

THE ROLE OF ACTIVE LEARNING METHODS IN THE PROCESS OF TRAINING FUTURE MANAGERS TOWARDS INTERCULTURAL INTERACTION

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Annotation: *The article deals with the definition and classification of active learning methods. Examples of simulation (game and non-game) and non-imitation active learning methods are given. The criteria for application, features, principles and pedagogical conditions for the implementation of active teaching methods are indicated. The definition of intercultural interaction is given and the levels of interaction of cultures are given. Options for preparing for intercultural interaction are indicated. In addition, the definition of a manager and the importance of active learning methods in the process of preparing future managers, in particular, in mastering the skills of effective intercultural interaction, are described.*

Key words: *active learning methods, intercultural interaction, manager.*

Currently, the role of active teaching methods in the process of preparing future managers for intercultural interaction is increasing, since passive teaching methods are ineffective in the development of sustainable knowledge, skills, and professional competencies of students during the educational process. Memorizing lecture materials and the content of textbooks does not provide a practical component, and thus, students acquire theoretical knowledge without being able to apply it in practice in real life. Unlike passive, active teaching methods contribute to students' independent knowledge of the world during activity in the classroom and after school hours, and also help to develop such important qualities for a manager as: the ability to independently make decisions and take responsibility for them, act in a rapidly changing environment, close to real, etc. Thus, having worked through a number of problem situations and specific ways of solving them with the help of active learning methods, in the future, future specialists learn to creatively approach the tasks and independently look for non-standard solutions that are most effective in each specific case. All this is especially relevant in connection with the constant





growth of requirements for managers as specialists who are able to understand and accept the cultural diversity of the modern world.


Active teaching methods (hereinafter referred to as ATM) are methods that contribute to the transfer of a student from an object to a subject of the educational process, by encouraging students to become involved and independent, to acquire knowledge, skills and abilities, active mental and practical activity and gradual learning of the material. The use of ATM is especially important, due to the fact that a person remembers 10% of what he read, 20% of what he heard, 30% of what he saw and 80% of what he discovered on his own. However, today, the intensive use of AMO is hindered by many subjective and objective reasons, which slows down the promotion of active learning methods in universities.

It can be divided into: simulation (game, non-game), where there is a simulation model, and non-imitation, where there is activation with the help of connections between students and teachers [4, 6]. Simulation gaming activities include: business games, gaming activities on machine models and design, individual and innovative games, "contour" business games and situation modeling, organizational and activity, search and approbation, problem-oriented, role-playing pedagogical and management games. Simulation non-game activities include: case analysis, Ballint's group, group psychotherapy, group and individual training, simulation exercise, case technology, brainstorming, case solving, synectics, situational methods, situational analysis and training group. Non-imitation activities include: group consultation, discussion (group discussion, debate, discussion-competition, "buzz groups", expert group meeting, colloquium, round table, question-answer method, clinic method, labyrinth method, relay race method, brainstorming, cross discussion, progressive discussion, low voice discussion procedure, free-floating discussion, symposium, syndicate, court session, thematic discussion, educational dispute-dialogue, discussion forum), game exercise, collective creative activity, consultation (group, individual), lecture (binary lecture, interactive lecture, lecture-visualization, lecture-dialogue, lecture-consultation, lecture-press conference, lecture-provocation, problematic lecture),

MASTAK-technologies, Flanagan's method, brainstorming, research work, conference (project method, scientific-practical conference), Olympiad, presentation, seminar (problem seminar) and exercise [2,6].

The role of active teaching methods in the process of preparing for intercultural interaction is great, since the use of ATM increases the efficiency of the educational process, and simulation ATM allows to simulate situations that are close to reality and work out in practice difficult moments of interaction with representatives of






different cultures. So, unlike passive methods, active teaching methods allow students to psychologically prepare for a sudden change in the situation in the process of business intercultural communication. In addition, ATM contributes to the development of skills to take other points of view in communication, which allows a specialist to act more effectively.

First, let's define intercultural interaction. Intercultural interaction is a kind of relations and connections between cultures, as well as mutual changes that appear in the course of these relations. According to the level of interaction of cultures, there are: national, civilizational and ethnic levels [7,7], as well as the levels of communication in the business sphere, between representatives of different ages and genders, different religions and social groups [6, 16]. Preparation for intercultural interaction has many options, the most famous are: "model of cultural learning" by S. Bockner, "American model of contrast" by C. Rogers, cultural assimilators by G. Triandis, etc. All of them are effective in practice, and, one way or another, are connected with ATM, cultural learning" three trainings (attribution, cognitive, self-awareness), which are, in fact, a kind of ATM, that is, imitative non-game activities, C. Rogers in his "American model of contrast" uses training with a student and an actor, and G. Triandis in in turn, uses a set of problem situations in cultural assimilators, which is also comparable to imitative non-game activities [6, 46–48]. Let's analyze the process of preparation for intercultural interaction of future managers. If we consider the use of active learning methods in the process of preparing future managers for intercultural interaction, ATMs seem practical and appropriate for a number of reasons.

Firstly, in the modern world, in comparison with other historical eras, the intensity of intercultural contacts has increased. With the processes of globalization, global spheres of business and trade appeared in society, and there was a need for specialists capable of communication with people from other cultures. So, a manager, at this stage of historical development, is a manager of any level who needs the skills of effective intercultural interaction. But the most effective will be the development of the acquired knowledge in practice, which, in the conditions educational institution can provide ATM.

Secondly, the use of various ATMs, as mentioned earlier, depends on many factors, but all of the above active methods training are applicable to the situation of training future managers. Select the most effective ATMs, in this regard, it is not possible, since different educational institutions can use different methods for solving the tasks set, which depends, in particular, on the interests of teachers and students, their beliefs and values. It can only be noted that when choosing and





using ATM, an important factor is the ratio of work in the classroom and independent work. So, in situations with a low level of knowledge and disinterest of students in mastering the skills of intercultural interaction, it is possible to reduce the hours of independent creative work, with the concentration of students' attention on the analysis of specific tasks during classes, which leads to a limited choice of ATM, but contributes to the successful assimilation of knowledge at the level of the work program of the discipline. In the opposite situation, when students are able to productively master knowledge, skills and abilities with the help of ATM, it is possible to increase the share of independent work, which develops students' creativity, their independence, purposefulness and responsibility. Thirdly, it is possible to use ATM in advanced and interdisciplinary classes in the process of preparing future managers. Fourth, managers will be able to apply ATM even after graduation, in professional activities, organizing various training events for their subordinates and colleagues. Thus it is possible to do the conclusion that the use of active learning methods in the process of preparing future managers for intercultural interaction is effective in various situations.

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