

## General description of technology for future marketologist leadership competence formation in the process of interdisciplinary training

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*Globalisation and increasing competition have resulted in the increased demand for marketologists without whom today any organisation finds it virtually impossible to operate. However, only a professional with a high level of education, a developed personality, well-informed moral values and an active civil position, who is able to act and think in modern conditions, can compete effectively in the labour market. Leadership should be seen as a necessary component in achieving professional competence, without which full self-realisation of a specialist is not possible. Therefore, the problem of developing leadership competence of future marketologists in the university's educational environment arises.*

*The article highlights the technology aimed at future marketologist leadership competence formation in the process of interdisciplinary training in accordance with the requirements of new standards of higher education for bachelor students majoring in 075 "Marketing" in higher educational establishments. It determines the essence of implementation of student-centered and interdisciplinary approaches as well as the use of interactive learning methods. The purpose of the technology has been determined, methodological approaches and principles of the study have been described. The blocks of technology have been characterised which contain the components as follows: targeted, theoretical-methodological, content-organizational and diagnostic-resultative blocks. The stages of implementing the pedagogical technology of future marketologist leadership competence formation into the practice of university education are outlined: orientation-motivational, practical, evaluative-reflexive. Within the mentioned stages, the corresponding forms and methods of organizing the educational process of forming future marketologist leadership competence are presented. The important role of extracurricular activities, internship and research work in formation of future marketologist leadership competence is emphasized, their content and tasks are described.*

**Keywords:** *technology for future marketologist leadership competence formation, pedagogical technology, leadership competence formation, interdisciplinary training, educational process, student-centered approach, interactive technologies, extracurricular activities, internship, research work.*

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**Introduction.** Pedagogical technology is a strictly scientific design and a precise implementation that guarantee the success of pedagogical actions. Since the pedagogical process is based on a certain system of principles, pedagogical technology can be understood as an integration of external and internal activities. The main goal is to ensure that these principles are fulfilled in their integral interconnectedness and the teacher's personality is fully manifested (Кашлев, 2005).

Historians attribute the mass introduction of pedagogical technologies to the early 60s and associate it with the reform of American, and then European schools. The most prominent foreign authors of modern pedagogical technologies include J. Carroll, B. Bloom, D. Bruner, D. Hamblin, G. Geis, and V. Coscarelli. The Russian theory and practice of implementing technological approaches to education are developed in the scientific works of G. Selevko, T. Salnikova, P. Galperina, N. Talizina, V. Bepalko, M. Volensky, P. Obraztsov, V. Strelnikov.

**Purpose of the research.** Today we can observe the immaturity of the problem of leadership competence formation in bachelor students study program 075 Marketing. This, in a significant way, has determined the purpose of the research – to outline the technology for future marketologist leadership competence formation in the process of interdisciplinary training.

**Methods.** Theoretical methods for analysis, systematization, comparison and classification of philosophical, psychological and pedagogical scientific positions, study programs (curricula), regulations.

**The main part.** To present the technology for future marketologist leadership competence formation in the process of interdisciplinary training, we used *modelling*. The term "model" (from English *model*, French *modèle*, Latin *modulus* – shape, pattern, norm) is an analogue (scheme, structure) of a certain fragment of

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natural or social reality, a product of human culture, a conceptual and theoretical creation – an original (Коджаспирова, 2005). In the context of our research "pedagogical modeling" was used. Pedagogical modeling reflects the characteristics of the current pedagogical system in a specially created object which is a pedagogical model (Олійник, 2016: 51).

A *pedagogical technology* has the following features:

- pedagogical idea, i.e. a certain methodological and philosophical position (technology of knowledge transfer and technology of personality development);
- sequence of pedagogical activities, operations and communication is set in line with the guidelines and expectations;
- process of interaction between a teacher and a student, taking into account their individual characteristics and didactic principles of teaching;
- creation of an element of pedagogical technology by every teacher, which guarantees the achievement of educational results by all pupils;
- diagnostic procedures which include criteria, indicators and tools for measuring the results of the activity.

Based on the above, we define the benefits of the *pedagogical technology* method:

- achievement of guaranteed learning outcomes;
- reproducibility of results;
- focus on the attainment of specific educational goals;
- fully fledged set of skills and competencies;
- time, resources and effort saving in achieving goals;
- certain technologies can be a basis for developing creative thinking skills;
- pedagogical technology is developed for a specific educational concept based on a certain methodological and philosophical position of the author;
- identification of the most rational ways to achieve the set educational goals.

