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## TRAINING DESIGN IN MARKETING PSYCHOLOGY

*The article presents the results of theoretical analysis of the problem about the place and role of training in marketing psychology. Such trainings allow students to bridge theory and practice, and there is substantial research that points to the benefits of this approach. Attention has been focused on the description of the transformation existing and emergence of new marketing tools and technologies. It has been argued that the greatest success will be achieved by whoever correctly predicts the direction of the vector of the training and will apply adequate and advanced marketing tools and technologies.*

**Key words:** training; methods of psychological influence; marketing; marketing tools; traditional marketing complex; the latest marketing technologies.

**Introduction.** Intensive development of the economy and the media in the XXI century have contributed to the active development of advertising practices in marketing. The new economy is an extreme market with almost no borders. This is an unprecedented fierce competition, the rapid obsolescence of technologies, ideas and professions, the penetration of the Internet in all areas of the economy. But first, the new economy is a saturated and spoiled Customer with a huge choice of goods and services and unlimited access to offers. And such a client requires “extreme” marketing. Advertising influence in marketing has become an integral factor during mental activity of modern human, it forms the needs, value system, self-perception, behaviour.

Advertising technologies in marketing are developing very quickly, giving rise to new psychological phenomena, new socio-psychological problems, at the same time changing the person who requires the search for new tools to influence its consumer behaviour. In this regard, research in the field of marketing and advertising psychology is extremely relevant and requires further development.

Training research has a long tradition within applied psychology dating back to the early 1900s. Over the years, not only has interest in the topic grown but there have been

dramatic changes in both the science and practice of training.

Recently, interdisciplinary trainings have become more common, which allows students to systematize the knowledge gained from different disciplines and acquire practical skills and professional competencies. The measures contribute to the improvement of the educational process: gradual translation of lectures into an active didactic format and intensification of the process of using innovative methods and educational technologies (case methods; business games; trainings; brainstorming techniques, etc.). This allows students to engage in creative communication in the audience, learn to work in a team, increase the effectiveness of perception of the material and the acquisition of other skills.

Training of psychology specialists in the field of marketing has certain specific features. One of the reasons for the specifics of learning is the high degree of differentiation of knowledge, skills, and practical skills of students. The desire of students is to acquire skills in professional activities and efforts to master modern tools of economic management of enterprises. Students gain certain competencies; however, the existing format of their study does not allow students to get a holistic, comprehensive view of how economic organization works in modern conditions. The practical experience of students does not solve

this problem, because the positions they usually hold do not give them access to all the information held by the owners or top managers.

Therefore, it is very important in the educational process to create conditions for the systematic integration of acquired competencies in different activities. The most appropriate means to achieve this goal is the introduction of training.

During the training, informal, casual communication is created, which opens many options for the group to develop and solve the problem for which it came together. As a rule, participants are delighted with training methods, because these methods make the learning process interesting, not burdensome.

L. Karamushka, O. Vynoslavskaya, M. Voitovych, T. Zaychikova, O. Kovalchuk, O. Kredentser, O. Topolenko, G. Fedosova, O. Fil and others visualize the experience of implementing trainings for managers and staff of organizations. Theoretical and methodological developments in training learning technologies are presented in the works of A. Derkach, Y. Emelyanov, V. Lukyanova, Y. Shvalb, T. Yatsenko and others. At the same time, the methods of organizing and conducting trainings on the development of personal and professional qualities in the field of marketing and advertising are not sufficiently reflected in the scientific literature, which led to the choice of topics of our publication.

**The purpose of the article** to determine the content and features of socio-psychological training as an educational technology in the preparation of future psychologists for professional activities in the field of marketing and advertising. The authors used the description of specific features of marketing thinking as psychological factors of effective business activity, such as: search style of thinking and focus on current customer needs; developing a mechanism for marketing thinking of the individual in the context of training.

**Methods.** A theoretical analysis of the psychological aspects of training as marketing communications tool.

**Originality.** The professional training program in Marketing Psychology is to equip

the students with the necessary knowledge and skills to apply marketing strategies and consumer behavioral approaches in real world application. Such training provides students with a foundation in advanced psychology focused on business applications such as consumer decision-making, marketing, persuasion, attitudes, consumer personality, branding and branding strategies, and consumer behavior.

