Collective Monograph

Linguistic and Methodological Training of Students for Future Professional Activities

Philology and Pedagogy

Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department

Collective Monograph

Linguistic and Methodological Training of Students for Future Professional Activities
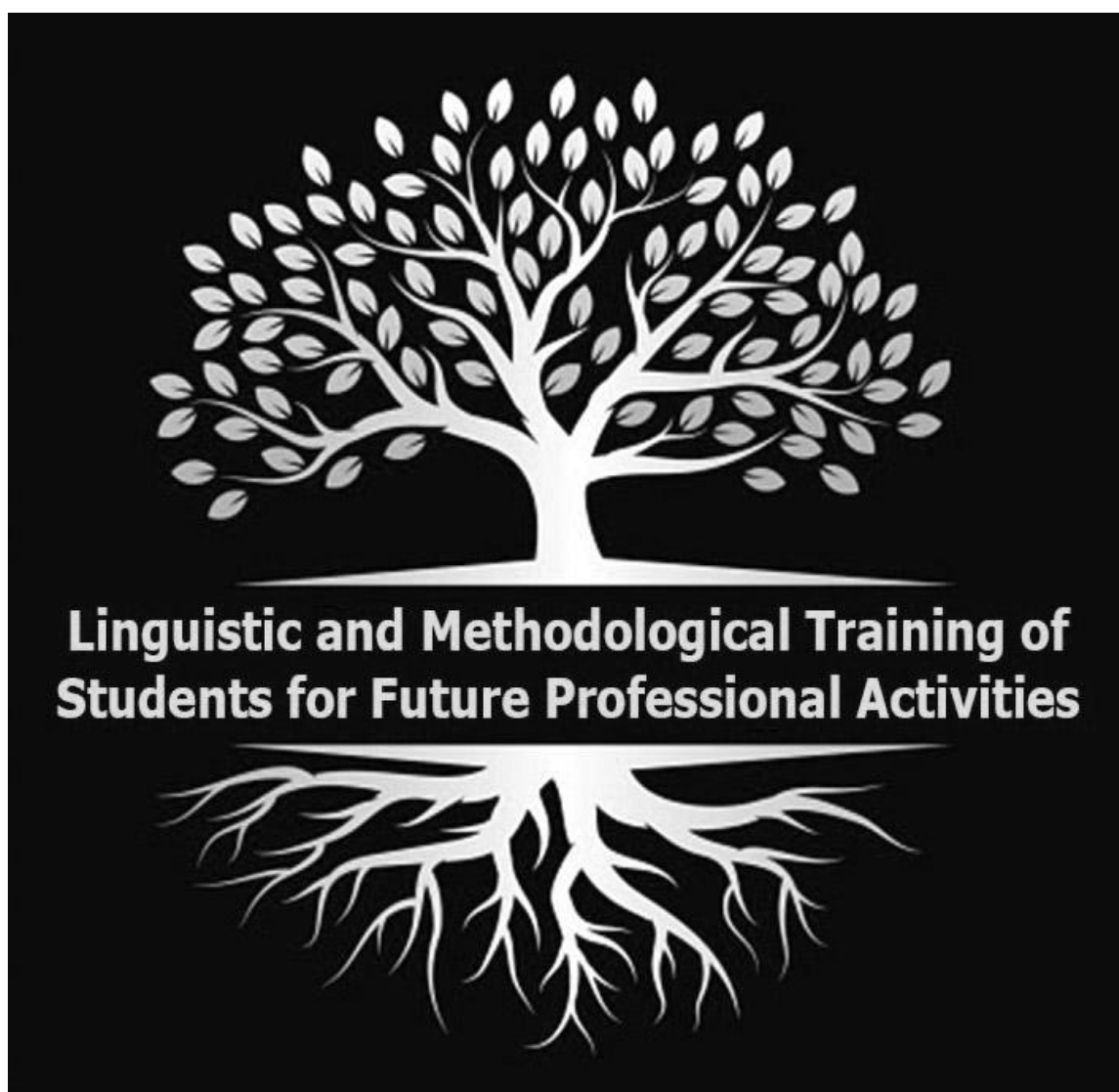
Philology and Pedagogy

Dnipro
Zhurfond
2023

УДК 378:81:811.161.2:811.111

Reviewers:

Borys KOVALENKO, Doctor of Philology, Associate Professor of the Department of Ukrainian Language at Kamianets-Podilskyi Ivan Ohienko National University

Hanna PRYKHODKO, Doctor of Philology, Professor of the Department of English Philology and Linguistic didactics at Zaporizhzhia National University

Iryna OLIINYK, Ph. D in Pedagogics, Associate Professor of the Department of Innovative technologies in Pedagogy, Psychology and Social work at Alfred Nobel University

Olena NAZARENKO, Ph. D in Philology, Associate Professor of Philology Department at Dnipro State University of Agriculture and Economics

Editors:

Tetiana STASYUK, Doctor of Philology, Professor, the Head of Philology Department at Dnipro State Agrarian and Economic University

Tetiana KRAMARENKO, Ph D. in Pedagogics, Associate Professor at Dnipro State Agrarian and Economic University

Olena REZUNOVA, Ph D. in Pedagogics, Associate Professor at Dnipro State Agrarian and Economic University

Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities.

The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research topic "Linguistic and professional training of specialists: linguistic, social and cognitive, communication and pedagogical aspects" (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

UDC: 378.1:658.8

COLLABORATIVE LEARNING IN THE DEVELOPMENT OF SOFT SKILLS OF FUTURE MARKETOLOGISTS

Kazakevych O. I.

Lecturer of Philology Department
Dnipro State Agrarian and Economic University, Ukraine

Abstract. The article is devoted to the research of the role of collaborative learning in the development of soft skills of future marketologists. The article considers the concepts of soft skills and hard skills and their significance for the development of a specialist in the field of marketing. It is established that the profession of a marketologist is multifunctional, a marketologist performs many functions for which he needs soft skills. Key characteristics of "soft" and "hard" competencies are provided. The article substantiates the possibilities and expediency of introducing a collaborative form of education in the process of the future marketologist professional training in higher education process. The ways of updating teaching forms and methods, scientists' approaches to uncovering the essence of the students collaborative learning concept with the aim of developing their soft skills are considered in the article. A comparative analysis of cooperative and collaborative learning was conducted. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task etc. It was founded that collaborative learning is one of the innovations in the educational space that creates conditions for student' soft skills improvement. It is established that soft skills are best formed in future marketologists through the modeling of professionally oriented tasks that require students to choose the best soft skills in situations of dialogue and group interaction. The sample forms of the educational process for the formation of soft skills of future marketologist in Dnipro State Agrarian and Economic university are presented.

Key words: soft skills, collaborative learning, innovation, professional training, educational process.

Introduction. A research problem. Transformations in the system of higher education in European countries and Ukraine, the need to live and work in conditions of uncertainty and constant change, the need for a new generation of specialists economists who would possess not only highly specialized knowledge in their field, but also super-professional, universal competencies, such as critical and creative thinking, teamwork, effective communication and influence skills, etc. have made it important for students to master the so-called "soft skills". The problem of marketing education in Ukraine is also extremely relevant in the today's labour market. Without a marketologist, any company that is interested not only in sales volumes, but also in creating its positive image, simply cannot exist. At the same time, a modern marketologist must have not only specialized knowledge. He needs to take a proactive position, enrich his managerial and communication skills. It is safe to say that all these abilities such a specialist possesses are provided by soft skills. soft skills.

Relevance of research. In Ukraine, the definition of "soft skills" is relatively new and little studied. Higher education institutions do not pay enough attention to the development of students' soft skills, in particular in future marketologists. The curricula are represented by disciplines through which students develop "hard skills", that is, "hard" skills related to knowledge of special disciplines, practical training, etc. More and more recruitment agencies instantly respond to changes in the labor market, offering various courses, programs, mastering which, one can hope for the rapid development of "soft skills". Academicians understand that such courses, which promice quick results, seriously claim to take a competitive position. Therefore, universities have begun to develop educational programs, disciplines, create a special educational space in higher education institutions, where students can master practical approaches to the formation of soft skills. The relevence of the problem and the contradictions that have developed in education have determined our choice of the topic.

