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OBSERVATIONAL LEARNING AND MODELING THEORY

Abstract. The thesis "Observational learning and modeling theory" based on specific company case study analyzes a theory through which persons can affect or influence behavior of other colleagues or mates. In this thesis, because it is work environment, the main focus is on work environment and workplace suggestibility and impact. The core method used is are two questionnaires distributed first among employees and second to the managers.

The employee questionnaire confirmed all possibilities of influencing workers that are in line with the theory. Ordinary employees stated in the questionnaire that authentic experience, indirect experience, social persuasion, emotional states and environment influencing - positively influence their self-confidence in the performance of work tasks.

Managers slightly neglected the influence of indirect experience, but their subordinates responded positively to the successful solution of the colleague's task. So there is room for improvement by managers. They could make greater use of cooperation between more experienced and less advanced colleagues. Managers and ordinary employees consider the authentic experience and social persuasion to be the most effective.

As the questionnaire survey was conducted only between technical and economic employees and their managers, the results of the questionnaire survey as well as suggestions and recommendations cannot be applied to the whole organization. All these results and suggestions, therefore, concern only technical-economic employees and their superiors.

Keywords: Learning, Impact, Teaching, Suggestibility, modeling theory.

Albert Bandura's social cognitive theory is a theoretical and internationally recognized approach that is important for a deeper understanding of the functioning of the organization as a whole or of employee performance management (Wagner, 2001).

Janoušek (2000), in his article on Albert Bandura's Social Cognitive Theory, states that Bandura previously called this term the theory of social learning. Later, however, he considered the designation to be narrowing, since he was not concerned only with teaching, but with motivational and self-regulatory mechanisms. His theory is complex, not only partial, as one might expect from the theory of social learning.

Bandura's approach is based on behavioral theory of social learning. Bandura (1986) agrees that living organisms acquire the processes and principles of behavior on the basis of conditioning - reward and punishment. Man, unlike lower life forms, possesses unique human resources. These include thinking and ability to process symbolic information. He calls his approach to these phenomena socially cognitive theory.

The social cognitive approach integrates the ideas of cognitive psychology, behaviorism and phenomenology. This theory does not coincide with a one-sided interpretation of human behavior solely on the basis of external environmental influences or internal dispositions. (Stikar et al., 2003).

The main points of Bandur's social cognitive theory are:

• Model of reciprocal determinism,
• observational learning,
• self-efficacy.

All the phenomena of learning that arise from direct experience can also occur in place, as we observe others. This significantly shortens the adoption process (Janoušek, 2000). Výrost et al. (2001) state that many forms of behavior are too complex to be learned through the conditioning process. This idea

highlights for example the pilot. He does not learn to fly in the cockpit of the aircraft, for the correct response is not rewarded and for the wrong punished.

Observational learning is dominated by four basic subfunctions. These are attention, imagination, implementation (behavioral) and motivational subfunctions. Attention and vision processes transform event information into rules and concepts. Furthermore, the implementation processes ensure the transfer of symbolic concepts into activity chains, and finally, motivation processes affect what an individual learns and what is actually done (Janoušek, 2000). Bandura says that what one learns through observation never has to use or actually do in his life. Only in this situation can imagine himself and his actions. This statement contradicts behaviorists, according to which one can only learn what one has personal experience with (Výrost et al., 2001).

Socio-cognitive theory can be applied in various areas of social practice, among others also in human work activity. Bandura also points out that work is not a private matter, but that it structures a large part of people's social relationships. Attention is also paid to the perceived collective efficacy, which defines as a *group shared belief in the common ability to organize and carry out activities that are necessary to achieve the results* (Výrost et al., 2008).

Many life and work tasks are of a group nature. To there to solve the problem, it is necessary to make a collective effort. The strength of groups, organizations or nations is partly based on a sense of collective effectiveness. People 's conviction of collective effectiveness affects what they decide to do within the group, how much effort they will spend on the task, their persistence in case of failure and the likelihood of success (Janoušek, 2005).

