

**G. K. Kassymova<sup>1</sup>, S. V. Lavrinenko<sup>2</sup>, E. R. Kraynova<sup>3</sup>, R. R. Gasanova<sup>4</sup>,  
E. N. Kamenskaya<sup>5</sup>, A. V. Kosov<sup>6</sup>, M. R. Arpentieva<sup>7</sup>, I. V. Gorelova<sup>8</sup>**

<sup>1</sup>Abai University, Satbayev University, Almaty, Kazakhstan; Yogyakarta State University, Indonesia;

<sup>2</sup>National Research Tomsk Polytechnic University, Tomsk, Russia;

<sup>3</sup>M. M. Speranskiy Law Institute, Vladimir State University named after A. G. and N. G. Stoletovs, Vladimir, Russia;

<sup>4</sup>Faculty of Pedagogical Education, M.V. Lomonosov Moscow State University, Moscow, Russia;

<sup>5</sup>Institute of Management in Economic, Ecological and Social Systems, Southern Federal University, Taganrog, Rostov Region, Russia;

<sup>6</sup>Emergency Psychological Aid Department "Telephone Trust", Kaluga Complex Center for Social Services "Zabota", Kaluga, Russia;

<sup>7</sup>Tsiolkovskiy Kaluga state university, Kaluga, Russia;

<sup>8</sup>Volgograd Branch of the Russian Presidential Academy of National Economy and Public Administration, Russia.

E-mail: g.kassymova@satbayev.university, mariam\_rav@mail.ru, tonechka0606@yandex.ru

## **MODERN CONCEPTS AND ARCHETYPES OF THE MANAGEMENT IN EDUCATION: PSYCHOLOGICAL, SOCIAL AND ECONOMICAL ASPECTS**

**Abstract.** The purpose of this study is to study modern conceptual management in education. The conceptual management of education in general and of individual educational institutions, in contrast to contextual management, allows and requires to highlight its elements, functional capabilities and, most importantly, clearly define the subject and object. Existing management concepts are eclectically presented in the Russian discourse and practices of managing education and other areas of social activity. The system of professional standards developed in the country is designed to solve a number of managerial tasks. However, the non-conceptual use of professional standards brings more harm than good in the field of culture and education, as well as in other areas. Failure to comply with professional standards leads to de-professionalization and the destruction of education management and education itself. The latter is illustrated by the text of regional strategies: as a rule, they do not have clearly articulated ideas about the development of education, and there are no concrete ideas about the development of regions and the country as a whole. Thus, such pseudo-strategies act as a brake on the development of education, and can also serve its destruction. The presence of management strategies based on a conceptual approach in the management of education is an incentive for development. However, the lack of an algorithm for compiling and evaluating documents on the development strategy of a country, region, and education in a country and region makes it impossible to recognize the importance of this aspect in the functioning and development of the state, business, community, and violations in the field of culture and education. Such violations lead to deformations in the process of evaluating the activities of educational authorities and “authorities” in the region as a whole. This leads to the fact that this strategic management remains unclaimed in the system of territorial, local (self) management.

**Key words:** education, management, human capital, human capital development management, object of management, competence, professional standard, goal, results structure, SEO analysis.

**Introduction.** Archetypes and based on its concepts in education and in educational management are one is the most impotent factors and lines of the social and cultural stable development, one of the main principles of the effective and productive educational innovations and other reforms (Arpentieva et al., 2019; Arpentieva, 2015 ; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Kassymova, Stepanova, Stepanova, Menshikov, Arpentieva, Merezhnikov, Kunakovskaya, 2018; Fauzi et al., 2020; Kassymova, Tokar, Tashcheva, Slepukhina, Gridneva, Bazhenova, Shpakovskaya, Arpentieva, 2019; Kassymova et al.,

2019; Kenzhaliyev et al., 2019; Kassymova, Valeeva, Stepanova, Goroshchenova, Gasanova, Kulakova, Menshikov, Arpentieva, Garbuzova, 2019).