Analysis of publications. The analysis of the Ukrainian scientific discourse allowed to establish that recently the interest of practitioners and theorists of education to the potential of higher education disciplines for the formation of soft skills has been noticeably increasing, as evidenced by the studies of A. Bezus, I. Gevlych, L. Gevlych, K. Koval, Y. Fedorova, I. Fedulova and others.

Theoretical and practical principles of cooperation in education are considered in the works of P. Dillenbourg, B. Smith, T. MacGregor, M. McManus and R. Aiken, L. McGuffin and G. Olson, Thomas C. Reeves, G. Funaro, M. Baker A. Blaye and C. O'Malley and others. The problem of organization of collaborative learning was studied by such scientists as N. Dementievska, V. Diachenko, H. Liymets, N. Morse, J. Piaget, O. Savchenko, V. Yagupov, O. Yaroshenko.

The basics of professional training of future economists in Ukraine were studied by N. Babkova-Pylypenko, G. Voshkolup, R. Heizerska, S. Nestulya, O. Yatsenko. Scientific researches of S. Adamiv, I. Basha, M. Vachevsky, I. Gogol, O. Holubyonkova, I. Horbulich, S. Zhukov, R. Kubanov, Y. Mendrukh, Y. Ogirchuk and O. Kachanovetska are devoted to the problem of professional training of future marketologists in particular.

The purpose of the research. The article is devoted to the research of the problem of collaborative learning in the development of soft skills of future marketologists.

The research methodology. Systematization of the results of scientific research, analysis of foreign experience.

Research material. "Soft skills" are a set of non-specific career-important superprofessional skills that are responsible for successful participation in the work process, high productivity and as opposed to professional skills in the traditional sense (which are considered in this discourse as "hard skills"), are not dependent on a specific subject area. They do not depend on the specifics of a particular job, are closely related to personal qualities and attitudes (responsibility, discipline, self-management), as well as social skills (adaptability, communication, including listening, teamwork, emotional intelligence) and managerial skills (time management, leadership, problem solving, critical thinking). According to a study conducted by Harvard University, 80% of career achievements are determined by "soft skills" and only 20% by "hard skills". Recent labor market research suggests that interest in "soft skills" is increasing. Most employers consider them as important as professional knowledge and skills. It is believed that professional skills go out of date, while "soft skills" are always relevant [1].

Analysts of the World Economic Forum made a forecast in which they identified the key skills that will be in demand in 2025. Among them are the ability to solve problems, self-management, interaction with people and the use of information technology. We note that all of the above competencies belong to "soft skills". Acquiring these competencies can give a person the opportunity to navigate in modern society, information space, rapid development of the labor market, further education.

When training a marketologist, it is necessary to develop such skills and personality traits as goal setting, determination to achieve goals, creativity, open-mindedness, critical thinking, prudence, communication, consistency, responsibility, independence. It is also necessary to develop logical and imaginative thinking, stress resistance, skills of analyzing the situation based on the information received and responsibility for decisions, the ability to see the future. For future marketologists the ability to act meaningfully in conditions of uncertainty, to act productively in the educational, professional and social spheres is

becoming increasingly important [2].

The importance of "soft skills" is indicated by the standards of higher education of Ukraine for the degree of higher education "Bachelor" speciality 075 "Marketing", among the general competencies of which are indicated: the ability to generate new ideas (creativity) (GC2), the ability to adapt and act in a new situation (GC4), the ability to take initiative and entrepreneurship (GC7), the ability to work in a team (GC11), the ability to communicate with representatives of other professional groups of different levels (GC12) [3].

Thus, for a modern student, a future marketologist, soft skills are a prerequisite for successful employment, vital critical thinking skills, the formation of a creative personality, the ability to evaluate and make decisions in challenging situations, the ability to work in a team, negotiate, to perform tasks in a qualified and creative manner in further professional activities, to become competitive in the modern labor market [4]

Collaborative learning is defined as a joint organization of learning in which students with different abilities and interests work together in small groups to complete a project or solve a problem. Based on the research of English academicians Gilles R. and Adrian F. [5], we find out that "collaborative learning" originates from Britain and refers to the problems of supporting students on their way to gain experience of professionally oriented interaction through increasing their activity in learning. Collaborative learning strategy is a common model of partnership in learning. Collaboration requires the distribution of tasks between the participants of a working group, where each is responsible for a separate part of the problem coverage with their further effective combination to achieve the goal. The relationship between members of a collaborative group is determined by such characteristics as: democracy, equality, autonomy. Collaborative learning as a form of interaction during the educational process requires teachers to work in a team with colleagues, students, as well as discuss plans and results with a teacher-moderator. Unlike cooperative learning, in which each student is responsible for his own part of the work, during collaborative learning all team members work together to solve a common problem. Distinguishing between the concepts of cooperative and collaborative learning, J. Meyers argued that cooperative learning is more teacher-centered, forming groups, organizing positive interdependence and teaching students cooperative skills. Collaborative learning,

in turn, allows students to form groups based on interests, friendships and preferences, research and contextual approaches are used to teach interpersonal skills. Free dialogue between students is the key to solving tasks. Collaborative learning (or as it is also called "learning in cooperation") is one of the means of innovative and creative improvement of the educational space through which conditions for self-development, self-improvement and self-realization of the individual are created. Collaborative learning technologies develop leadership skills in future marketologists: communication skills, emotional and volitional stability, result orientation, creative thinking, motivation for professional growth, ability to analyze and predict the situation, adaptability to a new situation, ability to defend their point of view, responsibility, public presentation and speaking skills [6].

Moreover, collaborative learning requires students to work in small groups toward a common goal. This method enhances learning because students can share their knowledge and expertise while discussing contradictory viewpoints. Likewise, it provides exposure to real-world problem-solving techniques because businesses depend heavily on collaborative work environments [7].

The forms and methods of collaborative learning are an interview, a round table, discussion, debate, use of dialogic situations, a role play, problem solving, questionnaires, Jigsaw method, case-study, a project, a game etc. This type of learning expands the traditional education system, transforming the knowledge, skills and abilities of students into key competencies, among which communication takes a special place [6]

It is established that soft skills are best formed in future marketologists through the modeling of professionally oriented tasks that require students to choose the best soft skills in situations of dialogue and group interaction [8].

Discussion is used to teach participants to analyze situations constructively, to develop skills of persuasive influence and management of collective decision-making processes, to develop the ability to listen and perceive the arguments of opponents. Group discussion allows students to compare opposing opinions, to see the problem from different sides, to reduce resistance to new information that differs from the expected. It is used to objectify the situation of interaction, to stimulate deep awareness of participants of their own ways of behavior, as well as actions and motives of partners.

Another way to improve professional training of students is the use of game technologies that provide their independent orientation in the motives of the actions of a person, the choice and embodiment of external manifestations of his inner world.

Game is a kind of active learning, which has its own patterns and features, where the teacher and the student are equal partners, and learning process takes place in conditions of goodwill and constant interaction at the student-student, student-student, teacher-student levels. The implementation of the game involves the modeling of life, professional situations, shared analysis and problem solving, which contributes to the effective formation of appropriate soft skills, the development of students' own values.

The role-playing game is designed to form the experience of managing group processes, working out and consolidating leadership behavior in the context of intragroup interaction.

Business game is a means of modeling various conditions of professional activity by finding new ways of its implementation, which imitates various aspects of human activity and social interaction. During the game students learn to make a single decision, work in a team, listen to others and be heard. The use of a business game makes it possible to bring the learning process as close as possible to real professional activity through the modeling of role functions inherent in professional activity.

Debates are closely related to the formation of communication skills, develop students' critical thinking, the ability to effectively organize the thinking process, to present their thoughts in a logical sequence. They contribute to the mastery of oral speech and the art of persuasion, form the skills of composing public speeches. This method is very effective for developing leadership in students. In this case, the latter is closely related to the development of communication skills. After all, a successful leader is distinguished by the ability to express himself / herself clearly and logically. They also encourage students to identify their own aspirations, resources, and leadership, and develop students' strong motivation to acquire new knowledge and interdisciplinary problem-solving experience. In general, debates develop students' critical thinking, the ability to effectively organize the thought process, and present their thoughts in a logical sequence. All types of debates have the following common features: 1) the parties always have an equal number of speakers; 2) the parties have equal time slots for their speeches; 3) the affirmative side usually speaks first

and last.