In terms of management, three aspects of social cognitive theory are particularly important :

• Impact of role models on competence development,
• cultivating belief in the individual's ability,
• motivation through goals (Štikar et al., 2003).

Even in the field of management 's guidance model triadického reciprocal determinism. In this case, cognitive and personality determinants are represented by belief in managerial self-assertion, composition of personality goals and quality of analytical thinking. Behavioral determinants are management decisions. The characteristics of the environment, its sensitivity to managerial interventions and the number of challenges posed represent an environmental determinant (Janoušek, 2000).

Managerial perception of self-assertion affects organizational productivity. People who evaluate themselves as ineffective often have the problem of addressing their deficiencies rather than the problem when performing tasks. Attention therefore turns away from how best to proceed when solving a task for self-diagnosis. This in turn weakens the effective use of capabilities. People who believe in their abilities remain highly effective in analytical thinking (Štikar et al., 2003).

Thanks to managerial perception, organizational performance is influenced both directly and indirectly. The indirect effect is caused by the perception of self-assertion on goal setting and the use of analytical strategies. With the increasing perception of self-efficacy, the challenges of organizational goals increase. People then set goals higher and use their analytical skills more systematically. Setting demanding goals and systematic analytical thinking further leads to increased organizational performance (Wagnerová, 2001).

People view cognitive ability as either a learning skill or an inherited fixed aptitude. Those who consider cognitive ability to be an acquiring skill strive to improve and mistakes are an instructive part of the learning process. This group has a strong perception of self-assertion and is organizationally efficient. Conversely, people who think of cognitive ability as being more or less innate, view their performance as a result of their basic intellectual prerequisites. They have lower self-esteem and mistakes are a threat to personal and social assessment. These people have lower goals that are safe for them, have low aspirations, and their approach leads to a worse coping with failures than people working on their cognitive abilities (Štikar et al., 2003).

An experiment was also conducted to find out how the organisation's perceptions affect the quality of management. The starting point was that management has two aspects, the personal aspect and the environmental aspect. The personal aspect refers to self-efficacy in achieving change and the environmental aspect indicates to what extent the environment can be relaxed and influenced. Both sides are related because it is a reciprocal effect.

When people believe that the environment is manageable, they are motivated to assert themselves, increasing the likelihood of success. Success, in turn, is a test of self-efficacy and environmental impact. Conversely, when people consider the environment to be difficult to influence, they do little to work, leading to failure. Failures reduce the perception of self-efficacy and belief in environmental variability (Štikar et al., 2003, p. 34).

Organizations were cognitively presented in two groups. In the first group, organizations were presented as difficult to predict and manage, and in the second group as well predictable and manageable. In each group two types of organizational standards were added - easy and difficult. In an experiment, it was shown that organizations that were found to be difficult to control and predict could easily lose faith in their capabilities, even if organizational standards were easy. Conversely, when organizations were considered to be manageable and predictable, people did not lose their sense of perceived effectiveness, even if organizational standards were difficult. Under the conditions of cognitive representation of easy manageability, people set themselves higher goals, performed more demanding organizational activities, and ultimately showed a higher perception of self-assertion. So the experiment shows that if people feel self-assertive and the environment is more easily influenced, they set higher goals and work more efficiently, even if they perform more demanding tasks.

Social cognitive theory deals with psychological mechanisms through which organizational culture can influence the working behavior of individuals. This knowledge significantly expanded the psychological approach to organizational management and emphasized the influence of organizational culture on working behavior, motivation and performance of employees. (Stikar et al., 2003). Wagner (2001) states that the value of this theory for performance management lies not only in clarifying individual influences, but can also be practically used to increase and optimize an organization's productivity.

Armstrong (2015, p. 217) defines motivation as a *force that activates, directs, and maintains behavior.* It also mentions that high performance is achieved through well-motivated people who volunteer, meaning they are willing to do more than expected.

In modern society, it is common for most people to work. Work activity is purposeful, intentional and systematically performed. Work is therefore a motivated activity (Bedrnová, Nový, 1998).