One of the most important archetypes is the teacher-student archetype (healer and patient) (Angeles, 2003). The student seeks to get help (knowledge) from the "external" teacher, at the same time, the "internal" teacher is activated inside him. This psychological phenomenon is called the "learning factor". About students who passively perceive the educational process, as a rule, in the everyday language that "they do not want to learn," but it's better to say "his internal teacher is poorly developed". In a teacher in the context of psychology, this image implies the traits of a student (a person who is constantly striving to learn and learn new things). Figuratively speaking, the student contains the features of a teacher, and the teacher contains the features of a student. This external, obvious juxtaposition of children and adults corresponds to the internal tension between maturity and childhood. Each adult person has a childhood beginning, constantly pushing him to something new, but knowledge and experience that come with age impede change and do not encourage the new. Every person retains the irrational experimentation of a child, who knows the world, his naive openness, is necessary, to one degree or another: a healthy person has many childhood traits. Teachers who get along with their students often resemble children themselves. On the other hand, teachers who completely split the archetype and, as compensation, try to control "stupid" children with the help of the authorities, are unsuccessful. Similarly, in the management of education, disruption of harmony and the displacement of the archetype of governance (and power) to one of the poles (of the archetypal biner or triner) are destructive.

The archetypal «triner» of management considers management as a process or result 1) creating conditions that provide for this or that activity, 2) as management of activities directly at the time of its execution, 3) as final control. In addition, there is another, more important archetypal «triner» of governance. He considers it as a process and the result of 1) aid, support, 2) service, participation, or 3) dictatorship, repression. He also considers the management of 1) the volume of products) on the part of the quality of products, 3) on the part of targeting and the demand for products. Archetypal «triners» persist and play an important role in modern theories and management concepts. Each epoch and culture, every socio-political formation and every ethnos have their own "graphs" of movement and preferences in choosing one or another archetypal model of governance. More precisely, if we proceed from the essence of the archetype (archetypal processes and structures), it tends to choose whether it is the other side of management (ideal and real governance models). In this case, there is a greater or lesser discrepancy between the ideal models of control and their real embodiment. In general, despite the tremendous progress of the theory of management, elements and models of earlier socio-political formations still exist in modern theories and codes (as well as signs of mixed and undifferentiated aspects of the parties and management models). That is, we are dealing with the fact that management in reality is changing much more slowly than in theory. Local changes (management of groups and enterprises) are more or less successful and complete. But the governance of states and regions is often «delayed» both in terms of awareness, both in terms of differentiation, and in terms of «enlightenment» as an account for the interests of those who are governed. The example of Russia in this sense is very typical. Russia, its state, as a subject of governance, lags behind the states of Europe, for centuries. Europe has long understood the importance of management through the creation of conditions for activity, through the inclusion in the management of both actors of all stakeholders ("management objects"), through orientation to the quality and targeting of the product, and not just to its quantity. The point is not that Russia is initially inclined to repressive, controlling the result and striving for quantitative achievements forms of government. The fact is that the ruling structures of Russia ignore the achievements of management science and ignore their own society as an object of management. They do not understand and do not want to understand – by whom or what exactly they manage: "Solving the problems of modernization, the Russian (and then Soviet) empire struggled with the outside world only on the one hand. On the other hand, the imperial state struggled with its society. Every time in an extreme situation, the state raped society ... "- said E. Gaidar (Gaidar, 1994: 4). The rise to the top of world power comes to an end with a fall: the death and suffering of the people is a bad payment for power and wealth of the country. Reforms of the pre-Petrine era, the era of Peter I and Catherine II, the era of Alexander I (M.M. Speranskiy), as well as other reforms of the middle and the end of the XIX century (N.Yu. Bunge: A. Stolypin and S.Yu. Witte), the reform of