During the debate, the teams compete with each other on a specific topic. The main goal of both teams is to present their position, their own arguments for or against, in a qualified manner and within a certain time frame, convincing the judge (or several judges) of their rightness, who evaluate the results of the debate and determine the winner in each round. The subject of discussion is a topic-assertion, the so-called resolution, which requires evaluation and defines the key issue for discussion in the debate, the arguments of opponents and the cases of the parties

Case method or solving a problem situation is a teaching technique that uses the description of real situations, in which students have to analyze the situation, understand the essence of the problems, propose possible solutions and choose the best of them. We are sure that the case method is the best way to develop soft skills. Often, the teacher offers quasi-professional situations in the case study, during which students listen to the opinions of others, defend their own, communicate, work in a team, and agree on the best solution. Short and mini-cases, accompanied by a discussion, are productive in terms of time and scope of the training session. Note that the cases are based on real factual material or are close to the real situation. Often employers offer applicants a veiled case, during which a person does not even suspect that he is being watched: how he perceives information, how he understands, reacts to others, whether he is able to curb his emotions, that is, to manage them, how he solves the situation, whether this situation contributed to creativity and non-standard thinking. Reasonably planned cases help to reveal the presence of soft skills from creativity to lateral thinking, from leadership to protection of unexpected ideas [4].

Talking about the method of projects, it would be appropriate to cite the opinion of T. Godovaniuk [9], who notes that the project method is a system of educational and cognitive techniques that allow solving a particular problem as a result of independent or group actions of students. The project method stimulates student's need for self-realization, self-expression, creative activity; implements principle of cooperation between students and teachers, allows you to combine group and individual work.

I. Geiko [10] emphasizes that in the organization of project activities a student finds himself in a situation of choice, as he has to independently decide how to achieve the project

objectives, with whom to work in the group and so on. And "putting a student in a situation of choice is extremely important for his personal development, because where there is a conscious choice, responsibility is formed, interest is born".

The group project method encourages students to interact with others, exchange opinions, take responsibility for joint decisions; creates conditions for the development of various necessary qualities in them as both an autonomous and socially active personality, able to interact in a study group and take responsibility both personally and for the study group, which contributes to the socialization of the individual, develops his or her professional and business activity, i.e. creates conditions for the formation of leadership competence in students.

If we consider the project method as a pedagogical innovative technology, it involves the interaction of problem, research, search, creative tasks. In the process of project activity, the students obtain their own knowledge, not abstract scientific facts transmitted by the teacher.

The student finds himself in a situation where he does not only acquire theoretical knowledge, but also has to explain how he got this result. In this situation a student develops creative activity, cognitive skills, ability to construct independently acquired knowledge and skills [9].

The project activity of students can be considered as a multilevel task that requires the application of subject skills. Thus, project activity embodies the priority trends of modern education to the integration of learning content.

So, summarizing all of the above, we can say that technology of project activity is understood as a set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions according to a certain plan, practical tasks with the obligatory presentation of the obtained results. Project technologies provide involvement of almost all "soft skills".

The Jigsaw classroom is a research-based cooperative learning technique. The description of this method is as follows: the material is divided into separate puzzles, which are assembled together piece by piece into one overall picture. The basic idea, as explained above, is very simple: students are divided into groups which all have their own research topic to study. After doing research, each topic group is split in such a manner that new

groups have a single member from each of the old topic groups. After the new groups have been assembled, each topic expert is responsible for integrating the knowledge of their topic-specific knowledge into the nderstanding of the new group they are in. Each student on the team becomes an "expert" on one topic by working with members from the other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic. After a given time, the original groups are disbanded and new ones are formed, which unite "experts" on each aspect of the problem. At this stage, an exchange of opinions of experts takes place, as a result of which their understanding of the issue deepens, and the questions that arose at the first stage of studying the problem are eliminated. As a result of work in this phase, "experts" must assimilate the educational material at a level that would allow them to consciously and accurately convey the content of this educational material to the other students who are not initiated into this particular aspect of the issue. In the third step, the "experts" return to their original groups and transfer the acquired knowledge to the other members of the group (who are not familiar with this aspect of the problem, but are "experts" on another aspect). At this stage, students learn to listen carefully to their peers, independently explain new material, ask questions and answer them. At the final stage, the teacher checks the level of assimilation of all aspects of the problem by each member of the group. Control can take place in any known form and ensures the integrity of the work of the "experts" [11]. For the formation of soft skills in future marketologists in the context of collaborative learning, it is important to provide appropriate pedagogical conditions: among the methodologically grounded ways to develop soft skills is an organic combination of forms of organization of educational activities (individual, pair, group). Harmonious development of personal and interpersonal skills is possible due to the balanced inclusion of different types of work (individual, pair, group) in the context of classwork. The relationship between the members of the collaborative group are determined by such characteristics as: democracy, equality, autonomy. Collaborative learning as a form of interaction during the educational process requires teachers to work in team with colleagues, students, as well as discussing plans and results with teacher-moderator [12]. There should be a balanced combination of activities, methods and exercises that reproduce real life

scenarios and professionally oriented situations, as well as the proper implementation of the process of self- and mutual evaluation of learning achievements and performance [13].

Forms of work in the classroom and in extracurricular time, which aim to equip students with the above interpersonal soft skills, should include work in pairs, small and large groups, students-participants of which should cooperate with each other, and any individual work should contain an interactive component. According to the observations of I. Mosquera, the practices of group work create the necessary environment for the development of tolerance and inclusion in groups of students, contribute to the formation of organizational skills and abilities to work harmoniously and effectively in groups: to persuade, to listen to the opinions of others, to negotiate, to compromise, to make concessions [9], to actively listen and speak in turn, taking into account certain limitations in the time allocated to the participants [13].

The element of regrouping students will enable each of them to come into contact with many others, to build relationships and negotiate with students with different temperaments, points of view, behavioural styles, socio-cultural backgrounds. Teachers should also ensure that students try different roles and, accordingly, different functions in pairs or groups (leader, organizer, moderator, performer, etc.). Pair and group work contributes to the development of not only a number of communication skills, but also stimulates the development of emotional intelligence, because, consciously observing the behavior and emotions of others, students become more literate, begin to better distinguish emotions, interpret them correctly, respond to them accordingly and build communication according to the emotional state of a partner.

Individual forms of work in the classroom also require appropriate attention and contribute to the formation of soft skills, as individual work contributes to the development of personal cross-cutting skills (responsibility, organization, creativity, etc.).

Again, taking into account the ideas of Nesterenko I.V. [6] collaborative learning focuses on systematic approach in compliance with a certain algorithm of actions, namely:

• *setting clear group goals.* The use of collaborative training involves the observance of sequence in the implementation of such actions, such as setting group goals (one goal), as

well as individual responsibility of each participant in the learning process. It is also worth note that a clear definition of goals and objectives will save time;

• *creating a medium-sized group.* The ideal group is considered to be of medium-sized group – five students. Activities in small groups (3 or fewer students) does not have enough diversity and may not allow for divergent thinking (the opinions of each participant in the learning process are different). On the other hand, a negative aspect is that in too large groups, not all participants participate;

• *building trust and promoting open communication.* Open communication is key in the implementation of this type of training. Research have shown that emotional issues and addressing any interpersonal problems encourage team members to thoroughly explain concepts to each other, and therefore get more out of the joint learning, develop communication competence;

• *creating group roles for large tasks.* Another important stage, that will allow you to effectively complete the task, as well as save time. It is about dividing a complex task into parts with further assignment of different roles (for example: group leader, recorder, reporter, fact checker, etc.);

• *drawing up a summary when discussing the results of the group.* A good way to ensure the implementation of collaborative learning is to involve everyone in the discussion of the results of the joint work. In fact, many researchers use this method to evaluate the effectiveness of group work. If the results are unsatisfactory, changes can be made in the content of the training. In addition, group facilitators can use Bloom's taxonomy system to further adjust specific skills and competencies;

• *use of real problems.* Experts believe that project-based learning issues related to real problems are much more interesting for the participants of a particular group. Instead of spending time on developing an artificial scenario, it is worth turning to real world problems that are closer and more interesting for students;

• *teaching problem-solving and critical thinking skills.* Implementation and improvement of such skills is ensured by following step-by-step procedure for problem solving: defining goals and objectives; collecting data; generating options and courses of action; evaluating options using data and goals; obtaining a solution; implementation of a solution;

- *availability of diverse groups.* Mixed groups, which include talented students with different learning styles, ideas and experiences are the best. Members of such groups have the opportunity to learn from each other.

