

SOCIAL WORK AND COUNSELLING

UDC 378.147

DOI: 10.31652/2786-6033-2026-5(2)-119-125

Volodymyr Popov

Vasyl Stus Donetsk National University Doctor of Philosophy,
Professor, (Ukraine),
popovmak@ukr.net,
<https://orcid.org/0000-0003-3097-7974>

Olena Popova,

Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University
Candidate of Philosophical Sciences, Associate Professor, (Ukraine)
popovaelena2667@gmail.com
<https://orcid.org/0000-0002-0157-4642>

Vadym Podorozhnyi

Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University
Doctor of Philosophy, Senior Lecturer, (Ukraine),
vadym.podorozhnyi@vspu.edu.ua
<https://orcid.org/0000-0003-0004-6853>

**METHODOLOGICAL FOUNDATIONS OF THE USE OF TRAINING TECHNOLOGIES IN
THE PROFESSIONAL TRAINING OF FUTURE SOCIAL WORK SPECIALISTS**

Анотація. Стаття присвячена комплексному аналізу методологічних засад застосування тренінгових технологій в підготовці спеціалістів з соціальної роботи. Актуальність дослідження зумовлена специфікою діяльності соціального працівника, яка вимагає не лише теоретичних знань, а й високого рівня розвитку комунікативних, емпатійних та організаторських здібностей. Автори детально розглядають ключові наукові підходи (компетентнісний, особистісно-орієнтований, діяльнісний та акмеологічний), що становлять фундаментальну основу моделювання тренінгового простору у вищій школі. У роботі розкрито сутність та структуру тренінгової діяльності як інтерактивної форми навчання, що забезпечує активну позицію студентів. Особливу увагу приділено дидактичним принципам організації тренінгів, серед яких виокремлено принципи партнерської взаємодії, активності, діалогізації, зворотного зв'язку та конфіденційності. Досліджено специфіку формування професійних компетентностей через систему спеціально підібраних вправ, кейс-методів, рольових ігор та рефлексивних практик. Наукова новизна роботи полягає в обґрунтуванні інтегративної моделі тренінгової підготовки, яка поєднує теоретичний, психоемоційний та операційно-діяльнісний компоненти. Практичне значення отриманих результатів полягає у можливості використання запропонованих методологічних підходів для розробки та впровадження авторських тренінгових програм у закладах вищої освіти з метою підвищення конкурентоспроможності випускників на ринку праці. У висновках стверджується, що тренінгова діяльність у підготовці майбутніх соціальних працівників повинна базуватися на синергії компетентнісного, діяльнісного та особистісно орієнтованого методологічних підходів. Вона виступає не просто як метод навчання, а як цілісна інтерактивна технологія формування професійної готовності майбутнього фахівця з соціальної роботи.

Ключові слова: тренінг, методологічні засади, діяльнісний підхід, компетентнісний підхід, аксіологічний підхід, компетенціарне навчання, експериментального навчання.

Abstract. The article is devoted to a comprehensive analysis of the methodological foundations underlying the application of training technologies in the professional preparation of social work specialists. The relevance of the study is determined by the specific nature of social workers' professional activities, which require not only theoretical knowledge but also a high level of communicative, empathic, and organizational competencies. The authors examine in detail the key scientific approaches—competency-based, learner-centered, activity-based, and acmeological—which constitute the fundamental framework for modeling a training environment in higher education institutions. The study reveals the essence and



structure of training activities as an interactive form of learning that promotes active student engagement. Particular attention is paid to the didactic principles of training organization, including partnership-based interaction, active participation, dialogical communication, feedback, and confidentiality. The article explores the specific features of professional competence development through the use of specially designed exercises, case-study methods, role-playing activities, and reflective practices. The scientific novelty of the study lies in the substantiation of an integrative model of training-based preparation that combines theoretical, psycho-emotional, and operational-activity components. The practical significance of the findings is associated with the possibility of applying the proposed methodological approaches to the design and implementation of original training programs in higher education institutions aimed at enhancing graduates' competitiveness in the labor market. The conclusions emphasize that training activities in the preparation of future social workers should be based on the synergy of competency-based, activity-based, and learner-centered methodological approaches. Training is considered not merely a teaching method but a holistic interactive technology for developing the professional readiness of future social work specialists.

Keywords: training, methodological foundations, activity-based approach, competency-based approach, axiological approach, competency-based learning, experiential learning.

