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O. V. Lysenko
Undergraduate student (Bachelor's degree) in Specialty 073 «Management»
e-mail: lysenko-o@365.dnu.edu.ua
ORCID: 0009-0007-6760-4086

O. P. Krupskyi
PhD (Psychology), Associate Professor
e-mail: krupskyy71@gmail.com
ORCID: 0000-0002-1086-9274

Y. M. Stasiuk
Senior Lecturer
e-mail: stasiuk_yu@365.dnu.edu.ua
ORCID: 0000-0001-6644-8658

Oles Honchar Dnipro National University
72 Nauky Avenue, Dnipro, 49000, Ukraine

STORYTELLING AS A TOOL FOR DEVELOPING CRITICAL THINKING IN MANAGEMENT STUDENTS

The article presents the results of an interdisciplinary study focused on exploring the potential of storytelling as an innovative educational tool for developing critical thinking in students majoring in Management. The relevance of the topic is driven by the need for new pedagogical approaches that can cultivate analytical skills, reflection, reasoned decision-making, and effective communication in students – competencies that are fundamental to the professional activities of a modern manager.

The article examines the theoretical foundations of storytelling, its functions within the educational process, and the typology of digital formats, including interactive narratives, visual storytelling, collaborative storytelling, and multimedia projects. Particular attention is given to the integration of storytelling with computational thinking, which supports the comprehensive development of both analytical and creative abilities. It is scientifically substantiated that narrative methods contribute not only to the acquisition of knowledge but also to the development of the ability to ask questions, critically interpret information, explore alternatives, and justify personal viewpoints.

The empirical part of the study is based on an online survey conducted among 75 students of the Management program across different academic years. The findings indicate a positive attitude among students toward the use of storytelling, their interest in its application, and their recognition of its effectiveness in enhancing critical thinking skills. At the same time, the results reveal a limited use of active storytelling formats

(such as story creation or role-playing), which restricts the full potential of this method.

The authors emphasize the necessity of integrating storytelling into management education curricula as an essential component of a flexible, interdisciplinary, and competency-based learning environment that meets the challenges of the modern world.

Keywords: storytelling, critical thinking, management, digital education, creative skills, professional training, learning tools.

Introduction. In the contemporary educational landscape, increasing emphasis is placed on pedagogical approaches that foster not only subject-specific knowledge but also essential cognitive competencies, particularly critical thinking. This focus is especially relevant in the training of future managers, as effective management requires the ability to analyze complex situations, assess risks, formulate well-grounded decisions, and engage responsibly with diverse stakeholder groups. One such promising instructional approach is storytelling, which is based on the creation and analysis of meaningful narratives as a learning method.

Recent studies have highlighted the effectiveness of storytelling in developing critical thinking skills among university students. Storytelling enhances emotional engagement, improves retention of educational content, reduces the cognitive barrier to understanding complex material, and facilitates more effective communication between instructors and learners [1]. Evidence suggests that storytelling supports the development of analytical thinking not only among management students but also among those pursuing studies in the humanities, particularly language and teacher education programs [2; 3].

Of particular interest is digital storytelling, which integrates narrative structures with visual and multimedia elements. This format has shown considerable potential in strengthening students' analytical, interpretive, and deductive reasoning skills [3]. By combining text, images, video, and audio, digital storytelling creates a multimodal learning environment that simultaneously promotes critical reading, thinking, creative self-expression, and self-regulated learning. These capabilities are especially vital in the context of digital transformation in education, where students are expected not only to consume information but also to critically evaluate and interpret it [4].

Moreover, storytelling effectively complements other active learning strategies such as problem-based learning, case studies, debates, and project-based work. The integration of narrative with these methods deepens conceptual understanding, supports interdisciplinary analysis, fosters strategic

thinking, and enhances students' motivation to learn. In this context, storytelling functions not merely as a knowledge transfer tool but as a means of modeling complex socio-economic scenarios, enabling future managers to practice decision-making while considering stakeholder perspectives and the long-term implications of their actions [5].

Therefore, the relevance of this study lies in the need to incorporate pedagogical practices that not only respond to the demands of the digital age but also cultivate students' abilities in critical reasoning, structured communication, and emotional influence – competencies that are central to managerial success in the twenty-first century.