There are two main sources of motivation, internal (introtives, motives) and external (incentives, incentives). Internal motivation is based on people's needs, values and interests. The motivational disposition of an individual may change as a result of external stimuli, but only if the individual evaluates them as stimuli. In relation to the motivation to use the concepts of intrinsic and extrinsic motivation. Extrinsic motivation occurs when an organization supports employees to achieve their goals, helps create a team atmosphere, improves the working environment, or increases workers' salaries. Intrinsic motivation comes directly from man and his relationship to work. The individual ideally works because of the positive experiences that work brings. Intrinsically motivating work is one that satisfies the higher needs of the worker, ie the need for self-development and self-esteem. In the event that employees are intrinsically motivated they are happier and the organization loyal (Horváth et al., 2016). Armstrong (2015) also states that external motivators can have an immediate and significant effect, but no longer have a long-term effect. On the contrary, internal motivators are expected to have a deeper and longer-term effect.

Stýblo (2008) mentions that in order to successfully motivate employees, it is necessary to set clear expectations of work results, to communicate the possibilities of rewards and benefits for meeting the requirements. Only material incentives, but generally do not apply. It is necessary to create a pleasant atmosphere for work, to properly delegate tasks and to discuss work and personal goals of workers. Last but not least, they must believe that their work makes sense and that others appreciate it.

During his / her development, a person creates a relationship to work, which over time becomes part of motivational dispositions. Motivational dispositions, however, depend on the personality characteristics and goals of the individual. The power and direction of motives are also influenced by the external environment. Thus, the organization can create conditions for workers to meet goals that they would not achieve individually and ideally develop their expertise. However, the satisfaction of employees' needs may be limited from the external environment (Výrost et al., 1998).

Work motivation is a phenomenon that occurs in the complex context of the internal and external environment and is primarily manifested in the relationship of man to his work. Work activities in connection with the motivation is not only a source of funds, but also a means of bringing satisfaction of course work, achieved results, the prestige of the profession, or career success of relationships and social interactions in the workplace. Thus, work activity delivers content-based enjoyment and satisfaction that is accepted depending on the individual's motivational tune (Štikar et al., 2003).

Stýblo (2008) states that trust is also important for optimal work motivation of employees. Managers should ensure information openness and communication friendliness. In addition, they should serve undistorted, complete and truthful. Also, there should be no concealment of important facts and facts in order to avoid a major divide between leaders and leaders. The manager should also not forget the feedback. Its long-term absence leads people to believe that the leader or the entire organization is not interested in their work or even personally.

In order to gain a deeper understanding of the mechanisms of work behavior motivation, there are theories and models of work motivation that offer different perspectives according to which work motivation can be approached (Výrost et al., 1998). Most theories can be divided into two groups. The first group explains what motivates a person to work. Their authors identify human needs or external and internal environmental factors. The second group brings together models that in theory explain work motivation more thoroughly and focus on the process. (Stikar et al., 2003).

The group of theories that try to identify human needs, their relationships and preferences include, for example, Maslow's theory of the hierarchy of needs. Maslow identified five levels of needs (physiological needs, safety needs, belonging needs, respect needs and self-realization needs). This system is hierarchically organized and is based on the principle that higher- level needs become apparent only when lower-level needs are met (Výrost et al., 1998). Wagner (2001) states that this theory can be translated into the field of work motivation. It is based on a wage covering physiological needs, and its other components as an intermediary for reaching the next level of hierarchy. Work security, social security, pension security and trade union protection meet security needs. The next level and equivalent to the needs of individuals belonging to the adoption of a working group in formal, but also informal relations. The need for respect is reflected in the work motivation in the form of promotion, titles or respect from colleagues. At the height of the hierarchy is the need for self-realization, in which personal growth and development can be included in the area of work motivation.