Two types of technologies, *traditional and innovative*, are generally identified. The latter type of technology, namely its student-oriented type, is considered in our research. This type is a dialogue approach which means subject-to-subject interaction and increased level of freedom of participants in the educational process and students' self-actualization. This type of technology requires the establishment of personally equitable attitudes of subjects: the teacher does not so much teach as encourage students to develop and create conditions for self-advocacy (Баша, 2017). This position is supported by such EU documents as the "Yerevan Communiqué", "Europe 2020", "Trends 2010", "Trends 2015", "Report to the European Commission on New Models of Learning and Teaching in Higher Education" as well as the Law of Ukraine "Higher Education", "National Strategy for Development of Education in Ukraine for 2012-2021" (Романовський, 2017).

Thus, the pedagogical technology can be represented by the following formula:  $PT = goals + objectives + content + methods + forms of study$ .

Thus, under the technology of formation of future marketologist leadership competence in the process of interdisciplinary training we mean organized a subject-to-subject teacher and a student interaction using interdisciplinary knowledge and interactive methods and teaching tools, forms of diagnostics, control and correction, which are gradually implemented in the educational process of higher educational establishment and maximally contribute to the training of a marketologist with developed leadership competence.

The *purpose of technology implementation* is to raise the level of marketologist leadership competence in the process of interdisciplinary training.

According to the purpose of the research the *objectives of the pedagogical technology* can be designated:

- formation of a positive personal value attitude to leadership competence and socially beneficial activity in marketing students;
- stimulation of their cognitive and professional motivation;
- determination of the forms and methods and creation of the conditions for students to acquire the knowledge necessary to form their leadership competence;
- development of students' own experience of leadership activities.

*Targeted block* of the technology comprises the purpose of the research along with its objectives.

*Theoretical and methodological block* of technology consists of methodological approaches and learning principles. The formation of future marketologist leadership competence in the process of interdisciplinary training was based on the following methodological approaches: competence-based, systemic, activity-based, axiology-based, individually focused, resource-based, technology-based.

The study also used the following general didactic principles (systemic, scientific, integrative, professional and humanistic orientation, visibility, awareness and activity) and specific principles (interdisciplinarity, visual pluralism, reflexivity, creativity, leadership, facilitation, individual and activity integration).

The content of the *content-organizational block* of technology corresponds to the structural components of future marketologist leadership competence. Accordingly, we determined the essence of three stages of future marketologist leadership competence formation: *orientation-motivational*, *practical* and *evaluation-reflexive* and developed the methodological support for the implementation of these stages.

Also, when developing the pedagogical technology, we took into account the shortcomings of training of future marketologists in the context of leadership competence formation stated in the pilot experiment, thus, the *content-organizational block* is focused on preliminary diagnostics of future marketologist leadership competence.

The pilot experiment allowed us to make a conclusion that the content of the training focused on the formation of leadership competence is not presented in the content of mandatory disciplines of the "Bachelor" study program. The analysis of the study programs indicates that leadership is an elective discipline, but we believe that addition of the topic "Leadership" to the content of mandatory academic disciplines will better contribute to the formation of students' leadership competence (ОПП 075 «Маркетинг» ДДАЕУ, 2019; ОПП 075 «Маркетинг» Університет ім. Альфреда Нобеля, 2020). At the same time, the elective course "Leadership in marketing professional activity" is designed to provide fundamental knowledge for marketologists who are interested in developing the competence. Updating the content of disciplines lies in their supplementation with theoretical and practical knowledge on leadership competence on the basis of interconnection of teaching disciplines. The innovation of study programmes lies in enriching their content through the implementation of modern teaching methods (interactive learning, modern information technology).

Active learning technology is understood as a set of methods, tools and forms of organization of learning, which ensure active nature of interaction of participants in the educational process on the basis of cooperation and collaboration and is aimed at achieving the didactic goals (Volkova, 2018: 14).

Our research involved different general scientific and specific teaching methods, namely: the method of transmission and exchange of verbal information; the methods of mindfulness development; emotional and moral stimulation method, the motivation method, the creation of novelty situations and success in teaching method, the method of pedagogical encouragement, the correction method, the tasking method, the problem-based teaching method, the group work method, The method of reflexive analysis and observation, the method of case analysis, the method of organization and implementation of an educational activity, the self-organization of education, the method of involving the subjects of education in creative work, the connotative methods (substance formation; heuristic questions and observations, comparing facts, constructing rules, theories, hypotheses), the creative methods ("brainstorming", pictures, hyperbolization and agglutinations) were also used in the research.