Theoretical, methodological and some practical aspects of the psychology of advertising as a branch of psychological science in general have been studied by domestic and foreign scientists, namely: F. Barden, J. Berger, L. Gerashchenko, P. Graves, R. Dooley, P. Gurevich, V. Zazykin, O. Lebedev-Lyubimov, M. Lindstrom, R. Mokshantsev, E. Plessie, V. Shuvanov and others.

Among the latest research and publications should be noted the work of T. Kompaniets, which studied the features of the use of technologies of psychological influence in advertising as a marketing tool to increase purchasing power [3].

The training aims to teach the students the theoretical and empirical foundations of marketing psychology model of human success, optimal functioning, how well-being is measured, as well as the irrational influence of human decision making in various contexts and settings.

In the specialist program, participants are introduced to the field of marketing psychology and learn the tools, practice, and applied strategies that support organizational, personal, and community productivity, performance, as well as well-being. Participants are explained how to apply marketing psychology in practice, as well as in other settings. Emphasis is placed on learning to use the marketing psychology practitioner model to specifically apply to solve real world problems.

The role of training has also expanded to where today it is viewed as not only a way to enhance individual capabilities but also as a valuable lever for improving team effectiveness and for organizations to gain competitive advantage [7].

It's very important for the participants to be motivated to take part in training. «Motivation is the main thrust that leads towards the accomplishment of objectives» [5].

As the Coronavirus pandemic has given a huge impact on the European labour market the authors state “Within the general theme of youth employment and opportunity, it's important to develop effective models of cooperation, make education and vocational education and train responsive to the needs of the local labour market, match employment and demand by improving analysis and forecast of labour market evolution and needs, support for business creation and development, self-employment” [6].

Training and traditional forms of learning have significant differences. Traditional learning is more focused on the correct answer, and in essence is a form of information transfer and knowledge acquisition. Instead, the training is primarily focused on questions and search. In contrast to traditional training forms of learning fully cover the full potential of person: the level and scope of his/her competence (social, emotional, and intellectual), independence, ability to make decisions, to interact and more. Of course, the traditional form of knowledge transfer is not in itself a negative thing, but in a world of rapid change and continuous aging of knowledge, the traditional form of learning has a narrow scope.

The purpose of the training is to help students master the methodology and appropriate tools of the process approach to psychological management of the enterprise and gain experience in the systematic integration of acquired competencies [4].

In the process of achieving this goal the following tasks are solved: mastering the basic categories and concepts of process management of the enterprise; ability to form a complex business model of the enterprise; gaining experience in performing analytical functions in enterprise management; gaining experience of teamwork in the process of making managerial decisions; mastering the method of summarizing the results of enterprises, culture, and techniques of presentations.

The basis for solving these problems are those situations that are provided by the scenario of the business game. Since the training involves the justification of both strategic and tactical decisions throughout the training period, there is an effect of acquiring the most important competencies in their complex combination. This makes this psychological training very useful for students who are studying for a master's degree and have a variety of basic higher education and different levels of practical experience.

Training is rightly considered to be the most effective technology for acquiring specific knowledge, skills, and abilities, but even the most effective training can be ineffective in practice due to the mistakes of the coach in the process.

The coach must have not only theoretical knowledge, general education, a high level of emotional and social intelligence, but also have their own experience and practical skills in applying the knowledge he teaches. Most training mechanisms are based on knowledge of personality and developmental psychology, general and social psychology (group work theory), psychodiagnostics, psychocorrection, but misunderstanding the basics of psychology often leads to inconspicuous but very significant mistakes, given their impact on learning effectiveness in training format.

We suggest considering what psychological aspects of work the coach should pay attention to. First, the coach himself/herself, his/her personal characteristics, knowledge, skills, abilities are, to some extent, a means of developing both the individual and the group. Given this, it is important to be self-aware of the role of coach and the responsibility imposed by this role. The role of the coach reflects his/her position in the group structure and is always in close interaction with group processes, with certain expectations of group members, and therefore, the coach will need role flexibility - the ability to take different roles based on the current situation.

The effectiveness of the use of psychological training is the flexible adjustment of individual modules and time. Thus, for undergraduate students during the training we can emphasize its various aspects (logistics, marketing, advertising), in addition,

the joint work of the training group to achieve the goal with the organizational support of the teacher-trainer creates the necessary conditions for behavioral competencies. Another positive aspect of the training should be the development of skills to present the results of the team's actions. It is in this area that students' analytical and oratory skills are manifested and consolidated.