As mentioned above, in addition to theories that are based on human needs and focus more on content, there are theories that provide a more thorough theoretical explanation. These theories include, for example, Vroom's theory of expectation (expectance), according to which the strength of the motive for carrying out a particular activity is influenced mainly by the attractiveness and value of the achieved goal. The more attractive and valuable the goal is, the more effort will be made to achieve it. If the effort is successful and the worker achieves the given goal, this fact will positively influence his further performance (Štikar et al., 2003). Bělohlávek (1996) defines the key concepts of this theory:

- Power is first order output. It is the result that the effort follows.
- The worker's expectations and ideas about the outcome of his or her efforts are referred to as expectance. It is a relationship between effort and performance.
- The output of the second order is understood reward, which is performance followed. At the same time, multiple rewards can affect individuals.
- The worker's idea of the relationship between result and reward is called instrumentality. If the rewards for the results are clearly determined, the instrumentality is high. It is low where remuneration is governed by seniority or education and little consideration is given to work results and the fulfillment of the tasks assigned.
- Valence indicates the subjective importance of pay for the worker. High is the case of the very reward employee costs - promotion, praise from senior financial reward. If he doesn't care much about the reward, it is low. If the promotion takes as more worries and work, the valency can also be negative.
- The effort therefore depends on the expectations, instrumentalities and valencies of the individual rewards.

Thus, the theory of expectation assumes that individuals behave in a certain way, because they expect their activity to produce outputs that are of interest to them. Outputs can be both positive (rewards) and

negative. The rewards include financial rewards, security, confidence or the possibility of further developing and applying skills. Negative output can be understood as threat of dismissal or abusive treatment, but also internal unrest, boredom and disappointment. It is also very important that employees are aware of what they need to do to achieve rewards (Robbins et al., 2016).

Nakonečný (2005) states that people from several alternative activities choose the one that they think most strongly corresponds to the positive, or weakest, negative efforts.

Therefore, they try to maximize the subjectively expected utility. Nakonečný (2014) also points out that if the expectance and valency are high, the level of motivation is also high.

Bělohlávek (1996) mentions that the expectance theory can explain the course of the motivation process as well as the power of motivation for a particular activity. According to surveys, this theory applies more to people with rational thinking and self-control. These people believe that they have life in their own hands. This theory is less apt for individuals with strong emotionality and unconscious motivation.

The content-oriented theories include JS Adams's theory, which is based on social comparison of workers in groups. The worker compares himself / herself with other team members and assesses the effort and results achieved (bonus, praise, recognition, promotion) in comparison with the effort and results of others. The result is feelings of justice or injustice that affect subsequent performance. If an employee feels that his or her efforts do not correspond to the results achieved by his / her co-worker, he / she changes his / her work efforts, which has a negative effect on performance and may disrupt group relations (Štikar et al., 2003).

Wagner (2008) states that the terms work performance and performance are often confused. Work performance is defined as the result of work done at a given time and condition. Armstrong (2015) defines work performance as behavior that produces results. Work performance is then, according to Wagner (2008), defined as a longer-term and more general expression of work performance related to an individual. Štikar (2003) states that performance can also be understood as the readiness of workers to perform certain performances.

Different people perform differently in the same situation. At the same time, however, the performance of the individual changes in relatively short time intervals. Given this fact, and at the same time, because each power cannot be measured by the loss of energy over a period of time, it is preferable to address rather a longer-term performance. Thus, performance does not reflect the maximum possible performance of a worker, as this is usually one-off and stably unsustainable (Štikar et al., 2003).

Workers' performance is closely related to the characteristics and dispositions that determine how workers perform their tasks (Štikar et al., 2003). Many factors affect employee performance. These may be of a subjective or objective nature. They are often divided into:

- technical, economic and organizational conditions,
- social conditions,
- personal determinants of the worker,
- Situation conditions.

The following paragraphs are given examples of various groups of officials under Štikar (2003).

Technical, economic and organizational conditions include, in particular, objective determinants such as the level of technical equipment of the workplace, the overall layout and layout, the technological procedures used, the level of occupational hygiene and safety, work organization, remuneration system or working time and shift. These factors may to a varying extent affect the performance of employees depending on their quality level and the individuality of the individual. Technical, economic and organizational conditions often work in combination with social and personal determinants.