The following forms of teaching were used in the research: lectures, seminars, practical classes, training, self-study, peer-to-peer, interaction (group, collective, micro-group, individual). Some were done by the means of online learning. The most common educational platforms for online learning were Google Class (for creating classes, student registration, placement of educational materials, organization of feedback), Zoom (for video lectures, seminars, oral interviews) (Yuliia Rudenko, Olha Naboka, Larysa Korolova, 2021:926).

The interdisciplinary pedagogical technology was chosen as a supplement to the personality-oriented pedagogical technology in order to more fully realize the aim of our research. This type of technology based on the integration of educational content in different subject areas, which is focused on the development of non-standard thinking, ability to solve general problems due to the ability to see the situation from different positions, to anticipate its consequences and completely correlates with the subject of our study. The interactive and project-based teaching methods are the tools to improve the efficiency of such a system. The study presupposes the use of these interactive teaching methods: dialogue and discourse (dialogues, debates, seminars and discourses, multiseminar, talks), games, training, case-study, project work, exercises which are used during the lectures and workshops (Жуков, 2017).

The elective discipline "Leadership in marketologist professional activities" (the second semester of study) is a fundamental component of the technology of future marketologist leadership competence formation. Within the scope of the discipline, historical, philosophical, psychological, pedagogical aspects are combined. The program is designed for 90 academic hours which include: lectures – 18 hours, practical exercises – 20 hours, tests – 4 hours, individual work – 48 hours.

Based on the "Profiles of Leadership Competencies in the Public Service" (Профілі компетенцій лідерства на державній службі в Україні, 2010), the content of future marketologist training in terms of leadership competencies consists of the areas as follows:

- knowledge of the essence of leadership, leadership theory, leadership styles and characteristics of successful leaders;
- knowledge of time management, conflict resolution, emotionality, communication and influence;
- knowledge of priority and change management, teamwork, decision making;
- knowledge of socionics, types of personality;
- leadership in a crisis, creative thinking as a key to professional success of a marketologist.

Thus, the leading role is given to updating the content of compulsory academic disciplines: "Foreign Language", "Information Technologies", "Marketing communications", "Consumer behavior", "Marketing innovations", "Set-up and management of business", "Interactive Marketing", "Psychology of management and conflictology".

The implementation of the *content-organizational block* of the technology of future marketologist leadership competence formation began with the *orientation-motivational stage*. Its goal was to form a motivational component, i.e. to increase future marketologists' awareness of the importance of leadership competence and correlated business activities, which lasted for 1 semester.

The *orientation-motivational stage* consisted of the educational multimedia lecture "Well-known marketologists leaders", the webinar "Increasing competitiveness of marketologist", the lecture-discussion "Leadership competence in marketologist profession", the role-playing games ("Two desks" and others), the seminars "Positive thinking", the seminars-discussions "Stay motivated!", etc.

The next stage, the *practical stage*, lasted 2 semesters. During this stage, the cognitive, operational and personality-centered components were formed. The main kinds of the multimedia lecture-discussion "Leadership: past and present", the lecture-discussion "Empathy and emotional Intelligence: their role in effective marketologist communication", the seminars-discussions "Leaders I am impressed by", "My Superteam".

We agree with I. Kostiryа that leadership competence is best formed by means of modelling profession-oriented tasks which require students to choose optimal ways of leadership influence in the situations involving a dialogue and a group interaction (Костиря, 2018). That is why the study included role-playing games ("Two-player", etc.), the exercises "Goal-setting in marketologist professional activity", "My superteam", "Creative thinking", exercises "S.M.A.R.T. goal-setting", "Multipurpose use of objects", "Synonyms" and other kinds, the practical session "Fundamentals of rhetoric for a leader", the lecture on "Time management for Team and Self", the binary lecture "Stress Management", the training "The Professional relationship of marketologist", which consisted of three blocks (the problematic lecture-discussion "Conflictology for leader", the lecture-discussion "Efficient Communication as Integration of marketologist leadership competence" and the practical session "The Art of Confirmation"), and the lecture "Leadership in crisis".

An important role in the formation of future marketologist leadership competence was allocated to *extracurricular activities* (Смалько, 2014).

Among the classroom forms of training, there were these ones: a group project, the discussion club "Modern marketologist leader", the meeting of successful marketologists-graduates of the university. Also among the forms of classroom work, we distinguish "Pedagogical studio" in A. Nobel University, where students visited master classes conducted by teachers (professors, associate professors), the training "A teacher is a leader" for teachers who train future marketologists (study program 075 "Marketing"), which was held in the second semester. The students were also offered to keep a lockbook of leadership competence development, which was a form of post-attendance activity (self-guided work) of the students. Also, students participated in various events, concerts (100th anniversary of Dnipro State Agrarian and Economic University), the charity fund "Help", "Stop Bullying", "Stop Drugs" (Alfred Nobel University).