Literature Review. ***Enhancing Critical Thinking through Storytelling.*** In contemporary education, increasing emphasis is placed on cultivating students' critical thinking skills – the ability to analyze, compare, draw reasoned conclusions, and make informed decisions. One of the most effective pedagogical approaches to fostering these competencies is the use of storytelling in the learning process. This method stimulates not only cognitive engagement but also emotional and value-based dimensions of thinking, encouraging students to reflect on situations from multiple perspectives. Storytelling significantly enhances critical thinking skills by prompting students to engage in deeper content analysis, identify underlying themes, and form personal interpretations and judgments regarding the characters, events, or positions presented in the narrative [6; 7]. This process involves reflective thinking, evaluation of cause-and-effect relationships, and the development of well-reasoned viewpoints — all core elements of critical reasoning.

A particularly promising direction in this field is digital storytelling, which incorporates multimedia tools into the creation and interpretation of narratives. Recent studies [3; 8; 9] confirm the effectiveness of digital storytelling formats in enhancing critical thinking among both university and secondary school students. For instance, the use of digital games with embedded narrative elements has shown positive outcomes in civic education by promoting critical evaluation of social situations and decision-making processes [9]. Digital storytelling not only fosters analytical thinking but also supports the development of self-regulated learning skills, which are essential for future educators [4]. Participants in such programs have demonstrated improvements in critical reading, argumentation, and source evaluation.

Thus, storytelling — especially in its digital form — can be considered a powerful educational tool for promoting critical thinking. By enabling

students to simulate real-life or realistic scenarios, storytelling offers management students an opportunity to practice essential skills such as analysis, evaluation, consequence forecasting, and managerial decision-making. This approach not only deepens subject knowledge but also nurtures the ability to think strategically, reflectively, and argumentatively — skills crucial for effective leadership in today's complex and dynamic environments.

The Application of Digital Storytelling. In the context of digital transformation in education, digital storytelling — an integration of traditional narrative methods with multimedia technologies — is gaining increasing relevance. This approach is based on the creation of short videos or digital narratives using mobile devices, images, audio, video, and online editing tools [10]. Digital storytelling not only engages students in the creative process but also addresses contemporary educational challenges, particularly the development of critical thinking, digital media literacy, and communication competencies. It effectively integrates cognitive, emotional, and technical aspects of learning [10]. Through the preparation of concise stories, students learn to process information, construct logical narratives, pose questions, analyze content, and operate digital tools. This process fosters the development of skills in structured data presentation, audience awareness, and visual thinking.

A key advantage of digital storytelling lies in its interactivity and multimodal nature. With the help of applications such as Adobe Spark, Canva, Powtoon, and iMovie, students are empowered to independently create interactive stories that combine text, images, video, sound, and animation. This opens new opportunities not only for enhancing creativity but also for cultivating the ability to critically organize, select, and present information [8]. Beyond technical proficiency, digital storytelling facilitates deeper engagement with learning material by involving students in active knowledge co-construction. The combination of multimedia content with narrative structure enhances motivation to learn, stimulates reflection, and supports the construction of complex cause-and-effect relationships [11].

Therefore, digital storytelling can be regarded as a modern, effective, and adaptable pedagogical technology that enhances not only the assimilation of educational content but also the development of essential 21st-century skills — particularly critical thinking, digital literacy, and communication. This is especially important for students in management

programs who, in their future professional roles, will operate in information-dense and rapidly changing environments that require making decisions based on complex, visualized, and multimedia-rich data.

Collaborative Digital Storytelling. Contemporary pedagogy increasingly embraces cooperative digital practices that integrate the development of academic skills with communication, creativity, and self-regulation. One such promising approach is collaborative digital storytelling – a form of interaction in which students jointly create digital narratives by integrating multimedia content into a structured story. This method not only enhances student engagement in the learning process but also plays a significant role in developing critical thinking, narrative competence, and collaborative regulation of learning activities.