An example of collaborative learning can be the following forms of education process for the formation of soft skills in future marketologists in DSAEU. At the lecture-discussion "My dream team" in the discipline "Marketing Communications" students marketologists learned about the five "shortcomings" of the team and how to overcome them, highlighting the tasks of the leader in each of these situations, the existing models of team development in various fields and the description of the peculiarities of creating teams at different stages, the distribution of team responsibilities and setting tasks in accordance with team roles. There was also a discussion on the topic: "Why does a group need a leader?" Then the students discussed methods of harmonizing team goals with the personal goals of its members, methods of making a single team decision and agreeing it with team members, methods of forming a stable sense of community as well as methods of establishing horizontal relationships in the team.

Also at the practical lesson in the same discipline, students solved situational problems (cases) that describe situations that have actually developed in the professional activity of a marketologist and require soft skills in developing approaches to solving the problem. Here are some of the cases.

Case 1

(interaction in a team)

Purpose: training of team decision-making skills.

Duration: 15 minutes.

Task: the trainer divides the participants into 2 microgroups and gives instructions: "You are sailing on a yacht in the South Pacific Ocean. Suddenly there is a fire of unknown origin and most of the yacht and everything on board is destroyed. The yacht is slowly sinking. Navigation equipment has been lost or destroyed and you do not know where you are. You think you are somewhere about a thousand miles southwest of the nearest land. Below is a list of 15 things that remained unharmed by the fire. In addition to these items you have a rubber raft large enough to hold you, your crew and all the items below. There

is also a pack of cigarettes, several boxes of matches and 5 one dollar bills in survivors' pockets.

Your task is to rank the items below in order of their importance for your survival. Put the most important item on the 1st place, the second most important on the 2nd place, and thus the least important on the 15th place. Once you have made your own list, the group must agree on the order of the 15 items. You have 15 minutes, otherwise everything will be lost. When the task is completed, the groups present the final lists.

Questions for discussion:

- What emotions did the exercise evoke?

- Did your group manage to become a well-coordinated team?

- What traits of the participants contributed to this? What hindered?

- Share the group recipe for reaching consensus.

Case 2

(ability to solve conflict situations)

Purpose: training of conflict resolution skills

Duration: 15 minutes for each situation.

Task: to present your own decision on the way out of the situation. The correctness of the decision and possible consequences of the conflict for its participants are discussed in the group.

Situation 1

Your subordinate mistakenly received an email from the central office addressed to you. The letter says that in the next two months the company will be forced to slightly reduce the funding of your company and reduce the staff of marketing specialists. First of all, the category of employees to which the employee who read the letter belongs will be affected by the reduction. How to solve this situation?

Situation 2

Your boss is a very noisy person who often uses an irritated tone when communicating with subordinates. In your opinion, how should you respond to your boss's remarks?

Situation 3

The marketing department of a large company "Logika" employs 30 employees. The team is united and friendly. The head of the department Ivanchuk V.L. proved to be a skillful leader, enjoys well-deserved respect of the majority of employees.

At the beginning of the year the Board of the company decided to transfer Ivanchuk V.L. to another, higher position in "Logika".

The team of the department has an informal leader - I.I. Petrov, whom most employees, including the former head of the department, see as the new head. In addition, there are several other highly qualified specialists in the department, whose experience allows them to apply for a leading position.

However, the company's board makes a completely unexpected decision for the department's staff: the new head of the department is appointed a person "from the outside" who has never worked in this company. At first, the employees of the department were in a state of surprise, because no one expected such a turn of events.

Gradually, the state of bewilderment changes to indignation, and those who could have taken this place are especially indignant. The new chief I.A. Sinitsyn is a high-class specialist, but due to the fact that he has not worked in this organization before, he does not know some subtleties in the specifics of the work. With his appearance in the team there is a conflict situation. Most employees are dissatisfied with his appointment, and some do not want to see him as their manager.

At one of the meetings in the department between O.A. Sinitsyn and L.D. Petrov a dispute arose over the quality of the work performed. L.D. Petrov insisted on listening to his opinion, as he had been working in the department for a long time and considered himself competent enough in this matter. O.A. Sinitsyn replied that the issue that concerns many employees cannot be solved by one person, even if he is a very experienced specialist.

After such a meeting, L.D. Petrov considered himself offended and appealed to the company's management with a request to transfer him to another department. After him, 7 more people wrote similar application to the management. An open conflict broke out in the team. Further normal work of the department becomes impossible.

Questions for discussion:
- How right was the decision?

- What are the possible consequences of the conflict for its participants?

Case 3

(communicative skills)

Purpose: practice of communicative skills.

Duration: 10 minutes.

Task: the coach pairs the participants.

Role 1 is an employee of the HR department conducting the interview.

Role 2 is a candidate for the position of a marketologist.

Instructions for Role 1: Today you have interviewed 8 candidates for the position of a marketologist. At this point, you have almost decided on the candidate who is best suited for the job, but you need to listen to all the candidates. The candidate sitting in front of you has a significant drawback - a complete lack of practical experience.

Your tasks: 1) clarify the candidate's practical skills; 2) complete the interview in 10 minutes.

Role 2 instruction: You are interviewing for a marketologist position. This position is perfect for you. Your education, knowledge and interests fully meet the requirements of the position. Your only drawback is that you lack the practical experience required by the position.

Your tasks: 1) establish a rapport with the HR officer; 2) convince the interviewer that you are a qualified employee.

Questions for discussion:

- What emotions did the exercise cause?
- Did your couple manage to achieve the communicative goal?
- What features of the participants contributed to this? What hindered?

Case 4

(decision-making skills)

Purpose: practice of decision-making skills.

Duration: 15 minutes.

You need to finish the work plan for the next month today, because tomorrow you start your vacation. The problem is that the head of the finance department is delaying his report, without which you cannot complete your work. He is a rather proud man and has already told you that he is not going to rush the report at the cost of making mistakes.

Meanwhile, there are four hours left until the end of the working day, you are getting more and more nervous. How to get out of this situation?

Task: to present their decision on the possibility of a way out of the situation. The correctness of the decision and possible consequences of the conflict for its participants are discussed in the group.

Questions for discussion:

- What emotions did the exercise evoke?
- What was the best solution in this situation?

Case 5

(organisational skills, ability to solve problem situations)

Purpose: practice organizational skills, ability to solve problem situations.

Duration: 25 minutes.

Task: employees were asked to split into two teams and analyze a problem situation related to the organization of work at the enterprise, after which they present the results of modeling the situation and propose a solution that they consider optimal. Based on the results of the presentations, a discussion is held on the topic: how can an individual employee influence the success of the organizational functions of a leader?