Statement of the problem.

In 2014, the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) adopted the Global Definition of Social Work: 'Social work is a practice-based profession and academic discipline that promotes social change and development, social cohesion, empowerment and liberation. Social work is centred on the principles of social justice, human rights, collective responsibility and respect for diversity. Grounded in theories of social work, the social and human sciences, and local knowledge, social work engages people and structures to address life challenges and improve well-being' [1]. In other words, social work is defined both as a professional activity and as an academic discipline that plays a leading role in training specialists in this field.

The professional training of future social workers at the Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University is based on the principles set out in the document 'Global Standards for Social Work Education and Training' of the International Federation of Social Workers (IFSW), namely: ensuring consistency in the provision of social work education, while valuing diversity, equity and inclusion; fostering collaboration and knowledge transfer between different schools of social work, integrating theory and practice, research and practical experience; the diversity of scientific and practical approaches, as well as historical, economic, cultural and political contexts, are taken into account in teaching; knowledge of human rights and methods of their protection, the historical context of the development of social work, and an emphasis on gender equality are relevant aspects of training future professionals in today's context [2]. Drawing on international teaching practices, great importance is attached in the training of future professionals not only to theoretical training but also to training methods for acquiring the necessary competencies.

This requires a thorough justification of the methodological foundations of training activities in the educational process of future social work professionals, which is the main objective of our article. An analysis of recent studies and publications shows that over the past decades, a number of studies have been conducted in Ukraine dedicated to the issue of applying training activities in the training of social work professionals. Thus, the specific features of conducting training in educational activities are examined by I. Hrechukha [3], V. Zlyvkov and S. Lukomska [4], N. Onyshchenko [5], A. Tangirov and D. Tangirova [6], L. Moroz and M. Mishchenko [7], S. Potyuk [8], and others. In our study of the origins of training activities and their various forms of implementation, we also draw on the works of Western researchers such as Kurt Lewin [9], Carl Rogers [10], D. Kirkpatrick [11], J. P. Campbell [12], W. McGehee [13], E. Salas [14], S. I. Tannenbaum and G. Yukl [15], and others.

Presentation of the main material. Training work as a means of pedagogical activity has always been at the centre of theoretical and empirical pedagogical research, since training is considered the primary means of developing many skills, abilities and competences of future specialists. Researchers have conducted numerous empirical studies on specific aspects of training delivery to optimise the learning process, minimise stress, develop coping strategies, and foster the currently popular concept of resilience. However, all these training techniques are designed for implementation in peaceful conditions and predominantly in face-to-face (offline) settings. Therefore, the notion that the issue of using training in psychology and social work has long been irrelevant is, in fact, now mistaken, because although many works have been written and practically all possible research has been conducted, the COVID-19 pandemic

and the war that began on 24 February 2022 have radically changed everything, not only for Ukraine but for the world as a whole. At present, the situation in the field of training within the education sector is quite critical: on the one hand, there is domestic and international experience accumulated over the years, and on the other, it is designed for conditions of peaceful, relatively stable life, albeit somewhat contradictory, as it is focused on achievement rather than survival and resilience – qualities that are highly relevant in today's circumstances.

Training is the systematic acquisition of knowledge, skills, abilities and attitudes aimed at improving performance in a particular field [3]. Training is designed to bring about cognitive and behavioural changes in participants, which are only possible through careful programme planning, the provision of feedback, and methods for assessing its effectiveness. Typically, the development of a training programme is based on the requests and needs of the organisation, group or community commissioning it.

The emergence of training as a distinct teaching method and the subsequent development of its various forms (personal development training, sales training, business training, etc.) are associated with the name of the American psychologist Kurt Lewin. In 1946, this social psychologist established special training groups aimed at improving communication skills. He and his students observed that effective changes in attitudes, as well as a more objective analysis of personality traits and behaviour, occur when a person acts and learns within a group [9].

Later, the National Training Laboratory was founded, where politicians, managers and administrators were taught how to resolve conflict situations, lead and communicate effectively. In 1954, sensitivity groups emerged, aimed at developing the ability to perceive one's own and others' states, and clarifying a person's core life values and attitudes. In the 1950s and 1960s, incidentally, the concept of a 'business consultant' also emerged (these were university lecturers in the US and research scientists). Carl Rogers made a significant contribution to the development of the training process [10]. In the 1960s, his life and social skills training programmes were used to train managers, teachers, consultants and others.