According to the findings of Bilici and Yilmaz (2024) [12], collaborative digital storytelling has a statistically significant positive effect on students' academic performance, critical thinking development, and narrative skills. Their study employed a quasi-experimental design involving 64 secondary school students divided into an experimental and a control group. Over the course of 13 weeks, the experimental group collaborated in small teams to create digital stories, while the control group studied the same material using traditional PowerPoint presentations. Comparative analysis revealed that the students in the experimental group achieved higher academic performance, demonstrated deeper comprehension of the content, and exhibited a greater capacity for critical information analysis. Furthermore, researchers observed increased learning motivation, improved teamwork skills, and enhanced cognitive flexibility, indicating a comprehensive positive impact of collaborative digital storytelling.

This form of storytelling fosters essential skills such as consensus-building, role distribution within teams, engaging in reasoned discussions, and making collective decisions – all of which directly align with managerial competencies critical to students of management disciplines. Developing stories in a digital format also requires students to critically analyze content, plan the narrative structure, and assess the relevance of visual and audio elements – thereby integrating cognitive and technological dimensions of learning. In this way, collaborative digital storytelling serves not only as an innovative educational method but also as an effective tool for cultivating critically minded, responsible, and cooperative professionals equipped to operate in team-based and rapidly changing environments.

Integrating Computational Thinking. In today's educational environment, increasing emphasis is placed on developing higher-order thinking skills, particularly through the synthesis of diverse intellectual strategies – among which computational thinking (CT) plays a pivotal role. The integration of computational thinking with digital storytelling creates a powerful learning environment that simultaneously cultivates both students' analytical and creative abilities.

According to Wu et al. (2024) [13], computational thinking can be effectively integrated with digital storytelling to enhance skills such as problem decomposition, pattern recognition, abstraction, and algorithm design. This approach enables students not only to creatively construct digital narratives but also to structure the creation process as a sequence of logical steps – akin to solving a technical problem.

As Küçükaydın et al. (2024) [14] emphasize, the core components of CT include:

- Decomposition — breaking down complex tasks into smaller, manageable parts;
- Pattern Recognition — identifying recurring structures or solutions;
- Abstraction — filtering out irrelevant information to focus on what is essential;
- Algorithmic Thinking — constructing a step-by-step solution strategy.

These cognitive strategies are naturally embedded in the process of developing digital stories, especially when the educational process is structured according to a project-based approach. Such a framework was employed in an eight-week teacher training program described by Haşlaman et al. (2024) [15], in which digital storytelling was used as an open-ended learning environment. This enabled future educators not only to build narrative competence but also to practice applying computational thinking within educational contexts.

The project encompassed a full cycle — from initial assessment of CT levels to final evaluation of outcomes. Participants engaged in the sequential development of digital stories, including the identification of an educational problem, scenario planning, multimedia content design, feedback reception, and performance reflection. As illustrated in the flowchart developed by Haşlaman et al. (2024) [15], the key stages of integrating CT with digital storytelling include: Problem Definition, Decomposition into Thematic Blocks, Algorithm Design (Scenario Development), Implementation of

Multimedia Product, Testing and Feedback. This step-by-step process trains students in systematic thinking, organizational structure, and independent problem-solving – competencies particularly essential for future managers, educators, IT professionals, and other specialists operating in high-complexity and uncertainty-driven contexts.

Thus, the integration of computational thinking into digital storytelling opens new opportunities for building flexible, innovative, and interdisciplinary learning environments — ones that unite the development of critical and technical skills with creativity, reflection, and effective communication.

Visual Storytelling in STEM Education. In modern STEM education, visual storytelling — combining narrative structures with graphics, infographics, and video – is increasingly employed as a means of enhancing cognitive and emotional engagement. This approach fosters students' creative thinking and communication skills, which are particularly valuable for future designers and engineers.

Empirical studies provide strong evidence of the effectiveness of visual storytelling in educational settings. For instance, Mou (2024) [16] conducted a study involving 48 design students divided into control and experimental groups. Both groups participated in project-based learning focused on STEM-related tasks, but the experimental group also received training in creative thinking and visual storytelling techniques. Over the course of the semester, pre- and post-intervention surveys, in-depth interviews, and expert analyses of student projects were conducted to assess improvements in three areas: self-efficacy for creativity, intrinsic motivation for solving STEM problems, and the quality of visual design in students' projects. The findings revealed statistically significant increases across all three indicators in the experimental group compared to the control group, confirming the effectiveness of combining visual storytelling with project-based approaches in STEM disciplines.

