

сторонами. Якщо вони будуть успішними, то це буде супроводжуватись досягненням взаємної вигоди та угод. Розширення ринків та можливостей — це доступ до нових клієнтів та партнерів.

Отже, міжкультурна комунікація – це динамічний процес. Ефективна міжкультурна комунікація може відкрити двері до нових можливостей та успіху в міжнародному бізнесі.

Інвестування в розвиток навичок міжкультурної комунікації приносить значну вигоду. Наприклад: побудова міцних ділових відносин, підвищення ефективності командної роботи, успішне ведення переговорів, розширення ринків та можливостей. Навчання та практика міжкультурної комунікації є необхідними для успіху в глобальному бізнес-середовищі.

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## **PSYCHOLOGICAL ASPECTS OF USING INTERACTIVE LEARNING METHODS**

The learning process is not just a theoretical presentation of material, but also a practical aspect of applying the acquired knowledge. Interactive learning methods help to create the necessary simulation of activities in a particular field, to form opinions on certain situational problems, and to create appropriate patterns of behavior.

As future managers, we need not only a lot of theory but also, we need specific cases in which we will be able to use our theoretical knowledge and common sense.

There is a large number of scientific papers in the field of using interactive teaching methods. For example, such Ukrainian scholars studied the subject: O. Kozakevych, T. Kalna-Dubinyuk, O. Shapoval, O. Kresan, P. Sheremeta, L. Kanishchenko, etc.

Higher education instructors involve their students in the process of active learning by using a variety of pedagogical techniques. For instance, case studies have shown to be a helpful resource across numerous academic fields. The case study methodology cannot be regarded as a novel teaching method because it was created by Harvard Business School in the 1920s. Nonetheless, the case study method is still often used in leadership education today, even with its lengthy history. Modern case studies often include creative and inventive elements like games, role-playing, and simulation that are useful for developing leadership skills.

It goes without saying that case studies in higher education should foster critical thinking, permit the application of ideas outside of a specific application context, and facilitate straightforward communication between students. Through the use of case studies, students can also improve their abilities in collaboration, engagement, analytics, emotional intelligence, and effective communication. It is crucial to emphasise how communication plays a role in leadership, in contrast to psychological theories that emphasise traits and behaviours thought to exhibit leadership. It is unclear

how to teach leadership in a way that gets students to use communication as leadership skills in addition to conveying leadership theory.

Role-play simulations also involve participants acting out simulated scenarios as an additional method of experimental learning. Role-playing is designed to imitate the entire context of a mid-level leader's role and to investigate an individual's or team's experience with real-life circumstances in a safe, artificial, encouraging, and technical environment. A role's conscious or unconscious psychological components are also triggered by it.

Academics studying management have also emphasized the importance of team-based learning in assisting students in developing a deeper understanding of leadership. The formation of strategically diverse teams that participate in interdependent work throughout the course; the emphasis on student accountability and ownership for learning through preparation and individual readiness assessment; and the emphasis on interpersonal processes through team-based assessments and applications are the characteristics that set team-based learning apart.

It would seem that interactive learning methods have only positive aspects, although we all realize that this is not the case. So, let's take a closer look at the positive and negative aspects that could arise when using various interactive teaching methods and techniques.

The positive aspects include the fact that the use of interactive methods increases students' interest in the subject, promotes motivation through the possibility of self-selection of tasks, the possibility of immediate results contributes to faster and more efficient assimilation of information, etc. Interactive methods provide an opportunity to evaluate and track students' progress in real-time, and the use of such methods will help improve students' emotional states and create a positive attitude toward learning.

There may be some obstacles and negative psychological consequences of using interactive teaching methods. These include stress and excessive emotional tension. Some learners may feel stressed by interacting with large numbers of people, and anxious learners may feel uncomfortable with excessive attention. Some learners may experience a loss of individualized attention and support, especially in large groups. Different levels of knowledge and skills among learners can cause feelings of falling behind or insecurity. In addition, some may prefer traditional learning and feel insecure about their abilities when using interactive methods.

To sum up, people construct their understanding of the external world in the process of interacting with the surrounding environment, so that developing their cognitive structure. Despite all the negative aspects that may or may not arise, interactive methods must be used to prepare learners for various situations that may occur. It must be noted, that there are way more positive aspects and influence of such methods. However, any professor should be aware of all possible disadvantages and harmful effects, and try to understand each student's attitude and level of knowledge.

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## **APPLICATION OF FLIPPED CLASSROOM APPROACH TO TEACHING BUSINESS ETIQUETTE**

Increasingly, researchers focus on the significance of flipped learning, which enhances learning outcomes. Recent developments indicate that this approach has also been introduced in business education [5]. This resonates with Madugoda Gunaratnege etc., who postulated that "flipped learning environments have found their way into business and entrepreneurship education" [4]. As posited by Cao and Hu, applying this approach improves the quality of teaching [2].

Some researchers have implemented a flipped classroom approach to teaching business etiquette [6]. Teaching Business Protocol and Etiquette at West Ukrainian National University complies with the abovementioned tendency.

The course was developed for the international economic relations department bachelor students and aims to develop students` soft skills in business protocol and etiquette.

From a pedagogical perspective, researchers distinguish different types of flipped classroom teaching and learning, such as the standard, inverted classroom, the