According to the methodological principles of classical training practice, training is a developmental method based on problem-centered learning through action and experience. It relies on information about participants' current behavior, situations emerging within groups, and attempts to modify these behaviors through interaction among participants. The key components of this method include the expansion and deepening of participants' self-awareness and self-understanding, as well as changes in their attitudes through conscious choice, cooperation, and shared responsibility in solving problems and accomplishing tasks. These outcomes are achieved primarily through participants' active involvement, while the trainer provides only minimal structuring of the learning process.

The development of self-awareness is associated with the confrontation of opinions and attitudes with lived experience, the recognition of errors and distortions, the discovery of factual realities, and the orientation of thinking toward planning and anticipating future events. As a result of this process, individuals may experience changes in their perceptions of themselves, their social roles, groups, and organizational structures. Furthermore, within the training approach, participants gain a deeper understanding of group dynamics, organizational challenges, and the effective use of small groups to enhance the functioning of social and community structures. Consequently, this method has been widely employed in the preparation of managerial personnel, generating expectations among administrators regarding the practical benefits of training programs for the functioning of various institutions and organizations.

Among the primary tasks of the training field, W. McGehee identified the following: determining who is qualified to serve as a trainer; defining the content of training sessions; selecting appropriate methods and evaluating their effectiveness; identifying who is responsible for developing training programs and certifying trainers; and examining the short-term and long-term outcomes of training interventions [13].

In contrast, J. P. Campbell argued that the field of personnel development training had become excessively broad and had effectively lost its clearly defined boundaries. He proposed limiting training activities to the enhancement of organizational effectiveness and positioning them within the domain of psychological practice, while leaving other objectives to related applied sciences [12].

Beginning in the 1960s, increasing attention was paid to the assessment of trainers' needs and the methodological foundations of training practice. Some of the earliest contributions in this area originated within military psychology, where methodological tools and procedures for evaluating the achievement of training goals and objectives were clearly defined. As noted by W. McGehee and P. W. Thayer, the training field required a form of "cookbook" or manual containing clearly specified descriptions of training sessions, including their objectives, "ingredients" (exercises and informational content), target audiences, and contraindications [13].

J. P. Campbell further observed that, unlike the 1950s, when training programs were primarily focused on the individual or micro level and could be successfully explained through traditional learning models, the 1970s created a need for the systematic classification of training programs and methods. He compared this process to the organization of cookbooks into categories such as “European” or “Asian” cuisine. According to Campbell, training programs aimed at developing particular skills should be integrated into broader classes of training interventions based on common principles and employing similar methodological tools. He identified four groups of methods that trainers should use in their practice: instructional techniques, managerial grids, cross-cultural exercises, and motivation-enhancement activities [12].

S. I. Tannenbaum and G. Yukl expanded this classification by including more specialized approaches, such as skill-acquisition exercises, team-building activities, and group cohesion interventions. Overall, they identified three categories of methods as particularly effective in training practice: simulations and games, video-based presentations, and behavioral modeling. In their view, the qualifications of a trainer should be assessed in terms of competencies and skills, attitudes, expectations, motivation, and the ability to establish effective interpersonal interactions [15].

Contemporary scholarly literature identifies several methodological approaches to the implementation of educational training programs that contribute to the optimization of the learning process, including the activity-based, competency-based, and axiological approaches. First, it is appropriate to examine the key aspects of the activity-based approach in greater detail.

The activity-based approach to the organization of the educational process is oriented toward the development of students’ independence and their ability to effectively address professional situations. According to N. Onyshchenko, “the activity-based approach is manifested in the mobility, activity, and initiative of future specialists; involving students in active learning during the study of academic disciplines contributes to the enhancement of their initiative and adaptability.” Consequently, within the context of training programs, this approach is implemented through the modeling of a trainer’s professional activities, the mastery of algorithms for preparing, conducting, and evaluating training sessions, as well as the independent design of training modules and activities [5].

Equally important is the competency-based approach, which emphasizes not only the acquisition of theoretical knowledge but also the development of integral, general, and professional competencies required for the future professional activity of social work specialists. In this regard, the position of N. Onyshchenko deserves particular attention. The scholar argues that “the competency-based approach involves shifting the focus from the quantitative accumulation of knowledge, abilities, and skills toward the development of students’ capacity for practical action, enabling them to apply skills and experience gained through successful performance in professional and social practice situations” [5]. In educational practice, this approach is implemented by bringing the learning process closer to authentic professional conditions through practice-oriented tasks, the development of training programs and activities, and the analysis of problem situations and professional cases.