Mou (2024) [16] proposed a three-phase model for implementing visual storytelling within STEM education. This model includes the following sequential stages of the learning process:

1. Goal Setting and Task Definition — the instructor identifies the educational problem, articulates learning objectives, and establishes clear assessment criteria.

2. Project-Based Activities — students work in teams to gather relevant information, develop the narrative structure, and select appropriate visual

elements (graphics, animation, video). All materials are then integrated into a cohesive story that serves as a tool for explaining complex STEM concepts.

3. Evaluation and Reflection — completed learning products are presented to peers and instructors, followed by expert evaluation, peer assessment, and students' personal reflection on their learning experience.

This model contributes to the development of systematic, critical, and creative thinking, visual communication skills, teamwork, and reflective practice – competencies aligned with the demands placed on 21st-century STEM professionals.

The research results support the effectiveness of visual storytelling in STEM education as a pedagogical tool that promotes both analytical and creative skill development. By blending technical content with multimedia presentation formats, this method enhances content retention, fosters flexible thinking, and builds students' visual communication competencies. The implementation of Mou's three-phase model has demonstrated increased student motivation, improved creative self-efficacy, and greater engagement in active learning. The integration of creative thinking elements into project-based learning structures improves its overall impact and adaptability across a wide range of academic courses and disciplines.

Critical Sustainability Stories. Contemporary global challenges — such as climate change, resource depletion, and social inequality — require not only technical solutions but also deep critical reflection, dialogue, and a rethinking of our understanding of sustainable development. One of the most effective educational approaches to engage with these issues is the creation of critical sustainability stories, which integrate personal experiences, scientific knowledge, and imaginative thinking about possible future scenarios.

The Critical Sustainability Stories (CriSS) framework offers a methodological platform that fosters reflective, iterative learning through storytelling focused on climate change and sustainability topics [17]. CriSS encourages students and researchers to develop in-depth, analytical narratives in which complex environmental and social problems are explored through stories enriched with data, research findings, and ethical considerations. Unlike traditional educational models, where sustainability is often presented in a fragmented or declarative manner, CriSS promotes systems thinking, the exploration of alternatives, causal analysis, and the examination of value-based dilemmas. This approach helps cultivate environmental literacy, civic responsibility, and critical empathy — the

ability to perceive ecological challenges from multiple perspectives, including those of future generations.

The application of CriSS enables students to transform complex scientific concepts into accessible and emotionally resonant narratives that effectively communicate sustainability issues to broader audiences [17]. These stories combine evidence-based information, personal reflection, critical analysis of potential future developments and their consequences, and ethical reflection on the human-environment relationship. As illustrated by the analytical model proposed by the CriSS authors, climate communication through storytelling engages audiences emotionally by connecting with everyday experiences, enhances the credibility of the message through a foundation in scientific evidence, and incorporates a moral-ethical dimension that invites a re-evaluation of what constitutes "just development" in a global context.

Thus, CriSS serves not only as an innovative educational tool but also as a powerful cultural practice that fosters in students a deeper sense of responsibility, awareness of the long-term impacts of human activity, and recognition of the transformative role of scientific knowledge in society. The creation of critical sustainability stories merges learning with creativity and civic engagement, offering an integrated approach to the development of environmentally conscious professionals.

Research Aim and Objectives. The aim of this study is to provide a theoretical rationale and conduct a practical investigation into the potential of storytelling as an effective tool for developing critical thinking among students majoring in Management. To achieve this goal, the study examines scholarly approaches to understanding storytelling and its educational functions, with particular emphasis on digital, visual, and collaborative formats. Special attention is devoted to identifying the potential of storytelling in cultivating analytical, creative, and strategic thinking skills essential for future managers.

The research explores the interrelation between students' awareness of storytelling, their practical experience with its use in educational settings, and their subjective assessment of its impact on the development of critical thinking. An empirical survey was conducted to examine students' attitudes toward storytelling as an educational technology, to identify the predominant formats through which it is applied in the learning process, and to assess their level of engagement in active narrative creation.