the Soviet era in the twentieth century, the reforms of the late twentieth century in the era of wild Russian capitalism, did not abolish the common desire of the elite of Russian society to govern the country, based on their own ideas, to ignore the views of science and the people. Archetypes of management contain traditional management models, which are manifested in his modern concepts. «productive» aspects of management «biners» (binary oppositions, implementation options) or «triners» (trinary oppositions, implementation options) dominate the European management models. In Russia, until now, those aspects of the archetype that are recognized as ineffective and unproductive in foreign models are leading. Contextual (type of strategic) management draws the attention of the manager to the process and results of management, its external and external conditions (factors), components and results. This is an attempt at system management integrating different sides of archetypal triners. Conceptual management in addition to contextual management, allows you to identify its elements, functionality, and, most importantly, to identify and balance the roles of the subject and the object.

#### **Literature Review.**

*Theoretical background.* The modern study of archetypes is multiple. Theoretical analysis and analysis of the archetypes of socio-political systems are devoted to the work of A. Bentley, T. Dai, R. Dal, H. Ziegler, A. Leiphart, K. Peytman, A. Przeworskaya, J. Sartori, D. Truman, J. Habermas, J. Schumpeter. Psychological and political archetypes from different angles of view are considered by Yu. Begunov, V. Gorbatenko, L. Zubritskaya, A. Kolodiy, V. Kolotilo, A. Kryukov, A. Lukashov, V. Martynenko, A. Melville, V. Nikitin, A. Radchenko. However, the peculiarities of the manifestation of archetypes in the activities of the state and the construction of the relations of aid, power and understanding have not been sufficiently studied and are not sufficiently taken into account in practice. The study of archetypes in the management of the scientific field is given considerable attention by E. Afonin, T. Vakulova, E. Donchenko, L. Kochubey, A. Kruty, O. Pelin, O. Romanenko, Yu. Shaygorodsky, V. Shedyako, S. Galich and many others (Arpentieva, 2016; Afonin, and Ryabtsev, 2013; Afonin, 2010; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014). The study of national traditions in the management of the scientific field is given considerable attention by I. Boiko, D. Yavornytsky, I. Drobot, A. Rogozhin, M. Barmak (Arpentieva, 2016). A lot of attention to social ideas about governance and their role in government I. Kant, G. Hegel, A. Schopenhauer and F. Nietzsche, as well as the school of social representations S. Moskovisi, J. Flaman and others. General, including archetypal aspects of public administration, were considered by M. Weber, J. Blondel, R. Tucker and R. Linton. The study of archetypes initiated in the work of C. G. Jung, J. Hillman, V. and J. Grimms, V. Buslaev, A. Afanasiev, based on the ideas of F. Schelling, F. and A. Schlegels (Jung, 1991).

Jung, relying on the work of L. Levy-Bruhl, understood archetypes as unconsciously reproduced inherited and instinctive processes and structures that include a set of primary innate motifs that make up the content of the "collective unconscious" whose value nature "always carries a certain special" influence ". Due to this influence its action has a numinous character, i.e. archetype fascinates or motivates to action " (Norman, 2006: 97-128). S.B. Krimskiy wrote: «Archetypes associate a particular methodological vision when, through the transformation of the past into symbols, the latter outline the meanings of the future, and archetypes are highlighted as " a culture ahead of us " » (Krimskiy , 1998: 98; 26). E. Donchenko noted that "The goal of excavations in the archetypal paradigm is to show that not only an archetype can regulate a person's life and activities, but a person is also able to help an archetype become a friend, ... thereby finding their own wisdom (integrity)" (Donchenko, 2010: 35). The leading aspect of the current management models is the difference in management of participatory or intersubjective and manipulative or monosubjective. So, on the one hand, K. Polany wrote that "the closer together the members of a large community feel, the more they will be inclined to shift specific relationships on a reciprocal basis ..." (Polany, 2002: 70). On the other hand, J. Ortega-y-Gasset noted that a "mass" person is not able to think critically, his consciousness should be formed from outside and managed: «Most people do not have an opinion», «The mass crushes beneath it everything that is different, everything that is excellent, individual, qualified and select. Anybody who is not like everybody, who does not think like everybody, runs the risk of being eliminated. And it is clear, of course, that this "everybody" is not "everybody." "Everybody" was normally the complex unity of the mass and the divergent, specialized minorities. Nowadays, "everybody" is the mass alone. Here we have the formidable fact of our times, described without any concealment of