Social conditions include the way people work in a given organization, the level and quality of leadership, personal and family life conditions, social relationships in the workplace, the quality of interactions and communication in the workplace, wider societal living conditions and the penetration of their aspects into opinions, attitudes. and the conduct of workers.

Personality determinants of an individual include his or her individual prerequisites for performing the work. This group includes in particular the physical and mental prerequisites of the employee, the level of his / her qualifications and professional readiness, personality traits and moral principles, work and interest orientation, motivation, permanent and current health condition.

The last group are situational conditions, which include business influences such as production innovation, need for retraining or threat of job loss. Furthermore, extraordinary family or personal events (sudden illnesses, conflicts) and socially important events.

Managers should demand from their subordinates such behavioral behaviors that lead to effective performance of the assigned tasks, thus increasing their work performance. If the work performance of employees is low, it is necessary to assess their mistakes and failures objectively and impartially (Pitra, 2007).

Štikar (2003) states that the problem in assessing work performance is the definition of a criterion by which it can be objectively determined. Job performance can be assessed from two points of view, and it according to objective data in the form of information about the productivity and reliability of a worker or on the basis of data that result from the assessment. The question arises as to whether a more successful and efficient employee is the one who produces the largest number of products (objective data) or one whose work is best evaluated by the supervisor (assessment data). Work performance is therefore two-dimensional and both categories should be considered at the same time as they complement each other.

The objective data include the quantity of work results, which is determined mainly by the number of units achieved in a given time period. In addition to the quantity in this group include the quality of work results. This can be measured as the number of units that meet the set quality control standards or based on scrap. The objective figures for assessing performance include the frequency of accidents and injuries in the workplace, as well as the absence and turnover of workers. This group also includes the salary development and the frequency of salary changes for employees. Finally, the degree of career advancement in a higher job position can be included as objective data (Štikar et al., 2003).

Evaluation of performance on the basis of data from the assessment includes in particular the assessment of employees by their superiors, while also assessing the employees at the same level, but cannot ignore the assessment of subordinate employees. There is also self-assessment, ie self-reflection of their own performance. Goal management can also be used to assess performance. Workers and their superiors should develop mutually acceptable and achievable goals. The assessment center can also be used to assess performance, where the employee performs the assigned tasks (Štikar et al., 2003).

Performance management is a managerial tool for managing employees. It enables the goals and strategic objectives of the company to be concretized, thus contributing to their achievement and fair valuation of the worker and thus to the work and motivation thereof " (Eichel, Bender, 1988).

It is the manager who is required to manage work performance, provide a motivating environment and leadership for their employees. (Koubek, 2009) At the same time, it should continuously provide feedback to their subordinates on their working behavior and performance. Armstrong (2015) presents three theories on which performance management is based:

Goal theory explains four mechanisms that link goals to performance results. They focus attention on priorities, stimulate efforts, and encourage people to make the most of their knowledge and skills to increase their chances of success. The fourth mechanism is the principle that, as targets become more demanding, people make greater use of their capabilities. This theory emphasizes the setting of goals on the basis of which it is possible to control and subsequently measure work performance.

Robbins (2004) points out that the specification of targets, their demandingness and feedback evaluation have a great impact on performance. Objectives that pose a challenge for individuals are particularly motivating. Specific and ambitious goals therefore lead to higher outputs. Furthermore, the conviction of one's own abilities is also very important. The author (2004) further states that the belief in self-abilities, which he calls as self-esteem, is also important in goal theory. In meeting the challenge will be people with higher self-esteem work intensively and even to negative feedback link will respond to increased effort.

Control theory

In theory, control the attention focused on the reverse link as to the means of shaping behavior. If workers have feedback on their work behavior, they have the opportunity to realize the difference between what they do and what they are expected to do. Consequently, they can redress and overcome the difference between reality and expectation.

Social cognitive theory is an important part of the human self and significantly influenced his thinking, emotions, behavior, selection performed actions and not least its level of performance (Bedrnová et al., 2015).

