

**TEAMWORK AS A FACTOR IN THE DEVELOPMENT OF
COMMUNICATION EXPERIENCE OF FUTURE MANAGERS**
**КОМАНДНА РОБОТА ЯК ФАКТОР РОЗВИТКУ КОМУНІКАТИВНОГО ДОСВІДУ
МАЙБУТНІХ УПРАВЛІНЦІВ**

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Annotation. *The ability to work in a team is one of the key skills of management and the key to the success of the entire team (organization). It is teamwork that promotes mobility of group roles and their interaction, coherence in solving problems of different levels of complexity, provided that all members of the workforce are interested. Today, teamwork is an important criterion for any workforce, as each member is an integral part of the dynamic mechanism of joint work and must be responsible and honest for the quality of their professional duties.*

Keywords: *teamwork, managerial communication, social interaction.*

Анотація. *Уміння працювати в команді одна із ключових навичок управлінської діяльності та запорука успіху всього колективу (організації). Саме командна робота сприяє мобільності групових ролей та їх взаємодії, злагодженості у розв'язанні задач різного рівня складності за умов зацікавленості усіх членів трудового колективу. На сьогодні командна робота є важливим критерієм будь-якого трудового колективу, адже кожен його учасник є невід'ємною складовою динамічного механізму спільної праці й має проявляти відповідальність та добросовісність за якісне виконання своїх професійних обов'язків.*

Ключові слова: *командна робота, управлінське спілкування, соціальна взаємодія.*

The search for new active forms of organizing educational activities aimed at developing effective communication and social interaction skills and personal qualities is an urgent problem of the system of professional training of future managers capable of forming a team of like-minded people who are ready to creatively solve important problems and ensure the success of the organization's development. In the process of communication, the key goal of the team's activities is determined, which contributes to cohesion and fruitful cooperation in its implementation.

The analysis of recent research and publications shows that a number of studies by domestic and foreign scholars are devoted to the issue of teamwork and the formation of students' communicative competence, namely: V. Bondarenko, M. Logunova, L. Orban-Lembryk, J. Rempel, V. Belbin, M. Robles, W. Richmond and others. For example, M. Logunova in her work "Social and Psychological Aspects of Managerial Activity" states that the main purpose of managerial communication is to achieve mutual understanding between its participants and to organize interaction. In

the process of interaction, the subjects of communication influence each other. The author emphasizes that achieving effective influence is possible under the conditions of satisfying the needs of each individual: the desire to be understood and listened to, the need for emotional and psychological satisfaction, etc. [5, c. 74].

Teamwork deserves special attention as an effective means of group interaction in the process of studying Psychology and Pedagogy, Group Dynamics and Communications, Macroeconomics and other disciplines.

For example, while studying the discipline of macroeconomics, students performed a practical task aimed at revealing the features, scientific trends and schools of "Development of Economic Science". The task was not only to retrospectively analyze various conceptual approaches, but also to actualize certain provisions in the current economic realities.

Pair or group work allowed us to make a comprehensive analysis of information sources, scientific papers, current articles, exchange opinions, come to a common understanding of problems, and present them for discussion in the group.

In the process of mastering the discipline "Group Dynamics and Communications," students developed skills in communicating with each other, which is important for freshmen, the ability to clearly express their own opinions, and to choose a communication style in a given situation. To improve their communication skills and master the material they had learned, the students had to complete practical tasks of various types in teamwork. Each team represented a group of a certain professional direction, namely: "Public Administration and Management" (PAM), "Marketing" and "Management". The purpose of this task was to present the team in the educational program.

All teams decided to complete this task in the form of a video. At the same time, students had to develop a logo and team motto. Thus, the motto of the management team was "We take it and do it!", and the motto of the management team was "We are the UPA - no corruption!". This was the first experience of working together, which gave the students an impetus for further communication. All groups showed creativity, information and ingenuity.