Based on the survey results, the study formulates practical conclusions and provides recommendations for the integration of storytelling into management education programs. These recommendations take into account the challenges of the digital era, the growing need for communicative competence, and the importance of fostering students' ability to conduct independent critical analysis of information.

Research Methods. To achieve the stated objective, a descriptive research approach was adopted, specifically utilizing a quantitative online survey as the primary method for collecting empirical data. The structured questionnaire was developed based on theoretical foundations of storytelling [18; 19] and critical thinking [20; 21].

The study employed a purposive sampling method, targeting undergraduate students (years 1 to 4) enrolled in a Management program at a higher education institution. A total of 75 respondents participated in the survey, ensuring the validity of the results. The sample distribution was as follows: first-year students (aged 18–19) — 22 participants (29,3%); second-year students (19–20) — 16 participants (21,3%); third-year students (20–21) — 20 participants (26,7%); and fourth-year students (21–22) — 17 participants (22,7%). Female respondents constituted the majority (58,7%), a factor that may influence attitudes toward narrative-based learning methods. A small proportion of respondents (2,7%) chose not to disclose their gender, which does not significantly affect the overall findings.

The questionnaire consisted of 12 questions organized into four thematic sections: demographic information (age, gender); students' experiences with storytelling; perceived impact of storytelling on thinking processes (measured using a Likert scale); open-ended questions to explore students' qualitative insights.

Key survey items included:

- «What forms of storytelling have you encountered in your studies?» (multiple selection allowed);
- «How interested are you in listening to or creating stories in an educational setting?» (5-point Likert scale, where 1 = not interested at all, 5 = very interested);
- «If you have personally created a story, what form did it take?» (multiple selection allowed);
- «How would you rate your ability to create meaningful stories?» (5-point Likert scale);

– «Do you believe that creating or analyzing stories helps develop critical thinking?» (response options: «yes», «no» or «not sure»).

Participants were also asked to respond to two open-ended questions: «Provide an example of a time when storytelling helped you better understand a topic or make a decision», and «In your opinion, how should storytelling be used in higher education?»

A 5-point Likert scale was used to assess agreement with statements regarding the influence of storytelling on critical thinking. This enabled the measurement of subjective cognitive responses and the identification of statistical trends. Additionally, open-ended responses were analyzed qualitatively to gain deeper insights into students' perspectives and experiences.

Results and Discussion. Based on the data collected through the online survey, both quantitative and qualitative responses were analyzed to assess students' experience and awareness regarding the use of storytelling in the learning process within higher education.

As illustrated in Figure 1, the vast majority of respondents (93,3%) reported having encountered stories told by instructors, indicating a predominance of passive forms of storytelling in the educational process. This trend may be attributed to the relative ease of integrating instructor-led narratives into lectures, as they require minimal additional resources and do not necessitate active student involvement.

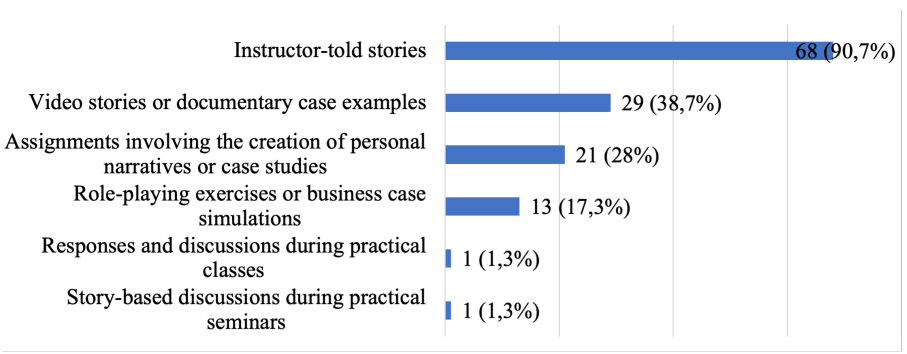

Figure 1. Forms of storytelling encountered by respondents during the learning process
Source: compiled by the authors based on original research

However, the lower frequency of more active forms of storytelling – such as the creation of original stories by students (28%) or the use of role-playing techniques (17,3%) — suggests a limited implementation of

student-centered and creative practices in university teaching. This imbalance highlights the need to shift toward more interactive and participatory storytelling formats that encourage student engagement and foster the development of critical and creative thinking skills.