You are the head of the marketing department of a large advertising company. You have twelve subordinates who have worked together for a long time and understand each other well. During the time of working together, the organization has formed a corporate culture, common beliefs and values. You used to consider the team of subordinates as your family. All this gives its results: the work of the company is very stable. You manage not only to perform high-quality work, but also to expand your network of clients. Your profits have been growing for the last six months, and now you are ready to raise the salaries of all your employees by fifteen percent. You have even informed everyone about it. But the family of one of your employees, Nadezhda, had a misfortune, her little daughter fell ill. Nadezhda was already worried that she was letting the team down. She immediately volunteered to work at home at the bedside of the sick child. But in the first days of her absence it became clear that this approach does not work. Her home computer is outdated, and it is impossible to perform the required amount of work on it. The deadline for the order

was approaching. In addition, because of her worries, Nadiya forgot to send a confirmation letter about the completion of the order for the client who made a large order and sent payment for it to the company's account. As a result, the offended customer withdrew the money transfer and turned to competitors. The loss of such an important client made it impossible to increase the salaries of all employees. Moreover, the employees of the firm divided Nadiya's duties among themselves. This led to a systematic overload and a series of errors in the execution of the second order, which ultimately jeopardized another contract. You need to make a decision urgently. The best option would be to hire a new employee to fill Nadia's position. But you need a real professional, with developed organizational and communication skills, work experience, connections. Such a person will not agree to a temporary job, and you can take the thirteenth employee only at the cost of a salary increase for others. When you asked Nadia how long she would be absent from work, she said that she could not say for sure. At the same time, she told other colleagues that she would be absent for at least 4 months. You are very much impressed by Nadiya's insincerity. You have to make a decision as soon as possible.

Task for team № 1: Simulate the consequences if you decide to fire Nadia and hire another lead designer. Which decision do you think is the most optimal?

Task for team № 2: Model what the consequences will be if you decide to leave things as they are and just wait for Nadia to return. Which solution do you think is the best?

Questions for discussion:

- What emotions did the exercise evoke?
- What was the best solution in this situation?

Case 6

(negotiation skills)

Time: practice negotiation skills.

Duration: 10 minutes for each situation.

Situation 1

Intentional deception. The partner states something deliberately false. However, if you express doubt, he/she clearly demonstrates offense - what to do?

Situation 2

At the moment of negotiations, when you think that a firm agreement has been reached, the other side informs you that they do not have the authority and rights to make the final decision, to make concessions, and they now need to get the approval of some other person.

This is a trap: if only you have the right to make concessions, then you will make them. What to do?

Situation 3

You agreed to negotiate on the territory of a business partner, seeing the following advantages: the other party will listen more attentively to your proposals and, if necessary, it will be easier for you to interrupt the negotiations. However, you feel that the physical environment is working against you. You suspect that the uncomfortable room was chosen deliberately to make you want to end the negotiations as soon as possible and be ready to concede on the first demand. What to do?

Situation 4

"You don't seem to understand what we are talking about?" etc. The partner is dismissive of your position, makes you wait, interrupting the negotiations for other things, makes you understand that you are uneducated, does not listen to you and repeats several times what you have just said. Finally, deliberately does not look you in the eye. What to do?

The example of the project method is the interdisciplinary project "Servant leadership", which DSAU students marketologists done within the discipline "Theory of Motivation" using interactive webquest technology. Students had to explore the phenomenon of servant leadership from the historical, philosophical, psychological positions, etc. Webquest involves the use of information resources of the Internet and their integration into the education process in order to effectively form a number of competencies: social, educational, communicative, information. The development of webquests is carried out in order to maximize the integration of the Internet into various disciplines at different levels of education. Students, working on the task, collect, analyze, summarize information, draw conclusions, forming and defending their own opinion. The creative process of transforming information from different sources contributes to the development of thinking, analytical skills and communication culture. The result of working with the webquest was the publication of students' works in the form of web pages and websites (locally or on the Internet). Since the webquest involved teamwork, students

discussed, argued, composed a joint work plan for the group. Each of them, being an expert in their field, wanted to solve their tasks in the best way. Then students chose the form of presentation of the general report and distributed roles for further work: development of the site layout or presentation, design creation.

Working according to this scheme, students analyzed the information resources provided by the teacher, selected the necessary information, searched for additional data. The result of the work was a report on this topic in the form of Powerpoint presentation.

Another example of the project method was a group project «Start-up». Students are marketologists in an institution engaged in the production of goods/ services (the type of economic activity is determined optionally). The task is to jointly develop a marketing project to promote a product (service) in the local market using digital learning tools. The task was performed in small groups (4 – 5 people). These tools made it possible to implement cognitive learning methods (essential vision; heuristic questions and observations; comparison of facts; construction of rules, theory, hypotheses), creative methods (brainstorming tactics, figurative picture, hyperbole and agglutination). First, students were introduced to the algorithm of working on the project.

The project started with a conference where the whole group gathered and students expressed their opinions on which projects they were interested in. The conference was preceded by an introductory speech of the teacher, who introduced the topic proposed for the project activity, listened to the students' suggestions. Performing independent research work, students collected the necessary information, determined the main directions of its analysis. Then the group were processing the information and discussing its content and forms of reporting.

Future marketologists also took part in the project "Our company". Groups were organized into 5 students. Each subgroup had to form their own company. During the week, each "company" had to come up with a name, draw up a business plan for the production of goods (at the discretion of the team), create a plan for marketing and advertising activities and develop a presentation of goods or services of the company. In preparation for the defense of their business project, the team was asked the following questions: "What products do you manufacture or what services do you provide? What is your strategy for

the future? Is your product competitive? What is your sales system? What is your company's solvency and sources of financing? What kind of financing do you need?" The participants of the meeting (students groups presenting their own projects) evaluated the presented projects on a on a ten-point system. Observers recorded the course of the meeting, analyzed its stages, positions of "interaction" between the participants and the presenter, and the ability to win over, and ability to impress. The teacher was a representative of the board who had the right to decide which project to fund. The participants of the meeting had to evaluate projects on a ten-point system, having previously chosen the chairman of the board – the leading financier.

DSAEU students marketologists also took part in the debate, which is also one of the examples of collaborative learning. All students were divided into threes, with one of the students in the mini-group acting as a supervisor. The supervisor had to identify two polar statements on the chosen topic for the debate, for example: Statement 1: money is the only measure of success of a modern marketologist; Statement 2: historical recognition of achievements is the only measure of success of a modern marketologist. The statements were written on paper and blindly distributed among the other two participants of the mini-group, who had to prove the statement they received. The debate took place in three stages: argumentation, counterargumentation, questions and answers of the parties. The opposing side was given 10 minutes to prepare arguments and questions. Students had to find arguments in a short time and formulate them so that they looked convincing. The total time of the debate was 30 minutes. According to its results, the participant, who was not a party to the debate, determined the winner, who managed to prove his opinion. After the end of the debates in mini-groups, a general discussion was held in the form of a conversation. Representatives of the mini-groups took part in the discussion about: 1) which statements were the best; 2) which arguments sounded the most convincing; 3) which elements of non-verbal communication helped the participants to prove their opinion, and which ones, on the contrary, hindered them; 4) what was the most difficult in preparing the arguments; 5) what was the most difficult in determining the winners of the debate. After the general discussion, the "universal tips" for preparing for the debate were deduced.

The third step was a lecture-discussion "Leadership competence in marketologist

activity". The "peer-to-peer" method of teaching was used, which involved students' independent preparation of material for the lecture and presentation to their classmates in the form of messages, conversations or in another form. Representatives of the subgroups had the opportunity to make prepared reports supplementing the topics under consideration. The activity consisted of two stages. The first stage was a discussion of the following questions:

- What should be the moral profile of a modern marketologist?

- What does success mean in a marketologost's professional activity (money, fame, recognition)?

- Should a marketologist be a leader?

- What is the manifestation of a marketologist leadership competence?

- Should a marketologist think about the consequences of their actions for the world around them?

- What are your own life priorities and goals?

- What is your own mission in life and career?

At the lecture-discussion "Effective communication as the demonstration of marketologist leadership competence". During the lecture, students discussed marketologist's possible styles of behavior, in particular, directive, decisive, accusatory, persuasive, etc. They then discussed the appropriateness of using this or that style in a particular situation and the means of developing the necessary skills. Then the students completed the exercise "Friendly questioning". The participants were divided into pairs. Each of them received a topic to "ask", for example: a leader who inspires me, methods of personal development, ways to get rid of stress, etc. The task of each student was to get as much information as possible on their own topic and provide as little information as possible to their opponent on their topic during the conversation with their partner in compliance with ethical principles. Thus, they developed the ability to seize the initiative during a conversation, the ability to move the conversation into the right direction of communication, and the ability to protect their own information field.

