



УДК 740

**INTERACTIVE TEACHING METHODS IN THE PROCESS OF STUDYING
PSYCHOLOGICAL DISCIPLINES****ІННОВАЦІЙНІ МЕТОДИ НАВЧАННЯ В ПРОЦЕСІ ВИВЧЕННЯ ПСИХОЛОГІЧНИХ
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Abstract: *The article substantiates the relevance of psychological knowledge in the system of management activities. The search for ways to effectively develop an organization requires managers to realize the role of psychological factors of management, a deep understanding of the laws of psychological behavior of people. Based on the analysis of psychological and pedagogical literature, different approaches to the interpretation of the concepts of “active methods” and “interactive learning” are identified. The article substantiates the advantages of interactive teaching methods and defines the conditions for their implementation in the system of higher education in the training of managerial personnel in the process of studying psychological disciplines. The features of guest lectures, group dynamics of teamwork formation, role-playing games in the formation of communicative competence, analysis of professional situations for the development of creative and critical thinking are revealed.*

Keywords: *management psychology, interactive methods, guest lectures, group dynamics, teamwork*

Introduction.

The key to the success of a modern economically active person (manager, entrepreneur) is not only a system of knowledge, rules of effective business management, but also a serious worldview, a deep understanding of the cause-and-effect relationships in the phenomena of socio-economic reality. In the management system, the psychological factor becomes dominant. Managers of any level should form appropriate ideas about the inner world and individual characteristics of team members, their attitude to work, the environment, their interest in working in this particular team, their intentions, thoughts, degree of satisfaction, etc.

Firstly, there is no sphere of personal or social life where psychological knowledge and psychological assistance are not used.

Secondly, a manager is the bearer of his or her own mental world, and ignoring it cannot but affect his or her creative efficiency. The call of the ancient Greek philosopher Socrates to people to “know yourself, and you will know the whole world” remains one of the most relevant for people of the XXI century.

The analysis of foreign and domestic experience of higher education institutions, as well as new challenges in psychological science and practice, prompted the actualization of the content and teaching methods of the educational components “Psychology and Pedagogy”, “Psychology of Management” and making adjustments to practical training, which will contribute to the development of flexible soft skills in



accordance with the requirements of the educational programs “Management of Foreign Economic Activity” and “Public Administration and Management”.

Main text.

Since ancient times, the awareness of the mysterious world of man, understanding of the properties and mechanisms of his behavior and the laws of mental activity, the conditions of its development and formation have been and still are the subject of scientific research and professional interest of practitioners. Attitude to employees, reaction to their actions, is determined by the psychological understanding of people's behavior on the way to joint cooperation in realization of the set goals. And this understanding is mainly taken from the experience of human relations.

It is the psychology of management that determines the psychological regularities of management activities and the psychological foundations of personnel policy and teamwork, which should reveal the role of the human factor in production management and the need to create favorable social and psychological working conditions, and is an effective tool for efficient management.

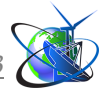
The analysis of scientific research by domestic scientists has revealed a wide range of management problems. Particularly noteworthy are the works that raise the issues of psychology of managerial activity and its trends (A. Maliukina) [5], the personality of the manager as an important factor in the effectiveness of managerial activity and psychological readiness of modern managers; ways to improve the training process (N. Hermaniuk, Z. Kisil, D. Shvets). [2,3] Of particular interest is the modern model of development of managerial competence and “Soft Skills” of the head of the enterprise, developed by V. Lugova, D. Serikov, N. Makhnachova, A. Midlyar. [4,6]

Specialists focus on such practically significant problems of the present as socio-psychological methods of personnel management, in particular under martial law in Ukraine and the formation of a favorable social and psychological climate of the labor collective (E. Heiko, H. Gorska, I. Radul, O. Przyk-Kovalska, O. Kovalskyi)."[1,8] Thus, in the monographic work of A. Kholodnytska ‘Optimization of the social and psychological climate in the team in modern conditions’ the author highlights the problems of regulation of social and labor relations, analyzes the current state and prospects of development. [9]

Despite the various aspects of managerial activity, all have been considered or studied in the context of psychological knowledge. This once again indicates the actualization of the psychological training of future management personnel in accordance with modern challenges with developed social and psychological competence and requires the search for modern innovative forms and methods of training.