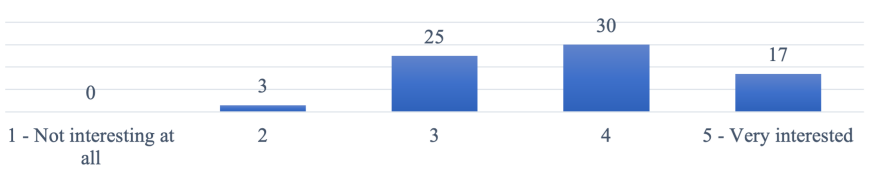

Figure 2. Students' interest in storytelling (rating from 1 to 5, where 5 = very interested)
Source: compiled by the authors based on original research

According to Figure 2, the high frequency of responses such as "Sometimes" (34,7%) and "Often" (44%) indicates that storytelling is a relatively common, though not dominant, teaching method. The average interest rating in storytelling (3,80) and the significant proportion of high scores (60% rated it as 4 or 5) reflect a generally positive perception among students. This may be attributed to the emotional appeal of stories, which make educational content more accessible and engaging. However, the low frequency of active forms of storytelling may limit its potential to develop analytical and creative skills — competencies that are critical for management students.

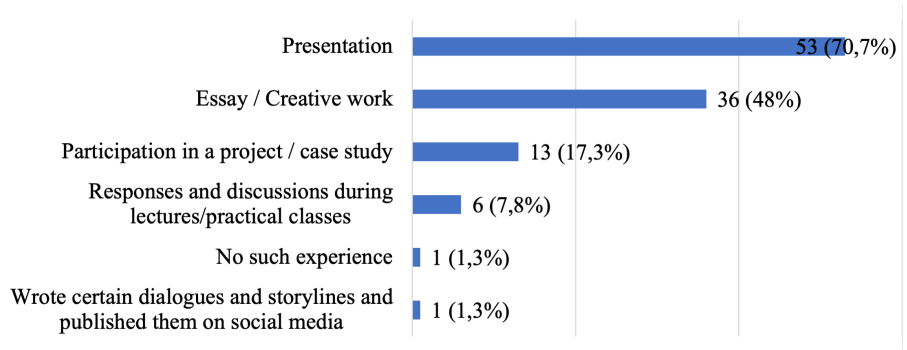

Figure 3. Forms of storytelling encountered by respondents
Source: compiled by the authors based on original research

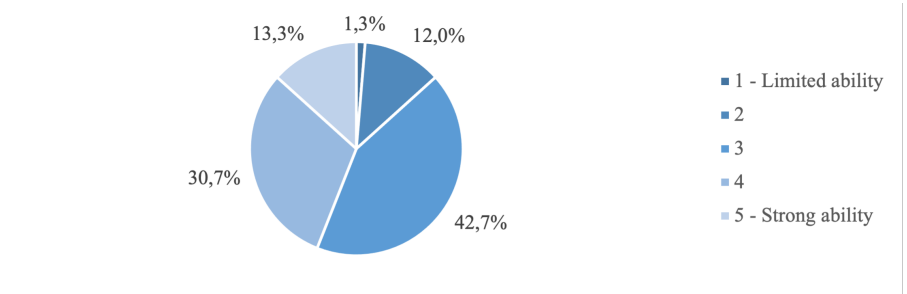

Figure 4. Respondents' self-assessment of their ability to create meaningful stories
Source: compiled by the authors based on original research

The average score for self-assessed storytelling ability was 3,43, with a majority indicating a moderate level of confidence (42,7%). Only 13,3% rated their ability as very high, which may be linked to their limited practical experience — only 62,7% had actually engaged in creating stories. The infrequent use of active storytelling formats, such as writing essays or designing cases, likely contributes to this lack of confidence. In the context of management education, where communication skills and the ability to present ideas are essential, this finding highlights the need for more opportunities to practice narrative construction. The relatively low self-evaluation may also indicate a lack of structured training in storytelling, suggesting the importance of greater instructional emphasis on developing students' ability to create meaningful and well-structured narratives.