the brutality of its features... The Fascist and Syndicalist species were characterized by the first appearance of a type of man who “did not care to give reasons or even to be right”, but who was simply resolved to impose his opinions. That was the novelty: the right not to be right, not to be reasonable»: “to be different is to be indecent”, “the reason of unreason”. Manipulation is a form of ideological practice legitimized by the society (Ortega y Gasset, 1930/1950: 10, 50).

The «conceptual approach» in Russian management is one of the most sensitive issues that almost every day reflects in all the mass media in both within the country and abroad. A great number of research papers of such scientists as V.A. Vittikh, T.Yu. Bazarov, O. Anisimov, O.S. Vikhanskiy, M.R. Arpentieva, I.V. Gorelova, I.N. Gerchikova, R.A. Dubovitskiy, E.O. Kondratiev, E.A. Utkin, R.A. Fatahutdinov, J. Varajão and others (Arpentieva, and Gorelova, 2017; Arpentieva, , and Moiseeva, 2017; Gorelova, 2016; Gorelova, 2017; Demyanenko, 2016; Vittikh, 2015). Many other world scientists are concerned with the causes of such problems, such scientists as R.L. Ackoff, J. Baudrillard, A. Toynbee, B. Garrett, R. Farson, D. Welch: Weil, M. Wodkock, D. Francis, R. Jay, R. Templar: F. Drucker, D. Owen, U. Rice-Johnston, J. Toner, D. Norman etc. (Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Norman, 2006; Toner, 2015; Varajão, 2016). Contextual management suggests a new understanding of the strategic advantages. It is intended to provide answers to what are the factors, goals and objectives of modern governance. This approach can be found in the works of Armstrong M., Mintzberg G., Drucker P., March, G., Ogle M., Barney J., Wernefelt B., Grant, R., Pisano G., Prahalad C., Efremov V., Gurkov I., Katkalo V., Kleiner G., Milner, B., Popov E., Montgomery S., Nonaka A., Peteraf M., Ramella R., Takeuchi, D. Tisza, Hamel G., Shuen E. (Varajão, Trigo, and Soto-Acosta, 2016; Varajão, 2016; Vittikh, 2015).

*The purpose of the article.* The purpose of the article is a brief description of the experience of analyzing the conceptual foundations of governance in post-Soviet Russia in comparison with developed democracies; a description of typical approaches to the implementation (imitation) of strategic planning in management, as well as the consequences and specific traits of contextual, a-strategic management. The application of the SEO method for evaluating the management strategies of the state, regions and enterprises is substantiated, basic linguistic (conceptual) criteria of management strategies are shared.

*The statement of basic materials.* In the Russian system of management in the education and other spheres and in the management systems of several other countries of the former USSR, in the management of life as a whole, the question of following the chosen concept paradoxically is not relevant. Practically in any sphere, one can find the plurality and parallelism of meanings, practices, concepts. The winner in this case is far from the strongest. More often, we encounter situations where the very idea of development is completely leveled, the concept is distorted. Such is the «precession of simulacra» (Baudrillard, 2013: 17). Hence the difficulty in determining the fulcrum in any kind and level of conflict. The management system is dominated by the replacement of formal, unadapt concepts. We emphasize that the context does not change, it «juggles» the concept (s), justifies them and gives them sound, proceeding from the «pole» given to the concepts. Concepts are now not «things in themselves», they have a second bottom, depending on the embeddedness in the context. The proof of this theory is the windows of J. Overton.