At the practical lesson "The Art of Persuasion" future marketologists completed a number of exercises. During the first exercise "The Genius of Marketing" (based on the

materials of N. Kipnis), students were divided into three subgroups of 6 people each, each subgroup was given a box with things of different origin (ballpoint pen, soap, napkins, book, chocolate, brochure of European countries). Each member of the subgroup had to choose one item and within 15 minutes find at least 5 advantages of each item in order to sell it to the audience. The task was to convince the "customers" to buy this item by proving that it is necessary for them and using business communication tools in the process of persuasion. During the exercise, the future marketologists tried to be tactful with the "customers", show empathy, and listen carefully to the wishes regarding the quality of the goods. After the exercise, the students had a discussion, and everyone expressed their opinions on the marketing strategy used by their colleagues. Future marketetologists chose the best ideas and criticized the less successful ones, pointing out mistakes in the process of business interaction. By doing this, the students practiced using influence and professional communication skills in the course of marketing activities, pointing out the mistakes of their colleagues without offending them.

Next the students were offered the game "Counterpart" aimed at understanding the phenomenon of leadership, developing observation and expressive qualities of the personality. One of the participants embodies the image of a political or public figure or a famous person who has outstanding leadership qualities. The other participants play the role of journalists who have been invited to a press conference with this person. The jury evaluates each player. At the end of the game, a collective analysis took place.

In order to develop the ability to analyze different aspects of self, students were offered the game "Two Chairs". All students were divided into groups of 3 to 5 people, each group created an improvised circle with two chairs in the middle. Each member of the group had to imagine himself in a situation of personal contradiction and act as both a "defender" and "attacker" in it. As a "defender", the student took one of the chairs and had to present arguments that justified his lack of motivation to act. Then the student switched to another chair and begin to speak from the position of an "attacker", providing arguments that should motivate him/her to act. The student could change chairs until, in his/her opinion, the conflict was settled. Other students acted as observers who had to analyze what they saw.

With the aim of developing the skills of handling conflict situations and resolving

them positively future marketologists played the business game "Advertising is not advertising". The students were asked to act out the following situation: an electronics supermarket company has entered into an agreement with an outdoor advertising company to order an advertisement for their products. The advertisement should be displayed on billboards for 30 days. Halfway through the term, some of the billboards began to peel off the paper with the advertisement. The company refused to replace the advertisement or update it. As a result, the director of the Electronics Supermarket demanded a half refund. In turn, the advertising firm refuses to remedy this fact and demands additional payment for the correction of the advertisement. Students had to settle the conflict.

Future marketologists were offered a business game "Wolves are fed, sheep are safe". The teacher explained the rules of the game, formed teams, suggested a problem situation, appointed an expert group and summarized the results in the end. Team members had to find a solution to the problem in pairs: Head of the marketing department/deputy director for economic issues"; the team listened to the negotiation strategies of each pair; discussed and chose the best strategy; demonstrated game negotiations. Experts evaluated negotiation skills; determined the winner.

Procedure for conducting a business game: all students were involved in the game. The teacher formed teams from them (the number of students in a team is an even number) and announced a game situation.

Situation: M.O. Kovalev is a deputy director on economic issues in an agricultural company. M.P. Tkachenko and M.O. Kovalev studied in the same group at university and have been working together for over 7 years. In addition, M. Kovalev has been M. Tkachenkois official boss for 3 years. Kateryna Miroshnyk is the head of the marketing research department, whose professional qualities have made a great impression on the head of the marketing department, M.P. Tkachenko. She joined the agricultural firm 10 months ago.

Kateryna graduated from the university with a degree in marketing analytics. Her salary was UAH 2 thousand. The revision of the salary increase in this area was supposed to be reviewed in accordance with the company's strategy in six months based on her first performance, and the next review of the contract in a year. Mr. Tkachenko praised her for

her professionalism and personal contribution to marketing projects of the department. He considers her the best of the newcomers to the team because by the results of her work (after a year of work) she took third place out of 11 possible. The salary in the department varies from 1.5 to 5 thousand UAH.

M.P. Tkachenko's task is to raise Kateryna Goichuk's salary as much as S.M. Kvasha will allow since other employees in the department receive more than her. During her tenure as head of the marketing research department, she proved to be a competent research department, she proved to be a competent specialist. Usually, the company is to increase salaries by 5% per year, but it is also possible to increase them by 10% increase, and sometimes there were cases when the increase reached 20% or even 30%. M.O. Kovalev's task is to save money as much as possible. All the heads of the departments under his control are trying to get as much money as possible. The management of the agricultural company recommends that the increase should be no more than 8% per year, but they are also interested in retaining skilled workers.

After the negotiation the teams analyzed the results and tactics, discussed successful moves and ways to correct mistakes made. The task of the team members was to develop a strategy for negotiations on a given problem, create a scenario and demonstrate it. Teams had 30 minutes to complete the task.

There was conducted a case aimed at mastering knowledge and developing skills in productive implementation of negotiation technology. We offered students to imagine and try to recreate the following situation: "You are a representative of the company Chysta Voda, which produces water products. Your company has appeared recently, so its name is not common and the quality of your products is not tested. You would like to cooperate with a fairly large and and well-known supermarket. You invite the supermarket manager to negotiations with a view to concluding a contract and further cooperation. The supermarket manager has come to your office and is ready to listen to your proposals. How will you conduct business negotiations? What methods will you will you use?"

In order to acquire knowledge of the principles, algorithms, techniques and forms of constructive business communication, a seminar-discussion "Establishing contact with client is a foundation for effective sales" was developed which aimed to test the knowledge

of future marketologists on how to effectively establish contact with a potential client. The following questions were discussed at the seminar: 1) In your opinion, is the statement "No contact, no conversation" correct? Why? 2) Is it necessary to react negatively to a client's bad mood? 3) Why can the client have distrust: in your professional qualities? qualities? Personal distrust?

The exercise "Personal luggage" was aimed at developing the ability to draw up a psychological portrait of the interlocutor; to master an active style of communication and develop a relationship of openness and partnership in the group; to help future marketologists understand themselves, overcome internal barriers, uncertainty and constraint. During this exercise students had to determine how well they had begun to understand each other and their personalities. Future marketologists were asked to imagine that they will soon have to part, and each of them is preparing his or her own backpack for the trip. This was their personal luggage. We had to pack the backpack together, as a group. At the same time, we agreed to put in it not things, but the personal qualities of a friend. Equally: those that are positive and those that the group thinks may hinder his marketing activities. What would the group put in friend's backpack?

There were a few more rules to this game. First: you should only put in the backpack those qualities that you have witnessed during your work together. Second: you cannot put a personal quality in the backpack that the whole group did not vote for (even if it was one person). The group will have to convince him or her, otherwise the controversial quality will not be included in your friend's luggage.

For each participant whom the group helped to pack their personal luggage, a final list was made, the date was indicated and the signatures of the group members were put. This list was solemnly handed over to the player who has packed for the trip.

After the exercise students discussed it. The question was asked: Does the student agree with the luggage that the group has collected for him or her? What would you still like to keep (what quality)?

The exercise "Refueling" enabled participants to test their leadership skills; to actualize life situations related to certain qualities; to show practical experience in acquiring leadership skills. In five corners of the room, posters were hung with the 5 most important

leadership qualities identified at the end of the brainstorming session "Leadership Qualities". Participants were asked to think carefully, choose one type of "fuel" that they need to refuel in order to become an effective leader and stand under the appropriate inscription. As a result, 5 microgroups were formed. Within 10 minutes, the participants in the microgroups had to share life experiences that prompted them to choose this particular "gas station". That is, at the "determination" station, you need to briefly describe a situation when you would lack this leadership quality. After the discussion, the trainer thanked the participants for their sincerity, readiness for self-criticism and self-disclosure. Then, within 5 minutes, participants needed to prepare for the presentation of a group sculpture that would reflect the opposite of the desired state described in the stories and come up with a name for this sculpture. The presentation took one minute.