During the second practical work, the same teams had to complete the following tasks:

- *characterize the known stages (phases) of team development;*
- *identify factors that impede the formation of effective teams;*
- *to analyze team roles according to M. Belbin, to identify the qualities of the performers of these roles and their contribution to the team's activities, to determine the acceptable and unacceptable shortcomings of their social and personal characteristics.[2]*

The third practical work included the following task:

- *to choose one of the world leaders (from the proposed list or by own preference), to research and present his/her role in the team building process, to describe his/her actions in the process of team building;*
- *identify the qualities and abilities of the leader chosen by the teams.*

In the course of the discussion, each team member had to provide arguments and prove the feasibility of electing a particular leader. After comparing all the pros and cons, a candidate was chosen for discussion.

An example of teamwork in the study of the discipline "Psychology and Pedagogy" was the practical task "Development of a model of age periodization of personality development". At the preliminary stage, each student independently develops his or her own model, which is presented at the practical lesson, and justifies the periodization in accordance with the physical development and psychological characteristics of this age period, life goals and social activities. After presenting all the models, positive characteristics and shortcomings are identified based on critical analysis. The team has to choose the best examples of the presented models. The result of the practical assignment was a creative model developed by students of the Public Management and Administration group, based on an associative image of the development of human life from prosperity to decline. The students identified the following main periods of human life:

- **Sunrise, heyday: (childhood and adolescence)** is the most interesting and colorful period. Like a spring morning, nature wakes up and flowers bloom. This is the period when a person discovers the world, explores it, acquires new knowledge and skills. It is during this period that the first friends, the first love, the first victories and failures appear, the worldview is formed, we enter universities, start building our careers, create our "name". This period is characterized by: energy, search for one's own self, interest in everything. enthusiasm, disappointment, etc.

- **The sun is at its zenith, fruiting:** plants are blooming and bearing fruit. This is the period of adulthood, spiritual enrichment, when a person reaches his or her professional and personal peak, and succeeds in various spheres of life. Fruiting is the period when a person builds a family, develops as a professional in the chosen field, reaching certain peaks.

- **The Last Sunbeam:** This is the "second transition age", similar to the evening when the sun gently sets over the horizon. A professional career has already been built, important life experience has been gained, the first signs of aging, During middle age, a person may face certain life challenges, difficulties, but still remain active. awareness of the importance of their experience.

- **Sunset:** This is a period of aging when the feeling of warmth gradually gives way to the chill of winter. A person experiences a decline in physical strength, but at the same time it is a period of deep awareness and wisdom of life. The personality summarizes the results of life's journey.

- **Fading away:** This is the period of completion of earthly life when a person may feel a natural need for peace, like the transition of autumn to winter, when nature rests. It is the logical end of all life, which is unfortunately inevitable.

Analyzing the models of age periodization, students draw certain conclusions, while realizing that :

- life is fleeting and at the same time extremely interesting and filled with a deep meaning of human existence;
- life is colorful, from the brightest to the coldest shades, and it depends on

each individual which colors will be more, because it is the artist of his or her own "I".

Of particular importance in the organization of teamwork in practical classes is the role of teachers who are actually appointed to act as facilitators, i.e. to assist the team, advise on how to work together more effectively, understand common goals and plan how to achieve these goals during teamwork, help with the search for necessary information, point out mistakes and ways to overcome them.

An important condition for teamwork is successful communication, which revitalizes the cooperation of each participant in group interaction. Communication fosters a sense of camaraderie, builds team spirit, and creates a collaborative environment.

Based on the results of teamwork in practical classes, we have identified certain opportunities for the development of skills and individual qualities necessary for managerial activities: ***prompt and high-quality task performance; accumulation of experience in interpersonal interaction; skills of positive attitude to other opinions, exchange of knowledge and experience; formation of analytical thinking; skills of finding a common language with team members, resolving various conflict situations and the ability to compromise, abilities and skills for dialogic interaction, taking into account the peculiarities of the social situation.***

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