In practice, higher education institutions have accumulated a set of active and interactive methods that are implemented in the educational process, namely

- organization of work in small groups, in teams: holding discussions, simulation and role-playing games, analyzing situations and solving problems, preparing and conducting interviews, modeling specific situations, business games, brainstorming as an element of teamwork and independent exercise, game design, preparation and



presentation of creative presentations (for example, slide presentation of professions), etc;

- psychological game exercises;
- acting as a presenter;
- analysis of professional and socio-psychological situations;
- guest meetings, etc.

Active teaching methods, as a way to intensify students' learning and cognitive activity, encourage them to engage in active mental and practical activities in the process of mastering the material.

The analysis of the experience of the National Academy of Statistics of Accounting and Audit shows that interactive methods based on a personal and activity approach are widely used in the educational process. At the same time, the selection and use of these methods depends on the content, purpose and objectives of each particular discipline and the chosen topic.

In recent years, guest meetings have become widespread as an active teaching method involving stakeholders and leading industry experts in the disciplines.

Participation in lectures and trainings of scientists (psychologists from the Kostik Institute of Psychology of the Academy of Pedagogical Sciences of Ukraine) and business managers, representatives of state administrative structures (Boryspil District Military Administration, Uman District State Administration, Chyhyryn City Territorial Community, Dymerska Territorial Community, etc.) ensures the connection of theoretical knowledge with practice, promotes awareness of the role of psychological knowledge in the management system, and encourages students to actively think. At guest meetings, students have the opportunity to learn about current issues and the latest trends in public administration.

Thus, within the framework of the educational component of "Management Psychology" for masters, guest lectures were held on the issues of "Economic Psychology and Behavioral Economics: How Emotions Affect Economic Decisions" (with the participation of a leading researcher at the G.S. Kostyuk Institute of Psychology of the National Academy of Sciences of Ukraine, Professor O.V. Kredenkova, Doctor of Psychology, Member of the Executive Directorate of the Ukrainian Association of Organizational and Labor Psychologists. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, industry expert, Doctor of Psychology, Professor, member of the Executive Directorate of the Ukrainian Association of Organizational and Occupational Psychologists (UAOOPP) O. Kredentser) and "The role of psychological knowledge in the system of public administration" (with the participation of the Deputy Chief of the Boryspil District Military Administration A. V. Sinyakov).

On the basis of established cooperation between higher education institutions and public administration bodies and various professional and scientific organizations, guest lectures, workshops, round tables, and trainings stimulate active personal development, influence the formation of professional competencies, leadership qualities and scientific activity, and develop creative and critical thinking. Guest meetings, based on the principle of creative interaction between teachers and students, their "subject-subject" relations, are actually an effective tool for ensuring



the quality training of future professionals. The main provisions of the lectures are revealed through the prism of scientific achievements and various paradigms of management psychology, actualization of the problems of modern management and generalization of practical experience of organizations.

Business and situational role-playing games were widely used in the process of mastering the discipline “Management Psychology” by master students. It is well known that the business game was launched in the practical field of management, the purpose of which was to model real production situations, project development, collective decision-making, etc. Thus, as part of a practical lesson on “Managerial Communication”, the business game “Orator” was introduced, during which the following tasks were realized:

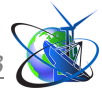
- development of psychological qualities of future managers necessary for working with people;
- development of teamwork skills, group cooperation, and effective interaction;
- development of language culture, in particular the ability to conduct a reasoned discussion;
- development of skills to work in the mode of specified norms and regulations.

As a result of the practical lesson, students expressed the opinion that the game “The Speaker” should be considered as a kind of psychological training for group interaction, as well as a workshop for mastering the basic principles of business communication, developing abilities and skills in choosing functional and stylistic means of language and lexical tone of the text, focusing on the addressee and the communication situation in general.

An equally important form of active learning is acting as a presenter, including duplicating the role of a teacher. At the suggestion of the teacher, students choose a topic for the presentation (it can be a topic from the psychology, management psychology or creative topic), which they work on independently. The main process of independent work consists of the following stages:

- 1) information search;
- 2) analysis of literary sources;
- 3) Identification of key issues of the speech (development of a kind of plan-guide);
- 4) processing the information material and highlighting the main points on each issue;
- 5) logical construction of the material and supplementing it with additional material to visualize the speech (images, diagrams, tables, tests, fragments of videos or films, depending on the subject and content of the speech)
- 6) preparation of a vivid and informative presentation;
- 7) direct preparation for the speech (working out verbal and non-verbal means).