Prior to the beginning of the game activities, students choose the strategy of activity and development during the first lesson while getting acquainted with the methodical materials on the business game. This is done by discussing possible strategic alternatives in teams. The adopted general and functional strategies with a brief justification are reflected in the presentation materials.

Then, after the formation of the strategy, students determine a set of tactical decisions for each game period. A brief analysis and relevant considerations to justify the decisions are made in each game period [1].

Psychological trainings are based on the basic principles of working with students, namely, the use of discussion style of teacher communication in the classroom through constant mutual exchange of information with students (experience, experience, theoretical developments) to build a mutual learning process between student and teacher; focus on attracting students' own experience to specify the theoretical provisions of the discipline; consideration of theoretical provisions of the discipline during lectures on case materials or through the implementation of demonstration tasks that clearly confirm certain patterns and trends.

Classes can be built using modern forms and methods of teaching: interactive lecture, which includes a mini-lecture (up to 20 minutes) and discussion (an example of application; involvement in the discussion, sometimes deliberately provoking the creation of conflict situations) - (up to 15-20 min.); case or practical task on this block (up to 20 minutes); summarizing - approximately 5 minutes.

It is important to emphasize the need to use in the educational process several innovative tools that allow to get the maximum learning effect in terms of activating students and mastering the basic principles of the discipline. All of them are focused not on mechanical memorization of information, but

encourage thinking, analysis, critical comparison of information in each context based on the use of the considered theoretical provisions. These include the encourage to associative thinking; periodic performance of general tasks or providing interesting information on business management in order to keep the attention of participants; conducting economic business simulation in the intersessional period and in practical classes, in which students have the opportunity to make real decisions while managing companies in the virtual market and receive; organization of visits to modern enterprises and meetings with senior management of leading companies operating in the market, in order to learn the best management practices "first hand" [2].

It is important to note that the traditional presentation of the material in the format of "lectures – practical" is not effective. The desire to impart the maximum amount of knowledge to students, hoping that they will be needed in the future, cannot take into account the infinite number of contextual options, and therefore the value of such "information content" is minimal; it is more important to understand and know what decisions should be made to achieve the desired result based on the basic theoretical principles of the discipline; knowledge of models, approaches, calculation algorithms does not guarantee the formation of competencies related to effective decision-making in a situation of uncertainty; knowledge and experience gained in the context of the recent past - do not work; therefore, there is always a high probability that there is a specialist in the audience, whose statement can significantly affect the correct perception of the example.

It should be kept in mind that success algorithms found outside of each person's or business's practice become ineffective; the role of the trainer in the audience is not to give "correct answers" to questions that arise in certain areas of activity (because they simply do not exist), but to encourage students to formulate correct questions by setting the right guidelines in their subject area.

The main guideline during the training in marketing and advertising is problem-based learning, it is necessary to start from the existing problem and real practice, forming an

educational resource that helps people think, analyse, and develop.

The effectiveness of any training is measured by quantitative and qualitative parameters. In generalized form, the technology of effective training involves determining the duration and separation of stages of training, based on the goal. The first stage (strategic), as a rule, involves setting a goal, agreeing on goals, forming a package of tasks, and standardizing the requirements for results. The work in the second (technological) stage is aimed at solving issues focused directly on achieving the goal. The third (final) stage involves obtaining a specific result, which, depending on the goal may be a strategic plan, a model of action or a specific project.

Accordingly, when considering modern approaches to the assessment of training, it is necessary to pay attention to the following aspects of assessment: on the part of students - career-pragmatic assessment is carried out; on the part of teachers - pedagogical and research, which considers the following components: preparatory work; teamwork and individual contribution of each participant, assessment of the ability to combine theory and practice and the effectiveness of training.

**Conclusion.** Ultimately, the effectiveness of training is measured by qualitative parameters embodied in the competencies acquired in the training process, in accordance with modern professional requirements of the specialist in the labour market, marketing and advertising, as well as education standards. Thus, the main feature of training in the field of marketing is their focus on the formation of experience in the behaviour of specialists in the professional environment, their focus on achieving specific results.

Thus, the use of psychological training allows graduates not only to gain the necessary knowledge and skills, but also to form a

system of professional competencies that will allow them to successfully perform the functions of psychological management in modern companies and have certain competitive advantages in Ukraine.