The leadership competence is greatly influenced by *internship*, which is an important way to develop students' readiness to try out the skills and competences, including those of marketing. The leadership competence is formed at its best on students' own experience. The tasks aimed at leadership competence



formation included development of advertising campaign; establishment of the bank for prospective marketing research directions (in English using digital supplement Google Docs); benchmarking: portfolio performance. The objectives include the development of cognitive and personal components.

*Research work* constituted the activities that contributed to forming future marketologist leadership competence. The students took part in scientific and practical conferences, tried themselves in the role of lecturers in the students' lecture bureau, some lectures were delivered in English at the request of students, the students took part in competitions ("The best student's report"). DSAU and Alfred Nobel universities are engaged in international research cooperation that undoubtedly contribute to building leadership competencies of students-participants (ERASMUS+, the Jean Monnet Modules course design for a particular discipline or the course based on a multi-disciplinary approach, i.e. several professors and experts contribute their expertise, etc.). The students also participated in research projects to study the problems of their region and select a strategy to solve them.

*The reflexive and analytical stage* of the technology presupposes the involvement of future marketologists in evaluative, reflexive and practical search activities, which makes it possible to evaluate the results of their activities and to regulate them. This contributes to self-fulfillment in profession-related activities, a person turns to self-recognition of himself / herself as a professional, begins to reflect on enriching his / her professional experience. After each type of work, there was a reflection based on the ALACT-model.

The students did exercises on reflection development, kept a lockbook of leadership competence development and at the end of the course shared their impressions and experience with each other. The students were continuously diagnosed and self-diagnosed.

*The diagnostic and results-based block* includes assessment of the results of future marketologist leadership competence formation, identification of most effective forms and methods of teaching implementation. It includes criteria (orientation-motivational, cognitive, operational and personality-centered), levels of competence (low, average and high) and indicators.

**Findings and discussion.** The originality of the author's pedagogical technology is manifested in the adaptation of already developed forms, methods and tools to the future marketologist academic course.

**Conclusions.** The research we conducted enabled us to define and substantiate the use of the pedagogical technology, namely combination of technologies, as a tool for forming future marketologist leadership competence, to determine its structure and methodological approaches to its development. The identified components of the pedagogical technology determine the specifics of the process of forming future marketologist leadership competence while interdisciplinary knowledge and interactive learning methods, tools and forms complementing one another provide a methodological basis for the technology. An elective course "Leadership in marketologists' professional activity" was designed to provide fundamental knowledge for marketing professionals while the module "Leadership" was introduced into the content of a compulsory academic discipline as an applied component of the research. The introduced forms of extracurricular activities, internship and scientific-research work of undergraduates are also devised to contribute to the forming of the leadership competence. The presented scientific background and substantive characteristics of the technology allowed us to enter the experimental stage of the research.

