

2. Germain-Thomas P., Lafarge C., Sidibe D. (2019). Collaborative role-play design: Teaching negotiation through a novel Student–Business partnership. *Negotiation Journal*, 35(3), 387-402. URL: doi: <http://dx.doi.org.library.capella.edu/10.1111/nej.12296> (дата звернення: 02.07.2021).

3. Germain-Thomas P., Lafarge C., Sidibe D. (2019). Collaborative role-play design: Teaching negotiation through a novel Student–Business partnership. *Negotiation Journal*, 35(3), 387-402. URL: doi: <http://dx.doi.org.library.capella.edu/10.1111/nej.12296> (дата звернення: 02.07.2021).

4. Kozakevych, O.O. (2013). The application of interactive methods in forming of the professionally oriented competence. *Science and Education: A New Dimension. Pedagogy and Psychology*, 1(7), Issue: 14. Retrieved from <https://seanewdim.com/wp-content/uploads/2021/02/Kozakevych-O.O.-The-Application-of-Interactive-Methods-in-Forming-of-the-Professionally-Oriented-Competence.pdf>

5. Kresan, O., Smolianinova, S., & Kresan, T. (2023). Psychological aspects of experiencing war stress by students when learning a foreign language. *European Humanities Studies: State and Society*, Issue 1. Retrieved from file:///C:/Users/%D0%90%D0%BB%D1%96%D0%BD%D0%B0/Downloads/361-Article%20Text-521-1-10-20230607.pdf

6. Kalna-Dubinyuk, T., Shapoval, O., Bozhuk, T., & Konnova, L. (2017). Psychological aspects of case study with interactive approach. Retrieved from <https://dspace.nuft.edu.ua/server/api/core/bitstreams/560c724f-3467-49e4-b888-14e91b88a6c6/content>

*Laryssa Verhun*  
West Ukrainian National University  
Ternopil

## **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

discussion-oriented flipped classroom, the demonstration-focused flipped classroom, the faux-flipped classroom, the group-based flipped classroom, and the virtual flipped classroom, etc. [1; 3]. Different types of technology can be utilized to teach a subject through flipped learning. The selection of technology for flipped learning is an important decision that requires careful consideration in order to create a compelling and engaging learning experience for students.

Applying this approach in teaching Business Protocol and Etiquette changes the student's role significantly when using flipped learning technology. It ensures constant interactive communication outside the educational institution and engages students' cognitive and learning activities. Flipped learning technology can be combined with other pedagogical technologies that activate students' cognitive activities and encourage research activities. It also allows them to work at a convenient time.

The use of the flipped teaching approach in the Business Protocol and Etiquette course has been found to be beneficial for students. This pedagogical technology helps to activate students' cognitive abilities, improves their research skills, and allows them to work at their own pace. One of the advantages of this approach is that it gives the teacher more time for individual work with each student, enabling them to focus on practical aspects of the topics more effectively. Students can review the material independently, pause if necessary, or go back to specific parts of the material for better understanding.

### **References:**

1. Добровольська, Наталія. (2020). Технологія перевернутого навчання у вищій школі в умовах карантину. *Humanities Science Current Issues*. 1. 198-202. 10.24919/2308-4863.1/32.214501.
2. Cao, Zhenzhu & Hu, Liu. (2023). Reform and Practice of Modern Etiquette Teaching Based on First-Class Curriculum Construction: Quantitative Comparison Analysis Based on Student Evaluations. 10.2991/978-94-6463-172-2\_29.
3. Kuzminska O. (2016). Flipped Learning: Practical Aspects. *Journal of Information Technologies in Education (ITE)*, (26), 86-98. <https://doi.org/10.14308/ite000574>
4. Madugoda Gunaratnege, Senali & Iranmanesh, Mohammad & Ghobakhloo, Morteza & Gengatharen, Denise & Tseng, Ming-Lang & Nilashi, Mehrbakhsh. (2022). Flipped classroom in business and entrepreneurship education: A systematic review and future research agenda. *The International Journal of Management Education*. 20. 100614. 10.1016/j.ijme.2022.100614.
5. Shaffi, S., Tarek, S., & Watson, A. (2023). Enhancing Business Education through Flipped Classroom Pedagogies: The Systematic Review. *Creative Education*, 14, 1481-1495. <https://doi.org/10.4236/ce.2023.147094>
6. Shih, Wen & Tsai, Chun-Yen. (2019). Effect of Flipped Classroom with BOPPPS Model on Learners' Learning Outcomes and Perceptions in a Business Etiquette Course. *The Asia-Pacific Education Researcher*. 29. 10.1007/s40299-019-00475-z.