Special attention should also be paid to the work of A. Tangirov and D. Tangirova, who describe the axiological (value-based) approach. According to the authors, this approach functions as a specific “bridge” between theory and practice [6], being grounded in the awareness of the value foundations of professional activity and the development of a learner-centered attitude toward training participants. It is advisable to distinguish between the practical and theoretical dimensions of the axiological approach. The practical dimension involves engaging students in training-based forms of learning that promote reflection on values, attitudes, and professional positions. The theoretical dimension is expressed through the assimilation of the fundamental values of psychological science and practice, including respect for human dignity, confidentiality, voluntary participation, the trainer’s responsibility for participants’ psychological safety, and ethical professional interaction.

In light of the above, it is also important to emphasize the necessity of implementing fundamental training principles. Researcher I. Hrechukha highlights the significance of adhering to such principles in the process of conducting training programs for students and describes their essence. In particular, the principle of equality ensures equal roles among participants and contributes to the creation of a trusting psychological climate within the training group. The principle of confidentiality involves the non-disclosure of personal information shared during training sessions. The principle of drawing upon life experience emphasizes that new knowledge should be based on participants’ own experiences. The principle of activity presupposes frequent changes in learning formats, including small-group work, role-playing activities, discussions, and debates. The principle of continuity or sequence ensures logical connections between

exercises, thereby facilitating the gradual achievement of training objectives. Finally, the principle of responsibility promotes students' ability to make independent and accountable decisions [3].

To further clarify this issue, L. Moroz and M. Mishchenko argue that "the general principle underlying the effectiveness of any training program is the activity-mediated engagement of participants in the learning process, during which specific forms and methods of subject-oriented interaction are modeled, creating favorable conditions for mastering 'cultural tools'" [7]. Therefore, the implementation of educational training programs accompanied by practical rehearsal through role-playing exercises enhances the effectiveness of learning outcomes and ensures the axiological orientation of students' professional preparation.

Thus, by the beginning of the 2020s, training had been recognized as an effective form of skills-based learning. However, it cannot be considered in isolation from other activities within organizations or other professional domains. For example, team-building training is aimed not only at strengthening group cohesion but also at achieving broader organizational objectives. Similarly, training in conscious parenting does not merely teach effective parent-child interaction; it also fosters an understanding of the role of parenthood in a rapidly changing and dynamic world.

According to most scholars and practitioners engaged in the theoretical and practical aspects of training, the primary goal of a training group is the development of an individual's socio-psychological competence, that is, the ability to interact effectively with other people. Nevertheless, this is not the only objective of socio-psychological training practice. Two additional goals may be identified: the development of an active socio-psychological position among participants, understood as the capacity to initiate socially significant transformations within the sphere of interpersonal relations, and the enhancement of psychological culture as an essential component of holistic personality development.

The general objectives of socio-psychological training may be specified through the following educational tasks: (a) acquiring knowledge in the field of social work; (b) developing and correcting participants' socio-psychological skills and competencies; (c) fostering awareness of one's social existence within a community of people; (d) enhancing the capacity for adequate and comprehensive self-understanding and understanding of others; (e) mastering techniques for decoding messages communicated by individuals and groups; (f) learning individualized methods of interpersonal communication; and (g) developing experiential understanding of group-dynamic phenomena and awareness of one's involvement in emerging interpersonal situations.

Training technologies are based on two seemingly contradictory yet complementary approaches: competency-based learning and experiential learning. The fundamental methodological principle and mechanism of training lies in providing participants with opportunities to experience a wide range of emotions and situations comparable to those encountered in real life and professional practice. The spectrum of these experiences is highly diverse, ranging from feelings of anxiety, confusion, uncertainty, and fear—particularly at the beginning of training sessions—and occasionally irritation, anger, or frustration, to feelings of joy, satisfaction, sympathy, affiliation, enthusiasm, solidarity, inspiration, and self-confidence.