Wagner (2008) expands access Albert Bandura in relation to job performance. Social cognitive theory is beneficial for understanding the functioning of the organization as a whole and for understanding the principles of performance management. As mentioned earlier, social cognitive theory is based on the model of triadic reciprocal determinism. It takes into account three groups of factors, namely behavior, biological, cognitive and other internal moments and the external environment. These factors affect individuals in a complex way. For its own motivation, behavior and development, it is not driven solely by internal forces or by the influence of the external environment, but all these factors affect it within reciprocal influences.

Janoušek (2005) mentions Bandura's view of performance. According to him, the belief in self-realization and efficiency enters all performances until they become routine. The individual is active on the basis of his / her belief in self-assertion, and his / her behavior influences expectations of results, whether physical, social or within self-esteem.

An activity or behavior behaves in a way that results are not separated from activities. How a person behaves significantly determines the results with which they gain experience.

According to Bandura, as Janoušek (2005) further states, performance means accomplishing or doing something. The result is what follows as the result of the activity. The result is therefore the result of the power, not the power itself.

The ability to symbolize, the ability of thought anticipation, the ability to substitute learning, the ability to self-regulate and the ability to self-reflect are crucial for planning and setting goals, for the learning process and for regulating work activity. *The ability to symbolize enables the processing and transformation of transient experience into internal models, giving the experience meaning. The ability of thought anticipation allows to anticipate the consequences of future activities and to set goals. The ability to self-regulate is necessary to create internal standards and to assess the differences between these standards and actual activity, as well as to develop self-evaluation responses that affect the individual's subsequent behavior* (Janoušek, 2000 in Wagnerová, 2008, p. 24).

The higher the perception of self-assertion in an individual, the higher the goals it sets. Performing more demanding tasks and systematic analytical thinking increases organizational performance. Workers who set higher goals and use analytical strategies more efficiently, are more efficient in the organization and adopt cognitive skills as learning skills, and are more likely to seek opportunities for further improvement (Wagner, 2008).

Wagner (2008) also recalls the importance of perceived organizability. If people believe that the environment is influenced, they are motivated to become more self-assertive, leading to higher performance and success. Success then retrospectively reinforces the perceived efficiency of its own. If employees perceive the environment of the organization as little influenced, they are not interested in their application and encounter failures.

Wagner (2008) considers Bandur's theory to be very beneficial not only for clarifying the individual influences that affect work performance, but also for the practical use of his knowledge to increase and optimize the productivity of an organization.

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ОБСЕРВАТИВТІ ОҚЫТУ ЖӘНЕ ДЕРЕКСІЗ МОДЕЛЬДЕУ ТЕОРИЯСЫ

Аннотация. Мақалада компанияның нақты мысалдарына сүйене отырып, адамдардың басқа әріптестерінің, жолдастарының мінез-құлқына әсер етуі немесе әсер ете алуына байланысты теория талданған. Негізгі зерттеу нысаны – жұмыс ортасы болғандықтан, бұл тезисте басты назарды жұмыс ортасы және жұмыс орындарындағы мүмкіндіктер мен әсерге аудару керек. Негізгі әдіс ретінде екі анкета қолданылады, олар алдымен қызметкерлерге, содан кейін менеджерлерге таратылады.

Қызметкерлердің сауалнамасы теорияға сәйкес келетін қызметкерлерге әсер етудің барлық мүмкіндіктерін растады. Қарапайым қызметкерлер сауалнамада шынайы тәжірибенің, жанама тәжірибенің, әлеуметтік сенімнің, эмоционалды жағдайдың және қоршаған ортаның жұмыс тапсырмаларын орындау барысында өзіне деген сенімділігіне оң әсер ететінін атап өтті.

Менеджерлер жанама тәжірибенің әсерін біршама елемеді, бірақ олардың қол астындағылар әріптесінің мәселесін сәтті шешуге оң жауап берді. Осылайша, менеджерлер жағдайды жақсарта алады. Олар неғұрлым тәжірибелі және аз тәжірибелі әріптестердің ынтымақтастығын кеңінен қолдана алар еді. Менеджерлер мен қарапайым қызметкерлер шынайы тәжірибе мен әлеуметтік сенімді өте тиімді деп санайды.