Students who rated storytelling as «very interesting» (5 points) gave a score of 4 or 5 to statements about its impact on critical thinking in 88% of cases, indicating a strong link between emotional engagement and the perceived effectiveness of the method.

According to the data in Figure 5, a significant percentage of students (74,7%) believe that storytelling contributes to the development of critical thinking, which highlights its value as a pedagogical tool. The highest-rated statements included those regarding improved understanding of complex topics (4,16) and the effectiveness of storytelling in enhancing critical thinking skills (4,03). These results indicate that storytelling can simplify complex concepts and support systemic thinking.

In contrast, lower scores for statements on encouraging questions (3,56) and strengthening argumentation (3,47) may reflect limited use of active

forms of storytelling that require students to engage in deeper analysis and reflection.

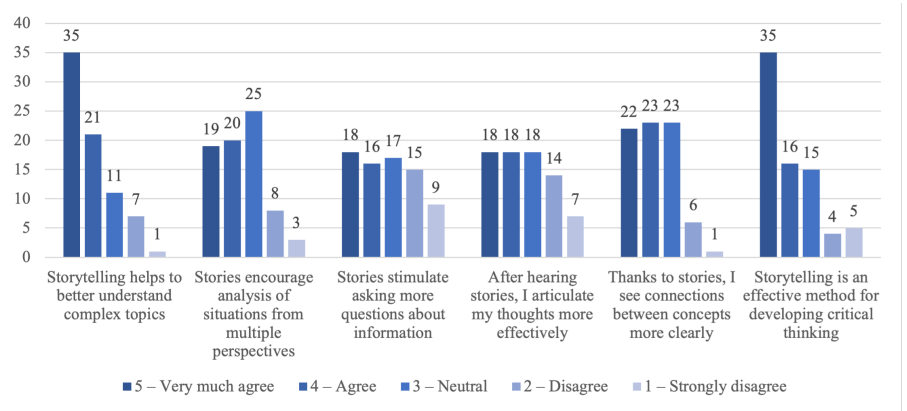

Figure 5. Students' assessment of the impact of storytelling
Source: compiled by the authors based on their own research

For instance, the creation of personal narratives or participation in role-playing scenarios might have more strongly stimulated these aspects of critical thinking. The positive correlation between students' interest in storytelling and their perception of it as an effective method (88% of high ratings among those who found it «very interesting») underlines the importance of emotional involvement in enhancing learning outcomes. This supports the view that storytelling not only facilitates knowledge acquisition but also motivates students to engage more actively with the material.

Qualitative responses reveal that storytelling is particularly effective when it connects theoretical content with real-life or practical examples. Stories involving real-world scenarios — such as managerial decision-making, marketing strategies, or leadership cases — help students better understand abstract concepts and apply them in real-life contexts. Students' suggestions indicate a desire for greater integration of storytelling into practical sessions, particularly through team projects and presentations that enhance communication and analytical skills. Moreover, narratives that evoke emotional responses significantly improve memorability and motivation. For example, stories about an expedition leader or a brother working as an astronaut not only clarified difficult concepts but also established an emotional connection with the content. This emphasizes the importance of

using narratives that are relevant to students and carry practical value.

The obtained results indicate that management students perceive storytelling not only as an engaging method but also as a valuable tool for their future professional careers. Responses to the open-ended questions confirm that the ability to explain managerial decisions, articulate a shared vision within a team, or convey an idea to investors is significantly enhanced through storytelling.

Despite the numerous advantages of storytelling as an educational instrument, its effective implementation requires careful consideration of context, audience, and information reliability. A fundamental prerequisite for meaningful communication through narratives is accuracy, transparency, and scientific validity of content [17]. In the era of information overload, only stories grounded in verifiable facts have the potential to foster critical thinking and build trust. It is also essential to acknowledge that storytelling plays an important role in shaping values and norms within organizational culture, which, in an educational setting, calls for adherence to ethical standards in the creation and discussion of learning narratives [22]. Stories do not merely transmit knowledge but can also exert a latent influence on students' worldviews, thereby necessitating a thoughtful and deliberate approach to their selection.