When doing the exercise "Marketing Genius" (based on the materials of N. Kipnis) future marketologists were asked to organize themselves into three subgroups of 6 people each, and recommended to each subgroup a box with things of different origins (ballpoint pen, soap, napkins, book, chocolate, brochure of European countries). Each member of the subgroup has to choose one item and within 15 minutes to find at least 5 advantages and think about how best to present this thing to the audience in order to sell it. Students have to convince the "customers" that this item is necessary for them, using business communication tools in the process of persuasion.

During the exercise, future marketologists tried to be tactful with the "customers", show empathy, and listen carefully to the wishes regarding the quality of the goods. After the exercise, the students discussed the actions of the participants, everyone expressed their opinions on the marketing strategy used of their colleagues. The future marketologists chose the best ideas and criticized the less successful ones, pointing out the mistakes successful ones, pointing out mistakes in the process of business interaction. Having fulfilled this, students practiced using business skills in the process of marketing activities, and correctly point out the mistakes of their colleagues without offending them [14].

For the development of emotional intelligence in future marketologists they participated in the exercise "Recognize an Emotion". The students were shown a number of videos, each of which implicitly demonstrated the following emotions: joy, surprise,

sadness, anger, disgust, contempt, and fear. The videos were shown without sound, and their content demonstrated the behavior of people (not actors) in real-life situations, including during speeches. Each emotion was shown several times. Students were tasked with identifying the emotion and explaining the reasons for their conclusion. The purpose of the exercise was to develop students' skills in recognizing emotions and forming knowledge about their manifestation. The students were also tasked with finding a video similar to the one shown by the next practical lesson. At the next practical lesson, the exercise was repeated using the videos found by the students. The purpose of the repeated exercise was to consolidate the above skills and knowledge both through repeated demonstration and discussion of the video and through independent search.

The students also mastered the group problem solving technique, which aims to master the problem-solving algorithm. In particular, they had to clearly define the problem, analyze its causes, draw up an action plan, implement the plan, evaluate the result and, if necessary, repeat the cycle. Students were divided into mini-groups that competed with each other. The mini-groups received tasks and presented their solutions, which were evaluated by the teacher. The number of tasks was determined in accordance with the number of students in the group, so that everyone could try their hand at leadership. For diagnostic purposes, this exercise was also performed at the beginning of the academic year (before the relevant lectures and seminars) and at the end of the academic year.

In order to develop students' decision-making skills, a role-playing game called "Six Hats" was played in a practical training class according to the methodology of British psychologist and creative thinking researcher Edward de Bono. The Six Hats game is a type of brainstorming that is used in organizations when making important decisions. This method allows you to see the problem in its entirety, and also allows you to train six different aspects of thinking in turn. During the exercise, students were divided into mini-groups. They were offered the following situation: they are employees of a company that plans to organize a promotional event, but is not sure of its success. Using the "six hats", they would make the best decision in the interests of the organization. The teacher took turns giving the group pieces of paper in white, red, black, yellow, and green, which mean hats of these colors. The teacher kept the blue color. Wearing the white hat, students focused only on the

facts and figures they knew about the event. In this hat, they used only the retrospective method of cognition, cause and effect relationships. Participants in the red hat game used their feelings and intuition, sharing their own experiences and emotions about the event. Students wearing black hats approached the product as critically as possible, trying to find out all the possible risks and negative consequences for the organization from holding such an event. Wearing yellow hats, the students offered the most optimistic scenarios. Participants wearing green hats offered the most creative and unconventional approaches. While wearing this hat, students had to maximize their creative thinking. The teacher, wearing a blue hat, recorded all the conclusions and ideas discussed by the students and helped them make the most informed decision at the end of the game. His functions also included managing the process and the course of thinking of the participants. Thus, with the help of the Six Hats exercise, students used a mode of thinking that allowed them to focus on different aspects of the problem, analyze it thoroughly, and make the most optimal decision by consistently considering various aspects of the task.

At the seminar-discussion "Outstanding leaders who inspire me" students prepared presentations about outstanding leaders (some presentations were in English). A discussion followed, with students identifying what inspired these leaders, what functions they performed, and what style of interaction with others they used. Seminar-discussion (and other types of seminar classes) is a form of dialogic communication, during which the skills of practical experience in discussion and solving theoretical problems is formed.

Exercise "City of Ideas Generation" contributed to the development of participants' skills in generating new ideas; teamwork skills. The trainer divided the participants into 3 microgroups. Each team received a piece of paper and markers and gathered around the table. The trainer explained the task: "Somewhere in the universe there is a planet called Creative and we are all residents of a fantastic City of Ideas, where interesting people live. There are 3 universities in the city, and each group represents one of them. The task of the groups is to draw a university, come up with its name, coat of arms and motto, specialties taught there, other things that make it special. And you are not limited in your imagination at all". Participants were given 7 minutes. Then the groups took turns in the center of the room and presented their universities.

The trainer gave the second task: "Each of your universities has extraordinary students and a creative student body. The second task was to depict and tell about the student activists of the fictional university, its hierarchy, if any; functions and responsibilities; indicate who was the leader of the students activists". The participants had 7 minutes to present their drawings for the second time.

The trainer announced the third task: "In the City of Ideas, there is a competition among universities for the most creative student activists, the winners of which will go on a trip around the universe. According to the terms of the competition, the student group that will best organize the "Festival of Leadership" at the university will win. Each group should develop activities targeted at different groups - students, teachers and university administration, and the city community". To determine their group participants drew lots.

When the work is finished, the posters were defended. At the end, the most creative team was chosen by open vote.

Questions for discussion:

- What emotions did the exercise evoke?
- How did the work in the groups go, did each participant take an active part?
- Would you like to study at the university you have invented?
- What features of fantastic student assets would be nice to implement in yours?
- Do you agree with the expediency of holding a "Leadership Festival"?
- How would it be organized at your university?
- Did it make you feel more creative?

The exercise "Interview" was aimed at facilitation of interpersonal interaction between participants. The trainer invited the group to form pairs, so that each pair included people who were least familiar with each other or those who communicated the least. After that, for two minutes, one participant told the other about himself or herself and answered the questions that interested the opponent. After the time was up, the participants switched roles for 2 minutes.

The aim of the exercise "Joystick" was to demonstrate situations of interaction between a leader and followers; to acquire skills of coordinated teamwork. The trainer divides the participants into 4 microgroups of 4 – 5 people. The groups stand in a row

opposite each other, on both sides of a table with 2 coins in the center. Each participant takes a neighbor's thumb (right hand holds the thumb of the left hand of the neighbor standing on the right). The neighbor's thumb was the joystick. The first person in the chain of command extends his or her arm forward over the table. Everyone closes their eyes except the last person in the group. He or she controls the "joystick" silently, passing the movement command to the first person through the rest of the group. The goal of the first person in the chain is to put their finger down exactly on their coin.

Questions for discussion:

- What emotions did the exercise evoke?
- Was it difficult for the last person in the chain? Why?
- Did the first in the chain feel trust in their partners?
- What helped them to cope with the task?
- What analogy can you draw between the exercise and servant leadership?

The aim of the brainstorming session "Ways to develop leadership potential" was to encourage participants to work on developing their leadership potential. The trainer initiated a group discussion on the topic "Ways to develop the leadership potential of student activists". First, the participants should name how they personally had achieved this. The trainer recorded the answers on a flipchart in 2 categories – "spontaneous" and "directed", the participants – in the "Leader's Portfolio". Then the trainer asked everyone to write down 5 more ways to develop leadership potential in the Leader's Portfolio. When the group was ready, everyone read out in turn, the trainer wrote it on the board, and the participants added to their lists. If one of the options had already been mentioned, the participant didn't not repeat it.

Questions for discussion:

- Do you think there are enough ways to develop leadership potential?
- How can you fully utilize the potential of spontaneous resources?
- Which of the directed resources do you find most effective?
- Is there anything that prevents you from using them?
- What are you ready to do today to develop your own leadership potential?

