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H. S. Skovoroda Kharkiv National Pedagogical University**

**Educational Studios:
Theory and Practice**
Monograph

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Література

1. Лебедева К. О. Ресурсний підхід до професійного становлення й розвитку особистості майбутнього фахівця технічного профілю. Актуальні проблеми державного управління, педагогіки та психології : зб. наук. праць Херсонського національного технічного університету. Херсон : Гринь, 2015. Вип. 1 (12). Т.2. С. 55-58.
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3.11.PRACTICAL ISSUES OF FUTURE NEGOTIATORS' TRAININGS BY THE MEANS OF ROLE-PLAYING IN NON-FORMAL EDUCATION

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Abstract: The need for specialists able to conduct negotiations, as well as the conceptual justification of their vocational training system, is becoming ever more

tangible in modern Ukraine. Throughout its existence, humanity has worked out only two forms of conflict resolution, no matter which levels they arise: through force and through mutual agreements. Therefore, negotiations as a form of solving a state, social, political, and personal conflict is not the achievement of the New or Newest Times, but has been known and used since ancient times. In different conditions negotiators were representatives of various professions: from translators to military personnel, but only at the beginning of the twentieth century this activity was recognized as an independent profession - the negotiator. However, until now, the profession mentioned is not presented in the "Classifier of Occupations of Ukraine", and, therefore, there is no professional training of specialists in this area in the country. Though there is a huge verity of short-term courses, trainings, coaching seminars etc. aiming to train negotiators can be fined in the sphere of non-formal education both in Ukraine and abroad. Seing as the additional competence negotiators` trainings are mostly conduct in the system of non-formal education because this system in particular fits the peculiarities of negotiators` tainings process most: limited time, individual approach or work in small groups, reliance on practice and teaching through practice. The authors of the article show role-playing as one of the most widely-used methods of negotiars` training practice.

Key words: negotiators, role-playing, practical skills, non-formal education, teaching method.

Today the professional literature still has no consensus on the definition of the term "negotiator". Various dictionaries offer a certain number of interpretations of the word, starting with the "speaker" with the synonym to the word "interlocutor" to "a person who is on behalf of one of the parties conducts negotiations with the opponent"; with the synonym "parliamentarian" (Duveen & Solomon, 1994). Modern references (after 2005) have a trend to define a "negotiator" as "a person who professionally conducts a negotiation process and whose activity is initiated by one or both sides of the conflict; the negotiator`s activity aims to reach a common solution and to terminate the conflict between the parties peacefully" (Maier, 1991). However, the definition of the negotiator as a representative of a particular profession in the Ukrainian professional literature does not occur, although this term is actively used by the media to identify people who conduct negotoatiations with terrorists, members of armed or bandit groups, pirates, etc., as well as in the Internet and business sphere to characterize people, which are able to negotiate interests of business structures. European and US sources also do not recognizing negotiators as representatives of a particular profession, but recognizes training in the field of negotiation as one of compulsory professional competences of lawyers, diplomats and politicians (Cohen, 2002).

Also though role-playing is widely used as a teaching method in many spheres of educational practice there are also several definitions for this term. The definition used for this study is from Aronson and Carlsmith who described the role playing study "an `as-if` experiment in which the subject is asked to behave as if he [or she] were a particular person in a particular situation" (Aronson & Carlsmith, 1968).

The sphere of non-formal education, which by its nature is more dynamic, flexible and capable of “adapting” to the challenges of time, is more likely to fit the tasks of negotiators` trainings than the formal one. That’s why today different short-term courses, trainings, workshops and other forms of traditionally used in non-formal education provide educational services in this area.

The aim of this article is to represent role-playing as one of the mostly used methods of negotiators` trainings in non-formal education and the one which fulfills practical aims of the training programs for negotiators-to-be most.

Such methods as making conjectures, observation, analysis, scientific inquiry, characterization were of great use while writing the article.

The article`s novelty lies in representing negotiation as a specific sphere of a professional activity of a person, seing role-playing as the main method for the professional training for the activity mentioned.

The presently popular technique, role playing, traces back to the psychotherapy of the 1930s (Levchenko, 2012). By the late 1940s role playing had become a recognized part of business, community, and other forms of the budding field of what was to become organization development. In the 1970s it was widely used as part of behavior therapy for assertion training and social skills training. It has been known as a method in education since the late 1940s, but there were enough problems with its use that it hasn't fully “caught on” (Blatner). From that narrow beginning, role playing has spread to many and varied forms of education from the primary levels of the elementary school to the upper echelons in managerial training of business executives

Role playing can be used with students of most ages and for various educational purposes. It allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him.