Сауалнама тек техникалық және экономикалық қызметкерлер мен олардың менеджерлерінің арасында жүргізілгендіктен, сауалнаманың нәтижелері мен оған байланысты ұсыныстар бүкіл ұйымға қолданылмайды. Сондықтан барлық нәтижелер мен ұсыныстар тек техникалық және экономикалық қызметкерлер мен олардың басшыларына қатысты.

Сонымен қатар таңбалау қабілеті, күткенді ойлау қабілеті, оқуды алмастыра білу, өзін-өзі реттеу және өзін-өзі көрсете білу қабілеті – жоспарлау мен мақсат қою, оқу процесі мен жұмысты реттеу үшін өте маңызды. Сондай-ақ таңбалау мүмкіндігі ауыспалы тәжірибені өңдеуге және тәжірибеге мән бере отырып, ішкі үлгілерге айналдыруға мүмкіндік береді. Ойларды алдын ала білу қабілеті болашақ іс-әрекеттердің салдарын алдын ала болжауға және мақсат қоюға мүмкіндік береді. Өзін-өзі реттеу қабілеті ішкі стандарттарды жасау және осы стандарттар мен нақты іс-әрекеттер арасындағы айырмашылықты бағалау үшін, сонымен қатар адамның кейінгі мінез-құлқына әсер ететін өзін-өзі бағалауға жауап қалыптастыру үшін қажет.

Түйін сөздер: оқу, әсер ету, үйрену, ұсыныс, модельдеу теориясы.

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НАБЛЮДАТЕЛЬНОЕ ОБУЧЕНИЕ И ТЕОРИЯ АБСТРАКТНОГО МОДЕЛИРОВАНИЯ

Аннотация. Статья основана на конкретных примерах компании, анализирует теорию, с помощью которой люди могут влиять или влиять на поведение других коллег или товарищей. В этом тезисе, поскольку это рабочая среда, основное внимание уделяется рабочей среде, возможности и влиянию на рабочем месте. В качестве основного метода используются две анкеты, которые сначала раздаются сотрудникам, а затем – менеджерам.

Анкета сотрудника подтвердила все возможности влияния на работников, которые соответствуют теории. Рядовые сотрудники указали в вопроснике, что подлинный опыт, косвенный опыт, социальное убеждение, эмоциональное состояние и окружающая среда оказывают положительное влияние на их уверенность в себе при выполнении рабочих заданий.

Менеджеры слегка пренебрегли влиянием косвенного опыта, но их подчиненные положительно отреагировали на успешное решение задачи коллегой. Таким образом, менеджеры могут улучшить ситуацию. Они могли бы более широко использовать сотрудничество между более опытными и менее продвинутыми коллегами. Менеджеры и рядовые сотрудники считают, что подлинный опыт и социальные убеждения являются наиболее эффективными.

Поскольку анкетный опрос проводился только между техническими и экономическими работниками и их менеджерами, результаты анкетного опроса, а также предложения и рекомендации не могут быть применены ко всей организации. Поэтому все эти результаты и предложения касаются только технико-экономических работников и их начальников.

Раскрыта способность символизировать, способность к мыслительному ожиданию, способность заменить обучение, способность к саморегуляции и способность к саморефлексии имеют решающее значение для планирования и постановки целей, для процесса обучения и для регулирования трудовой деятельности. Способность символизировать позволяет обрабатывать и преобразовывать переходный опыт во внутренние модели, придавая смыслу опыт. Так же определена способность предвидеть мысли, что позволяет предвидеть последствия будущей деятельности и ставить цели. Способность к саморегулированию необходима для создания внутренних стандартов и оценки различий между этими стандартами и фактической деятельностью, а также для разработки ответов на самооценку, которые влияют на последующее поведение человека.

Ключевые слова: обучение, воздействие, обучение, внушаемость, теория моделирования.

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