An inquiry into legal systems regarding the management object in the system of labor relations does not give an unambiguous answer. Words that a priori can not co-exist in the framework of one concept, which are, in fact, mutually exclusive, paradoxically used in Russian legislation and the laws of a number of other «civilized» countries as synonyms. If throughout the world the word combinations «personnel management», «human capital management», «human resources management» imply the evolution of approaches to the labor person, then in Russia and some other countries of the former USSR these concepts turned into simulacra. If you judge by the papers circulating in the personnel departments, the first of the listed concepts prevails in labor relations. Judging by the job advertisements, the second concept is in priority. In scientific rhetoric, the concept of human resource management is popular. In the West, in the context of the implementation of the latter approach to employment, a labor contract is concluded for the acquisition, for a fee, of the competencies necessary for the organization to achieve its goals, but not all of its carrier-worker. Hence the development in the West of the provisions of compensation management. In the opinion of the Russian leaders, the person (people) is recognized as the object of control, in a system of any scale and purpose (Bykasova, Arpentieva, Gorelova, Bogomolova,

2019; Galich, 2014; Gorelova, 2007; Demyanenko, 2016;). All. Whole. Not competence, skills, abilities that can be assessed. At the enterprise level, such an understanding of the management object is manifested in the inability to competently build labor relations, assess the professionalism of the employee. However, with the indicated understanding of the control object, this is of no use: «Everything that is done by people who do not have hope for the best is done very badly. It is not surprising that we do not get those profits from the farms in which slaves work, which could be obtained if people were treated like free citizens. Indeed, the profits from the labor of free Roman citizens are much greater. The main problem is that the slave does not have the incentive to work well. He works for food, and no matter how much he produces, he will still receive only food (Toner, 2015: 31).

The conceptual management of education as a whole and individual educational institutions, in contrast to contextual management, allows and requires to highlight its elements, functional capabilities and, most importantly, clearly define the subject and object. Existing management concepts are eclectically presented in the Russian discourse and practices of managing education and other areas of social activity. The system of professional standards developed in the country is designed to solve a number of managerial tasks. However, the non-conceptual use of professional standards brings more harm than good in the field of culture and education, as well as in other areas. Failure to comply with professional standards leads to de-professionalization and the destruction of education management and education itself. The latter is illustrated by the text of regional strategies: as a rule, they do not have clearly articulated ideas about the development of education, and there are no concrete ideas about the development of regions and the country as a whole. Thus, such pseudo-strategies act as a brake on the development of education, and can also serve and serve its destruction. The presence of management strategies based on a conceptual approach in the management of education is an incentive for development. However, the lack of an algorithm for compiling and evaluating documents on the development strategy of a country, region, and education in a country and region makes it impossible to recognize the importance of this aspect in the functioning and development of the state, business, community, and violations in the field of culture and education. Such violations lead to deformations in the process of evaluating the activities of educational authorities and “authorities” in the region as a whole. This leads to the fact that this strategic management remains unclaimed in the system of territorial, local (self) management.

We can distinguish two leading aspects of the problem of territorial strategization: (1) substantiation of the reasons for poor-quality strategic developments; (2) the search for errors in the conceptual management methodology. The roots of the first problem should be found in the imbalances in the formation and development of the subject of management, starting with the problem of improper selection and de-professionalization of managerial personnel. To solve the second problem, the authors propose SEO analysis tools as a methodology for evaluating strategy texts. This tool solves the problem of audit of regional strategies in the context of administrative, socio-psychological and linguistic aspects of public servants in the field of education. The data obtained in this study can also be extended to non-governmental educational institutions: in particular, in additional or global education it is extremely important to know its subject, object, purpose and objectives, etc. Otherwise, as in the case of state educational institutions, imitations will arise that are more likely to harm education and society than support it.