Significant spread of training technologies and their high effectiveness require meticulous attention to creating scientifically sound conditions for their appropriate use in the educational process.

Suggestions for improving training activities in the field of marketing and advertising are the following: the use of training as a key element in teaching professionally-oriented disciplines; wider introduction of interdisciplinary complex trainings into the educational process; expanding the time frame of the training process; improving the criteria for evaluating training sessions; use in teaching both basic and professionally-oriented disciplines, the developed arsenal of innovative methods and educational technologies such as case-methods, business games, trainings, techniques of “brainstorming”, etc .; combination of disciplines of basic and professional training on the basis of knowledge management system with further wide use of this system in training activities; improving the technical base that provides training.

**Prospects of our further research.** An important area of further research is the development of: methods aimed at forming significant specific combinations of components of marketing thinking and value orientations that optimize the business activities of future psychologists in the field of marketing; development, implementation and development in the direction of creative and exploratory corrective and developmental program of marketing thinking of psychologists, which will contribute to the development of their effective professional activities.

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### Резюме

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### ТРЕНІНГ У ПСИХОЛОГІЇ МАРКЕТИНГУ

У статті представлені результати теоретичного аналізу проблеми про місце та роль тренінгу в психології маркетингу. Тренінги дозволяють здобувачам вищої освіти поєднати теорію та практику. Акцентовано увагу на описі трансформації існуючих та появи нових маркетингових інструментів та технологій. Стверджується, що найбільших успіхів досягне той, хто правильно спрогнозує напрямки вектора навчання та застосує адекватні та передові маркетингові інструменти та технології.

**Головною метою** статті є теоретичне обґрунтування змісту та особливостей тренінгу як освітньої технології у підготовці майбутніх психологів до професійної діяльності у сфері маркетингу та реклами. Автори використали опис особливостей маркетингового мислення як психологічних факторів ефективної професійної діяльності, таких як: пошуковий стиль мислення та орієнтація на поточні потреби; розробка механізму маркетингового мислення особистості в процесі участі у тренінгу.

**Аналіз наукових джерел.** Теоретичні й методичні напрацювання з тренінгових технологій навчання викладено у працях А. Деркача, Ю. Ємельянова, В. Лук'янової, Ю. Швалба, Т. Яценко та ін.; досвід окреслення практичних аспектів психології реклами як галузі психологічної науки у сфері маркетингу досліджували Ф. Барден, Й. Бергер, Л. Геращенко, П. Грейвз, Р. Дулі, П. Гуревич. Т. Компанієць визначає особливості використання технологій психологічного впливу в рекламі як інструментів маркетингу для збільшення купівельної спроможності

Обґрунтовано, що тренінг є найефективнішою технологією оволодіння конкретними знаннями, навичками та вміннями. Визначено психологічні аспекти у роботі тренера. У процесі тренінгу набувається досвід виконання аналітичних функцій в управлінні підприємством; отримується досвід командної роботи в процесі прийняття управлінських рішень. З'ясовано, що головний орієнтир під час проведення тренінгу з маркетингу та реклами є навчання на основі вирішення проблем, учасникам необхідно відштовхуватись від існуючої проблеми і реальної практики, формуючи освітній ресурс, що допомагає людині думати, аналізувати і розвиватись. Узагальнено, що результативність будь-якого тренінгу вимірюється кількісними та якісними параметрами.

**Висновки.** З'ясовано, що використання психологічного тренінгу дає можливість випускникам отримати не тільки потрібні знання та уміння, але й сформувати систему професійних компетенцій, які дозволять їм успішно виконувати функції психологічного управління в сучасних компаніях і мати певні конкурентні переваги у сфері маркетингу. Складено пропозиції щодо вдосконалення тренінгової діяльності у галузі маркетингу та реклами. Напрямоком подальших досліджень визначено розробку методики, направленої на формування істотних специфічних поєднань компонентів маркетингового мислення і ціннісних орієнтацій, що оптимізують бізнес-діяльність майбутніх психологів у галузі маркетингу та розробку і впровадження коректуально-розвиваючої програми маркетингового мислення психологів, яка буде сприяти розвитку їх ефективній професійній діяльності у сфері маркетингу.

**Ключові слова:** тренінг; методи психологічного впливу; маркетинг; інструменти маркетингу; традиційний комплекс маркетингу; новітні технології маркетингу.

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