The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. If a skillful teacher has accurately matched the problem situation to the needs of his group, the solving of realistic life problems can be expected. Role playing can often create a sense of community within the class. Although at first it may seem a threatening method, once the class learns to share a mutual confidence and commitment to the learning process, the sharing of analysis over the role situations will develop a camaraderie never possible in monological teaching methods such as the lecture (Teaching through role-playing).

The great developmental psychologist, Jean Piaget, described two modes of learning: “assimilation” and “accommodation.” In assimilation, people figuratively “fill in” their mental map of their world, while in accommodation, they figuratively change that mental map, expand or alter it to fit their new perceptions. Both processes are complementary and concurrent, but different types of learning tend to emphasize one or the other mode. Rote memorization tends to emphasize assimilation. In contrast, learning to climb a tree, swim, or ride a bicycle emphasizes

accommodation. Accomodation involves a gaining of a “knack,” and tends to be the kind of learning that is almost impossible to fully forget. Assimilative learning, as we all know, is remarkably easy to forget (Blatner).

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the ‘opposite’ point of view (Glover).

Any educational and training programme is to form and develop professional competence of a person and fit the needs of a profession or activity the person goes for. As to the professional skills and characteristics of a negotiator modern psychological, sociological and pedagogical sciences require good communication skills, which are essential in identifying the needs and feelings of others in order to achieve a mutually acceptable resolution, appropriate aggression and ambition, how to think from a different perspective, how to deal with difficult people. As one of the main professional competences of a professional negotiator researchers also pick out the need to empathy and a willingness to compromise to ensure a win-win outcome.

Speaking about professional negotiators` trainings all the researchers stand for the idea that this kind of specialists can and is to be educated by individual programs (or at least in small groups) with the dominate component of practice. In this case role-plays as teaching method can be in a high priority as one of the most powerful ways to learn is to actually experience a role. An enormously effectiveness of role-plays as a teaching tool also comes out of the fact that role-play simulations put participants in hypothetical situations and challenge them to deliberate and make decisions in new and different ways, foster individual and collective learning that can be transferred to real-world situations, are usually followed by debriefings in which participants, with the help of an instructor, reflect on how the exercise progressed, what they learned, and how these lessons related to or diverge from their real-world situations. Mainly role-plays in the sphere of negotiations are to teach the following things:

- Coalition building, maintenance, and disruption;
 - When to bluff or when to stay;
 - Utility analysis and the objectivity of criteria;
 - Pareto-optimality and the maximization of collective and individual gains;
 - The advantages and consequences of caucusing;
 - How to create value in talks;
 - Negotiation tactics in the face of opposition;
 - The benefits of neutral facilitators / negotiators (Kilgour, 2015).
- From complicated strategies to artful subterfuge, negotiation games are one

of the very best ways to prepare for the challenges of real-world negotiation. Role-play simulations that employ game theory enable participants to analyze negotiations, make strategic decisions, and anticipate their counterpart's next move. Nowadays role-play games and activities presented in the sphere of negotiators' trainings are drawn on a wide-range of disciplines including microeconomics, social psychology, practical influence education and pedagogics of special purposes, behavioral economics, management science, crisis pedagogy and psychology etc.

Mainly professional courses and programs for negotiators' trainings use two types of role-play games where the first one aims to create and develop the "speaking-listening-understanding" skills of students and listeners and the other one spreads its forces over "non-verbal – behavior influencing" ones.

Games of Type 1 can boost confidence, develop listening skills, and train creative problem-solving techniques. These games mainly go by the following scheme: Defining a scenario, whether realistic or off-the wall fiction. One person describes a situation and other people respond to it. Also called cooperative-storytelling, the narrator defines a problem or enacts an imaginary stranger and the role-players then need to work together to handle the situation. This negotiation training provides a controlled environment where people may test and practice their negotiation skills without fear of bad consequences.

Games of Type 2 (also the term "Body Language Activities") aim to show people the power of non-verbal communication, make them "read and understand" not only the words of an opponent but the hidden information as well. The most popular ones of this kind are:

Charades: one "speaker" has to communicate a message without speaking. As others guess the message, the "speaker" refines body language until the message is communicated. This entertaining exercise helps people test what gesticulations work and which do not.

Critic-minded viewer: the group or a student watches movie scenes or public debates in which negotiations are taking place. The aim is to observe non-verbal cues, including vocal fluctuations.

"Simon says" or "Follow the leader": Designate one participant "negotiator" and one "client." Make up a creative scenario where the negotiator and client represent different companies in a negotiation, each with different goals and assets to draw from. Divide all other participants in the room into two groups with each group mimicking the non-verbal cues of the negotiator or client. As the activity progresses, everyone will become self-conscious about the body language being used. Let each person have a turn in the negotiation. Afterwards, discuss observations on the effectiveness of different types of body language.