This form of work has certain advantages: it develops language culture, forms skills of communication with the audience, skills of observing the reaction of the student group, develops the ability to interact in a dialogic way by asking questions, and ensures the development of stress resistance in the process of public speaking. Thus, in the process of studying psychology and pedagogy, students were offered the following topics: “Types and features of creative activity”, ‘Conflict emotional



states', 'Gender peculiarities of communication', 'Memory as a mental cognitive process' and others.

Speeches in the role of a presenter are fully consistent with Confucius' concept of cognition: "If you want to learn and understand yourself, explain to someone else" (Pyramid of Knowledge). In fact, the student goes through all the stages of the process, from preparation to the actual performance, i.e. at the final stage, he/she presents the material learned to the group of classmates.

When studying the psychological topic "The Problem of Age Periodization of Human Mental Development", the method of developing a creative model of periodization of personality development is interesting. The work was carried out in teams of 4-5 people, who were assigned the following tasks:

- To determine the boundaries of age periods, taking into account the intensity of growth, the degree of development of the nervous system, mental activity, etc.
- Name and justify each life period. Based on anatomical and physiological features or the main activity and social experience (e.g., playtime, preparation for school, school years, marital status, work, achievements, etc.)

Mastering the topic "Emotional and volitional sphere of personality" in a practical lesson involved working in small groups. Students were asked to reproduce different emotional states using non-verbal means (each group member demonstrates an emotion from the list provided).

Participants of other groups had to identify the emotion demonstrated and assess how accurately and expressively it was displayed.

The second task involved modeling situations offered to each group with a demonstration of the emotional accompaniment of the behavior of each participant (a situation in a store, in a cinema, a conflict in a student group). At the final stage, the groups critically analyzed the presented works.

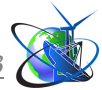
Mastering the empirical methods of psychological and pedagogical research involved students learning how to develop a questionnaire for interviews and a questionnaire for surveying students living in a dormitory to study living conditions and satisfaction. The group was divided into two teams, one of which represented the research team and the other was to act as experts.

After the group of "researchers" conducted interviews and presented the developed questionnaire and its justification, the group of "experts" critically analyzed the questionnaire and the interview procedure in accordance with the following requirements: clear wording of the question, logic of the interview procedure, interviewer's behavior, nature of communication with respondents of different categories of population and socio-demographic groups (youth, schoolchildren, elderly, military).

At the end of the workshop, the lecturer summarized the quality of learning and the development of skills and abilities to develop research tools.

Conclusions.

The analysis of the HEI's experience has led to the conclusion that the introduction of interactive forms and methods into the educational process contributes to the acquisition of social and psychological soft skills by students, in



particular: communication competencies, interpersonal interaction and cooperation in solving creative tasks, the development of logical thinking skills, critical analysis, comparison and generalization, speech culture, etc.

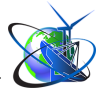
Group dynamics, as a process of interaction between members of a small group, provides an opportunity to reveal the peculiarities of behavioral and psychological processes and identify the main factors of effective teamwork.

With the help of interactive technologies, students take a creative approach to learning material, modeling various social situations, developing project skills, independent work, and developing creative models.

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Анотація. У статті обґрунтовано актуальність психологічного знання в системі управлінської діяльності. Пошук шляхів ефективного розвитку організації потребує



усвідомлення керівниками ролі психологічних чинників управління, глибокого осмислення законів психологічної поведінки людей. На основі аналізу психолого-педагогічної літератури визначені різні підходи щодо тлумачення понять «активні методи» та «інтерактивне навчання». В статті обґрунтовано переваги інтерактивних методів навчання та визначаються умови їх впровадження в систему вищої освіти при підготовці управлінських кадрів в процесі вивчення психологічних дисциплін. Розкриті особливості проведення гостьових лекцій, групової динаміки формування командної роботи, рольових ігор при формуванні комунікативної компетентності, аналізу професійних ситуацій для розвитку креативного та критичного мислення.

Ключові поняття: психологія управління, інноваційні методи навчання, гостьові лекції, групова динаміка, командна робота