Within the training process, individuals often experience particularly valuable and memorable heuristic emotions associated with insights, discoveries, and the perception of new perspectives. Training is regarded as a multifunctional method, and it is precisely this multifunctionality that accounts for its universality and practical applicability. Its principal functions include diagnostic, educational, developmental, heuristic, psychocorrective, self-regulatory, praxeological, and preventive functions.

As a rule, every training program is grounded in the fundamental methodological principles of a particular philosophical or theoretical approach. The most common general objectives of training include:

1. Acquiring knowledge in the field of social work.
2. Developing communication-related skills and competencies.
3. Enhancing the ability to achieve accurate and comprehensive self-understanding and understanding of others.
4. Facilitating personal development, the realization of creative potential, the attainment of an optimal level of functioning, and the experience of well-being, success, and life satisfaction.
5. Promoting self-awareness and self-exploration among participants in order to prevent or correct emotional disturbances through intrapersonal and behavioral changes.
6. Exploring the psychological challenges experienced by group members and providing support in addressing them.
7. Improving subjective well-being and strengthening mental health.

Training can be used to develop communication skills, enhance the effectiveness of acquiring professional knowledge, abilities, and competencies, improve intellectual capacities, foster emotional and volitional characteristics, and facilitate the identification, understanding, and resolution of personal, professional, and organizational problems. The primary object of training interventions is the individual, with their unique inner world, personal characteristics, established system of relationships, and values. During training, participants often experience a series of personal discoveries, the most significant of which is frequently a deeper understanding of themselves.

As a unique educational method, training incorporates a wide range of techniques, methods, and procedures. Training methods may be defined as a set of techniques and tools aimed at achieving the goals and objectives of a particular training program. The selection of methods depends on several variables, including the objectives of the program, its duration, participants' level of preparation, prior experience, the degree of interpersonal interaction among participants, the expected level of participant engagement, group size, and the availability of supporting resources and equipment.

Game-based methods constitute the core of the training process. Their implementation facilitates group formation and promotes group dynamics. Most game-based activities involve the collaborative completion of tasks assigned to the entire group or to smaller subgroups and typically require creative problem-solving. Role-playing and business simulation games, particularly those involving subgroup work, activate interpersonal communication skills through role exchange, stimulate participant engagement, and encourage creativity, originality, and non-standard thinking. In addition, these methods contribute significantly to group cohesion.

Discussion-based methods provide participants with opportunities to examine a problem from multiple perspectives, develop shared positions on controversial issues, reduce emotional bias and stereotypical perceptions, and decrease resistance to new information through the establishment of group norms and reference points. Furthermore, discussions enable participants to share personal experiences, engage in self-disclosure, and experience emotional release or catharsis. Such methods also facilitate the development of effective communication and interaction skills, including active listening, argumentation, and counterargumentation. As a result, discussion-based methods can contribute to changes in participants' attitudes and needs while expanding their capacity to analyze specific situations. These methods are transversal in nature and may be utilized throughout the entire training process, both during the analysis of participants' real-life experiences and in the debriefing of role-playing exercises or group activities.

Feedback, provided in the form of information shared by training participants, offers valuable insights into the quality and outcomes of training procedures, ongoing group processes, and the effectiveness of trainers' performance. Psychotechnical methods are aimed at creating a psychologically comfortable group atmosphere, influencing participants' emotional states, and developing various personal and communicative qualities. In particular, these methods seek to enhance participants' sensitivity to the surrounding social and psychological environment.

Experimental methods are based on the creation of artificial situations in which specific personality traits, group characteristics, skills, and competencies can be most effectively identified, demonstrated, assessed, and reinforced. These methods provide opportunities for controlled practice and observation within conditions that approximate real-life challenges.

Presentation methods encompass both verbal and non-verbal forms of presenting information designed to enhance perception and facilitate comprehensive understanding of the theoretical, applied, and practical issues addressed during training. Such methods include various techniques for delivering training content, including introductory talks aimed at creating a general understanding of the issues under consideration. Within training programs, presentation methods may take the form of lectures, reports, facilitated discussions, presentations of group work outcomes, and visual demonstrations utilizing projectors, video equipment, and other technological resources.

Conclusions

Training-based activities in the preparation of future social work specialists are grounded in the synergy of competency-based, activity-based, and learner-centered methodological approaches. Training should be viewed not merely as a teaching method but as a comprehensive interactive technology aimed at developing the professional readiness of future specialists.

