one for teacher education, so is the autonomous cooperation model, the education program model and a model of projects. The resource center model is of interest when it comes to using the

advantages of information and communication technologies that allow diffusing the innovative pedagogical experience and managerial solutions, providing professional development through direct and indirect (distance e-learning) methodological support. The Kazan Open University of Talents 2.0 is an example of such a resource center, established at the initiative of the Cabinet of Ministers of the Republic of Tatarstan to implement the State Program for Strategic Talent Management in the Republic of Tatarstan for 2015-2020 (Medyakova & Miftakhov, 2014).

The education program model is often applied to solve the problem of practice-oriented learning. In this case, an education program is jointly designed and implemented by institutions of secondary vocational education and the employer, to learn the conditions that increase teaching and learning effectiveness, and to build their models to improve the education quality (Thessin and etc., 2017).

The variety of described models of networking cooperation is not complete or strictly obligatory but provides a basis for further modeling of relationships. The new system requirements in solving relevant problems and achieving the required outcomes can lead to the new options. The significance of networking cooperation lies not behind the model, but behind the process of achieving a high-quality outcome with it that would correspond to the needs of society (Prozumentova, 2012).

Conclusions

Thus, teacher's soft skills formation requires his/her engagement in formal and non-formal communication with children, which is impossible without coordinated actions and mutually adapted programs of formal and non-formal education. The teacher education standards should be extended with the aim of creating an educational environment in the form of a network, where the student is not an education program consumer, but a co-author of their own learning trajectory corresponding to personal characteristics (interests, inclinations, needs).

The future teacher should be ready for the changes that will occur in the society. This readiness is associated not with the possession of tools intended for solving life problems, but with the ability to design and implement the necessary mechanisms and tools by himself/herself. The teacher must experience solving problems, set in modern educational systems, effectively, namely – to possess socially significant skills or soft skills. These are the abilities to create partnership, identify the interests and needs of a modern child in order to adapt the teaching and learning process to these characteristics; abilities to combine education and life not opposing them, learn and teach other children how to live in the changing environment.

The school-university partnership prototype analysis revealed a number of shortcomings in the research process, for example – the selection of tools for assessing soft skills formation dynamics as a model to identify gaps between the shaped personal competencies and the expected ones. It is also necessary to compare the mono-models of soft skills formation with the competences shaped through the networking cooperation.

We cannot yet present results of networking cooperation, as the model will be rebuilt over time, but in preparing new types of teachers, we have seen that several conditions must be met to foster new teaching behaviors. Thus, organizations have to provide early career guidance for potential teachers, and create environments where all of the elements in the educational system (university, school, college, extended education establishments) will interact with one another, to engage students in non-formal activities, and change teacher education standards in order to make them more flexible by increasing the share of practical activity, providing a choice of specializations and possibility design personal learning trajectories under the guidance of mentors.

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