Doing the exercise "Becoming independent" students outlined the directions of further

group work on leadership development. The trainer said that during the brainstorming session the participants identified many ways to develop the leadership potential of an individual. But during the training sessions they secured the status of a well-coordinated, friendly team of student activists whose task, as true servants, is to establish themselves as leaders, helping to develop the leadership potential of other students. Therefore, the participants-volunteers were faced with an important task – to choose a form of work with students, which will be implemented over the next six months at the Marketing faculty. The trainer suggested paying special attention to clubs and hobby groups. The main requirements were that the form should be interesting, creative, held at least twice a month, and contribute to the development of leadership potential and effective leisure time for students. To work, the trainer divides the participants into 5 microgroups. Each group presents its own option. One is chosen by voting. The trainer asks the participants to jointly identify those responsible and distribute responsibilities. The trainer also notes that all groups involved in the formative stage of the experiment will also implement some form of work and students within the same university can arrange mutual visits and exchange of impressions of the program. At the end of the year, it is planned to organize a roundtable discussion to evaluate the effectiveness of the work done by the student activists.

Questions for discussion:

• Are you ready to work independently to develop the leadership potential of student without the guidance of a coach?

• Do you feel responsible for this?

• Do you already have some ideas on how to implement the chosen form of work?

At the brainstorming seminar "How a marketologist should act in a crisis", students studied the material on crisis leadership (lean leadership) in advance. Then they proposed solutions to the problem, followed by discussion and selection of the best option.

Students also took part in charity events of the Foundation "Помогай", "Stop Bullying", "Stop Drug" (Alfred Nobel University), as students learn soft skills while communicating with colleagues, teachers, and support staff. Development of "soft skills" is much more effective with the active participation of students in self-government, various creative circles, studios, societies of young researchers, public associations, etc. form a

humanistic motivation in future marketologists and develop their spiritual culture. In the process of socially useful activity, a student receives actual recognition from the community, takes a certain place in society, feels like a member of it, gets the opportunity to realize his or her physical and moral capabilities, satisfy the need for self-realization in socially significant activities, show readiness to act in the interests of society; leadership position is formed, teamwork is developed. In addition, socially useful activities requires the student to demonstrate his or her inherent qualities, while at the same time being the basis for the formation of new ones.

Conclusions and directions for further research. Thus, the study proved the importance of forming personal and interpersonal soft skills of students marketologists and formulated a number of recommendations on the ways to develop those through individual, pair, group forms of work, their balanced combination and appropriate content. According to the results of the study, it was found that the use of collaborative learning in the development of "soft skills" in future marketologists in higher education institution is one of the means of innovative improvement of the educational process, and therefore is appropriate. The introduction of new methods and techniques of collaborative learning in the process of forming "soft skills" will increase the motivation to learn in future marketologists, stimulate independence and responsibility in solving certain problems in a group, develop teamwork skills, responsibility, predictive thinking and creative approach to problem solving, make long-term learning interesting, creative, stimulate students to self-study, teach critical and creative thinking, develop self-confidence and improve their skills. This type of learning enhances the traditional system of education and changes the content and forms of learning, transforming students' knowledge and skills into key competencies, among which soft skills take a special place. We consider the use of collaborative learning in the development of soft skills of students of other economic specialities as a prospective direction for further scientific research.

References

1.   Volkova, N.P. Rozvytok soft skills u zdobuvachiv naukovoho stupenia doktora filosofii v umovakh aspirantury [Development of soft skills of applicants of "Doctor of Philosophy" degree in terms of postgraduate school]. *Suchasna vyshcha osvita: problemy ta perspektyvy: mater. Mizh nar. nauk.-prakt.*

konf. (m. Dnipro, 19 bereznia 2020 r.). Dnipro : Universytet imeni Alfreda Nobelia, 2020. pp. 60 – 66. (In Ukrainian).

2. Honchar, L.V. (2020*). Shchodo priorytetnosti rozvytku liderskoi kompetentnosti maibutnikh marketolohiv ta shliakhiv yii formuvannia u prostori ZVO* [To the priority of development of leadership competence of future marketologists and ways of its formation in the space of higher education institution]. *Fizyko-matematychna osvita* [Physical and mathematical education]. Vyp. 4 (26). Chastyna 2. pp. 47 – 51. (In Ukrainian).

3. Metodychni rekomendatsii shchodo rozroblennia standartiv vyshchoi osvity, zatverdzheni nakazom Ministerstva osvity i nauky Ukrainy vid 01.06.2017 r. № 600 (u redaktsii nakazu Ministerstva osvity i nauky Ukrainy vid 21.12.2017 № 1648). URL : //drive.google.com/file/d/1wCmjmqZhB8PwEiQsNcQhZ9ZCfrdiJpvh/view (Accessed 10.01.2023).

4. Brusniak, O.A. *Formuvannia "soft skills" u maibutnikh fakhivtsiv z profesiinoi osvity zasobamy keis-metodu* [Formation of "soft skills" of future specialists in professional education by means of case-method]. URL: https://science.uipa.edu.ua/wp-content/uploads/2021/04/SOFT-SKILLS-1.pdf (Accessed 22.12.2022). (In Ukrainian).

5. Gilles, R., Adrian, F. *Collaborative Learning: The social and intellectual Outcomes of Learning in Groups.* London, 2003. 256 p. (In English).

6. Nesterenko, I.B. *Kolaboratyvne navchannia v protsesi formuvannia komunikatyvnoi kompetentnosti pry pidhotovtsi vchyteliv inozemnykh mov* [Collaborative learning in the process of communicative competency formation in education of foreign languages teachers]. URL : https://dspace.udpu.edu.ua/bitstream/123456789/12389/1/Нестеренко_стаття.pdf (Accessed 15 December 2022). (In Ukrainian).

7. Trevor K, Gregory L. Nagel, Sean P. Salter. (2013). *Using collaborative learning to develop students' soft skills.* 2013. https://doi.org/10.1080/08832323.2019.1599797. (In English).

8. Proshkin, V.V., Kazakevych, O.I. (2021). Implementation of pedagogical technology for future marketologist leadership competence formation into the practice of university education. *Colloquium-journal.* № 25 (112). Warsaw. pp. 16 – 19. (In English).

9. Hodovaniuk, T.L. (2010). *Metod navchalnykh proektiv v kursi metodyky navchannia matematyky* [Method of educational projects in the course of methodology of teaching methematics]. URL: http://archive.nbuv.gov.ua/portal/soc_gum/pednauk/2010_2/295.pd/. (in Ukrainian).

10. Heiko, I. (2004). *Vykorystannia interaktyvnykh form i metodiv navchannia* [Using of interactive forms and methods of studying]. *Z dosvidu roboty* [From work experience]. № 3/4. P. 229. (in Ukrainian).

11. Korniush, H.V., Kurbel, Yu.O. (2021). Using the Jigsaw method in the ELT and ESP classrrom as a way to improve professionally relevant skills of students specializing in "Vocational education (management of the service industry)". *Problemy inzhenerno-pedahohichnoi osvity* [problems of engineering pedagogic education], no. 71. pp. 55 – 62. (In English).

12. Kozhushko, S. (2014). *Stratehii kolaboratyvnoho navchannia u vyshchomu navchalnomu zakladi* [Strategies of collaborative learning in higher educational institution]. *Molod i rynok* [Youth and market], no. 5 (112), pp. 65 – 70. (In Ukrainian).

13. Korniush, H.V. (2020*). Formuvannia miakykh navychok u studentiv zakladiv vyshchoi osvity v konteksti navchannia inozemnykh mov* [Formation of soft skills in students of higher education institutions in the context of learning of foreign languages]. *Vykladannia mov u vyshchykh navchalnykh zakladakh osvity* [Teaching foreign languages in higher education institutions]. Vyp. 36. pp. 99 – 110. (In Ukrainian).

14. Horbulich, I.O. (2016). *Pidhotovka maibutnikh fakhivtsiv z marketynhu do dilovoho spilkuvannia zasobamy profesiino zoriientovanoi tekhnolohii. Diss. kand. ped. nauk* [Preparation of future marketologists for business communication by means of professionally oriented technology. Cand. ped. sci. diss]. Starobilsk. 293 p. (In Ukrainian).