Moreover, there is a risk of superficial perception — when aesthetically appealing formats (such as videos or visualizations) overshadow in-depth content analysis. Therefore, educators should complement the process of storytelling with reflection, dialogue, and critical evaluation in order to transform it from an entertaining tool into a genuinely educational one.

Conclusions. Storytelling – particularly in digital and visual formats — demonstrates high effectiveness in fostering critical thinking among students studying management, pedagogy, and STEM disciplines. Through the incorporation of personal experience, analysis of complex situations, and the construction of structured narratives, students not only achieve deeper content comprehension but also develop analytical, ethical, and communication skills.

The integration of storytelling with digital technologies, visual approaches, and computational thinking facilitates the creation of interdisciplinary, flexible learning environments that meet the challenges of the 21st century. Storytelling should be regarded as an essential component in the training of management students, as it cultivates strategic thinking,

emotional impact, persuasive presentation, and decision justification – core competencies required of effective leaders in dynamic environments.

Future research may focus on several directions: the long-term impact of digital storytelling on cognitive and behavioral skills; comparative analyses of different storytelling formats (textual, visual, interactive); and the exploration of emerging technologies such as virtual reality, augmented reality, and generative AI tools for crafting personalized educational narratives.

Thus, storytelling — when combined with innovative pedagogical and digital practices — should become an integral part of education oriented toward the development of critical, ethical, and creative thinking.

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О. В. Лисенко
здобувачка освітнього ступеня «бакалавр» спеціальності 073 Менеджмент
e-mail: lysenko-o@365.dnu.edu.ua
ORCID: 0009-0007-6760-4086

О. П. Крупський
кандидат психологічних наук, доцент
e-mail: krupskyy71@gmail.com
ORCID: 0000-0002-1086-9274

Ю. М. Стасюк
старший викладач
e-mail: stasiuk_yu@365.dnu.edu.ua
ORCID: 0000-0001-6644-8658

Дніпровський національний університет імені Олеся Гончара
проспект Науки, 72, м. Дніпро, 49000, Україна

СТОРІТЕЛІНГ ЯК ІНСТРУМЕНТ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ У СТУДЕНТІВ-МЕНЕДЖЕРІВ

У статті представлено результати міждисциплінарного дослідження, спрямованого на вивчення потенціалу сторітелінгу як інноваційного освітнього інструменту розвитку критичного мислення у студентів спеціальності «Менеджмент». Актуальність теми зумовлена потребою в нових педагогічних підходах, що здатні формувати в молоді навички аналізу, рефлексії, обґрунтованого прийняття рішень і ефективної комунікації – тобто тих компетентностей, які є фундаментальними для професійної діяльності сучасного управлінця.

У статті розглянуто теоретичні основи сторітелінгу, його функції у навчальному процесі, а також типологію цифрових форматів (інтерактивні історії, візуальний наратив, колективне сторітелінгування, мультимедійні проєкти). Окрему увагу приділено поєднанню сторітелінгу з обчислювальним мисленням, що забезпечує комплексний розвиток як аналітичних, так і креативних здібностей. Науково обґрунтовано, що наративні методи сприяють не лише засвоєнню знань, а й розвитку здатності ставити запитання, критично осмислювати інформацію, шукати альтернативи та аргументувати власну позицію.

Емпіричну частину дослідження становить онлайн-опитування, що було проведене серед 75 студентів спеціальності «Менеджмент» різних курсів. Результати свідчать про позитивне ставлення молоді до методу сторітелінгу, зацікавленість у його застосуванні та визнання його ефективності у розвитку критичного мислення. Водночас виявлено недостатню практику активних форм сторітелінгу (створення історій, рольові ігри), що обмежує потенціал цього підходу.

Автори наголошують на доцільності інтеграції сторітелінгу у навчальні програми для майбутніх менеджерів як обов'язкової компоненти формування гнучкого, мі-

ждисциплінарного та компетентнісно орієнтованого освітнього середовища, здатного відповідати викликам сучасного світу.

Ключові слова: сторітелінг, критичне мислення, менеджмент, цифрова освіта, креативні навички, критичне мислення, професійна підготовка, інструменти навчання.

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