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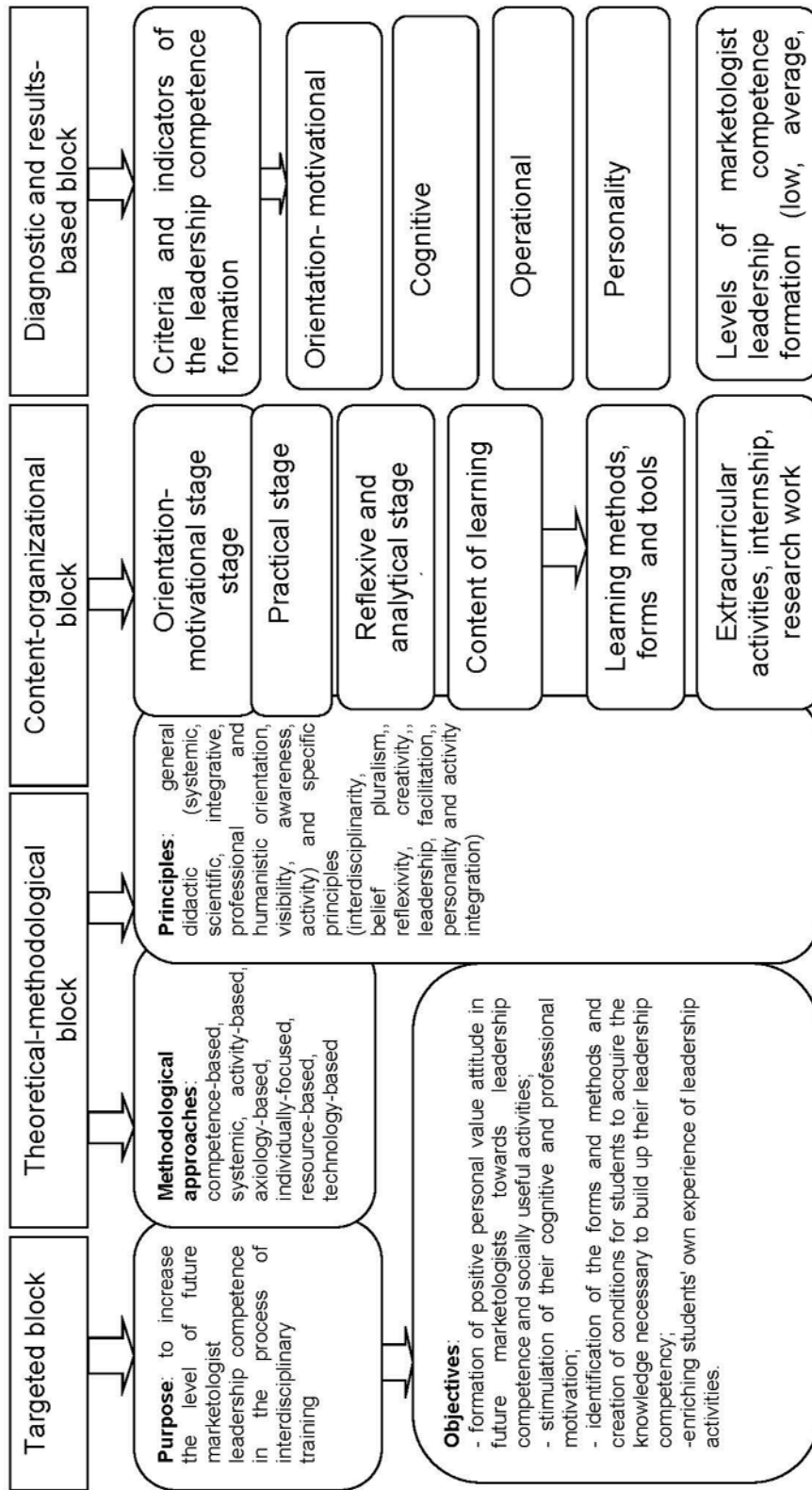
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Таблиця 1

The technology of future marketologist leadership competence formation



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## **Загальна характеристика технології формування лідерської компетентності майбутніх маркетингологів у процесі міждисциплінарної підготовки**

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На сучасному історичному етапі Україна цілком усвідомлено, активно й цілеспрямовано рухається в напрямі інтеграції до світової спільноти. У часи стрімких економічних перетворень на шляху до повноцінних ринкових відносин держава потребує висококваліфікованих конкурентоспроможних фахівців нового покоління, здатних працювати як у національній, так і в міжнародній економіці. Тому особливого значення набувають такі якості випускника навчального закладу, як професіоналізм, ініціативність, мобільність, підприємливість,

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відповідальність, вміння аналізувати ситуацію на внутрішніх та міжнародних ринках, здатність до постійної самоосвіти, успішного опанування інновацій. Це зумовлює посилення вимог до підготовки конкурентоспроможних фахівців у галузі економіки. Підґрунтям для формування цих якостей є лідерська компетентність, яка забезпечує професійне вирішення завдань у будь-якій галузі. Метою дослідження є обґрунтування та розкриття сутності технології формування лідерської компетентності майбутніх маркетологів у процесі міждисциплінарної підготовки. Окреслено методологічні підходи та дидактичні методи, на яких базується технологія. У дослідженні було використано теоретичні методи аналізу, систематизації, класифікації філософських, психологічних та педагогічних підходів до вивчення педагогічної технології, освітньо-професійних програм, нормативних документів. Описано фундаментальний та прикладний компоненти дослідження. Обґрунтовано використання технологій активного навчання, розглянуто форми та методи організації навчання. Також висвітлено форми позааудиторної роботи, науково-дослідної діяльності та виробничої практики студентів-маркетологів, що сприяють формуванню лідерської компетентності. Перспективу дослідження вбачаємо у подальшій реалізації поданої технології.

**Ключові слова:** технологія формування лідерської компетентності майбутніх маркетологів, педагогічна технологія, формування лідерської компетентності, міждисциплінарна підготовка, освітній процес, студентоцентризований підхід, інтерактивні технології навчання, позааудиторна діяльність, виробнича практика, науково-дослідна робота.

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