Leveling up the negotiators' skills more complicated games which unite the the ones of both types can be used. The classical example of the game that was made by a group of professional negotiation trainers in 2009 especially for Harvard Law School is the one called "Win as Much as You Can" (Levchenko, 2012).

SCENARIO: This exercise is analytically similar to both the Oil Pricing and Populator Pricing exercises. Participants sole objective is to maximize their own

points with complete indifference to the other participants. Participants are to play either an X or a Y and, depending on other participants' choices, a payoff is awarded each round. Only before rounds 5, 8 and 10 are players allowed to confer with each other.

MECHANICS: This exercise is played in ten quick rounds. Players are grouped into fours. Explanation of the exercise should take no more than 5 minutes. The ten rounds should take about 15 minutes, while debriefing can take from 30 to 45 minutes.

PROCESS THEMES: Assumptions; Commitment; Communication; Competition v. Cooperation; Compliance; Credibility; Decision analysis; Game theory; Group process; Joint gains; Meaning of "success"; Message analysis; Risk aversion; Risk perception; Trust

MAJOR LESSONS: This is a so-called "social trap" exercise, in which long-term maximization requires unenforced mutual trust where significant short-term gains are possible by breaking that trust. Communication must be implicit, and is hence highly ambiguous and subject to misinterpretation, usually by the projection of negative and adversarial intentions that don't actually exist. The exercise highlights the frequency with which we make imprecise and inadequately supported assumptions, suggesting the importance of making and keeping assumptions explicit and testing them periodically. The difference between reacting to the other side's moves (or one's perception of what those moves mean, or will be), and acting purposefully to influence the other side to (re)act constructively, is easily illustrated by comparing the experience of different teams. The monetary variation tends to be dramatic between cooperative and competitive games, and analysis usually suggests that to establish the former some team has to take a risk. The danger of self-fulfilling assumptions is also illustrated. Parties can turn cautious competitors into the cutthroat adversaries they fear by proceeding with pre-emptive ruthlessness (Official web-site of Harvard Law School).

Conclusions. Role playing isn't to be viewed as a particularly psychological procedure. Certainly, it has been widely used as a part of many different types of therapy, but this is because it's a natural vehicle for learning. Role playing is simply a less technologically elaborate form of simulations.

What astronauts do in their practice for missions; what pilots do in learning to navigate in flight simulators; what thousands of soldiers do in the course of military exercises--it's all role playing. Teaching salespersons to deal with customers, teaching doctors to interview patients, teaching teachers to deal with difficult situations, all these require some measure of actual practice and feedback.

Role playing, then, is nothing more than rehearsal. Musicians and football players, actors and firemen, all need to practice their skills. This is because complex operations cannot include all variables in a single lecture or even a thick book. Issues of adapting general principles to one's own set of abilities, temperament, and background; working out the inevitable "bugs" any complex system generates; and preparing for unforeseen eventualities--all are frequent goals of this kind of role playing (Blatner).

Nowadays role-playing is widely used by various programs for training special types of specialists or special skills, negotiation ones as well.

Prospects for further research over the problem mentioned lays in the sphere of small-groups' trainings, individual trainings for negotiators, use of role-playing in professional trainings of other specialists whose education need individual programs and individual approaches.

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3.12.FORMATION OF PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION OF FUTURE ECONOMISTS IN THE EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATIONAL ESTABLISHMENTS

УДК [378.147:33]:811.111

R.Chornovol-Tkachenko

Abstract. *The article reveals potential opportunities of the educational environment of a higher educational establishment as for the formation of professional foreign language communication of future economists. It has been found out that professional foreign language communication takes place while studying a foreign language in class, during extracurricular time and is of a consistent and focused nature. It has been proved that the effectiveness of professional foreign language communication by future economists depends on their individual characteristics, pedagogical interaction between the teacher and students, use of innovative techniques, methods, forms of work with students. It has been explicated that the key features of the system of holistic professional training of future economists are sustainability, hierarchy, integrity, since it welds the existing Ukrainian and foreign concepts of teaching economists, consistently comprising all stages of their professional training: its purpose, motivation, content, types, methods, means and forms of training.*

Key words: *educational environment, higher education institution, formation process, professional foreign language communication, future economists, pedagogical innovations.*

The Regulation “On the Procedure of Implementing Innovative Educational Activities” (2012), the Law of Ukraine “On Higher Education” (2014), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), the Law of Ukraine “On Education” (2017) there is a special emphasis on resolving the contradiction between declaring integration into the international educational domain with updating the field of professional education and the in-