Training activities integrate several fundamental principles, including subject–subject interaction, which presupposes an equal and collaborative dialogue between the trainer and students; the principle of active participation, which emphasizes learning through direct engagement and the simulation of real-life situations; reflexivity, which involves continuous analysis of personal experiences, emotions, and

behavioral patterns; and contextualization, which ensures the close alignment of training content with future professional practice.

The analysis conducted in this study allows for the identification of five principal groups of methods commonly employed in educational training programs: game-based methods, discussion-based methods, psychotechnical methods, experimental methods, and presentation methods. The effective combination of these methods creates favorable conditions for the development of both professional competencies and personal qualities required in social work practice.

In summary, training activities facilitate the transformation of students' theoretical knowledge into practical skills and competencies, including empathy, communication abilities, tolerance, and resilience to stress. Consequently, training serves as an effective tool for fostering a high level of professional competence and preparing future social workers to perform successfully in complex and dynamic social environments.

References

- [1] Global Definition of Social Work. IFSW, IASSW. (2014). URL: <http://ifsw.org/get-involved/global-definition-of-social-work>.
- [2] Global Standards for Social Work Education And Training. IASSW, IFSW. (2020). URL: <https://www.ifsw.org/global-standards-for-social-work-education-and-training/>
- [3] Hrechukha I. A. (2010) Osoblyvosti roboty nad profesiino oriientovany my zavdanniamy z kursu «Osnovy psykhologichnoho treninhu. Profesiino-oriientovani zavdannia z psykhologii»: navchalnyi posibnyk / za red. O. L. Muzyky. 3-ye vyd., pererob. i dop. Zhytomyr: ZhDU im. I. Franka, S. 319–346.
- [4] Zlyvkov V.L., Lukomska S.O. (2022). Suchasni treninhovi tekhnologii rozvytku osobystosti v osviti. Kyiv. 184 s.
- [5] Onyshchenko N. P. (2021) Metodolohichni pidkhody do vykladannia pedahohichnykh dystsyplin u protsesi profesiinoi pidhotovky maibutnykh uchyteliv. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolkakh. № 75. T. 2. DOI: <https://doi.org/10.32840/1992-5786.2021.75-2.29>
- [6] Tangirov A., Tangirova D. (2019) Features of basic methodological approaches in pedagogy. European Journal of Research and Reflection in Educational Sciences. Vol. 7(12). R. 702–705.
- [7] Moroz L. I., Mishchenko M. S. (2022) Profesiino-psykhologichnyi treninh yak zasib stanovlennia maibutnykh psykhologiv. Habitus. № 34. S. 80–84. DOI <https://doi.org/10.32843/2663-5208.2022.34.12>
- [8] Potiuk, S. V. (2026). Metodolohichni zasady vykladannia dystsypliny «osnovy psykhologichnoho treninhu» u profesiinii pidhotovtsi maibutnykh psykhologiv. Profesiino-prykladni dydaktyky, (1), 162–167. <https://doi.org/10.37406/2521-6449/2026-1-25> [9] Lewin K. (1947) Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change. *Human Relations*. June. №1. P. 5–41.
- [10] Rogers, C. R., & Freiberg, H. J. (1994). *Freedom to Learn* (3rd ed.). New York: Merrill.
- [11] Kirkpatrick, J. D., Kirkpatrick, W. K. (2016) Kirkpatrick's Four Levels of Training Evaluation. Association for Talent Development, Training Evaluation to the ADDIE Instructional Design Methodology Bikram K. Singh University of North Texas.
- [12] Campbell, D.T. (1971). *Methods for the experimenting society. Research proposal to the Russell Sage Foundation* (January).
- [13] McGehee, W., Thayer P. (1961) *Training in Business and Industry*, Wiley, 305 p. meta-analysis. *Hum Factors*. №50, p. 903–933.
- [14] Salas, E, Diaz Granados, D, Klein, C, et al. (2008) Does team training improve team performance? A meta-analysis. *Hum Factors*. №50(6), p.903-33.
- [15] Tannenbaum S I, Yukl G. (1992) Training and Development in Work Organizations. *Annual Review of Psychology*, V. 43, № 1, p. 399-441. DOI: [10.1146/annurev.ps.43.020192.002151](https://doi.org/10.1146/annurev.ps.43.020192.002151)

The article has been submitted to the editorial board 17.04.2026

The article has been recommended for publication 27.05.2026

The article was published on 31.05.2026