Let's give an example of standardization. Among the basic qualification requirements, we will outline the requirements for general and managerial skills, which attest to the availability of the necessary professional and personal qualities. General skills (for all categories and groups of civil service positions): ability to think systematically (strategically); ability to plan, rational use of official time and achieve results; communicative skills; – ability to manage changes. Management skills: ability to manage subordinates, efficiently plan, organize work and monitor its implementation; – the ability to quickly make and implement management decisions. It is also worth mentioning the professional and functional qualification requirements (table).

## Vocational and functional qualification requirements

Functional duties	Qualification requirements for functional knowledge	Qualification requirements for functional skills
Normative legal regulation and development of public policy	<ul style="list-style-type: none"> <li>✓ the concept of the rule of law, regulatory legal act, legal relations and their characteristics;</li> <li>✓ the concept of a draft normative legal act, tools and stages of its development;</li> <li>✓ The concept of official recall of draft normative legal acts: stages, key principles and technologies of development;</li> <li>✓ classification of public policy models; – tasks, timelines, resources and instruments of public policy;</li> <li>✓ concept, procedure for consideration of citizens' appeals</li> </ul>	<ul style="list-style-type: none"> <li>➤ development, consideration and coordination of drafts of normative legal acts and other documents;</li> <li>➤ preparation of official reviews of draft normative legal acts;</li> <li>➤ Preparation of methodical recommendations, explanations;</li> <li>➤ preparation of analytical, information and other materials;</li> <li>➤ the organization and implementation of monitoring the application of legislation</li> </ul>

If we consider, for example, the ability to «think strategically», then its availability is not easy to prove. However, one can find a relevant psychological test, model a «typical» situation. At the same time, tests in the selection of leaders in Russia are practically not applied: leaders are recruited from among similar to their leaders, reproducing a-conceptual, anti-strategic models. Non-conceptual law-making at the level leads to one negative result, and regional lawmaking – to others. At the same time, a-strategic «lawmaking» in the sphere of territorial strategy increases the anti-effect in times. The main functional task in the process of developing a strategy is the formulation of a goal, tasks. The absence of changes in the texts of strategic planning documents reflects their irrelevance in time, which indicates the lack of demand for these documents and the most strategic planning (50% of the submitted strategies), which allows us to consider from a special angle. In the Russian plans for the country and regions and their education, almost all goals are a priori unattainable. Unfortunately, there are no sanctions in the management system for failure to achieve strategic goals and non-fulfillment of tasks, and there are no sanctions for posing fictitious goals.

Analysis of the texts of strategies of educational of organizations and education in regions and country in whole, as well as the texts of strategies for social and economic development of the regions is often found in scientific and journalistic literature. However, as a rule, it is not going further than the statistical delights of those who have access to relevant databases, accompanying strategic planning and management. In addition, sometimes it happens: people write and look for guilty outsiders. Other experts try to analyze the development goals, group them (Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014). On the one hand, in the situation of the absence of goals as such, it makes no sense. It is also pointless to search for actual texts of strategies on a number of subjects of Russia: there is no single database, there are no texts on a number of subjects either. On the other hand, judging by the pace of development in Moscow and some other areas of Russia, one can wonder whether these strategies are necessary for the development of the regions. On the third hand, the professional competitions of these documents are held and the winners are (some documents are available on the site URL: <https://strategyrf.ru>). There is a paradox of paradoxes. The contextual approach to management explains all these paradoxes and not joints.

In a situation where there is nothing to analyze from the point of view of managerial skills, we attempted to analyze the texts themselves. This desire arose after the discovery in the texts of strategies of excesses in the form of narratives, metaphors, hyperbolas, etc. Moreover, in the qualification requirements for the functional skills of civil servants there is the task of «developing, reviewing and harmonizing draft normative legal acts and other documents». The analysis of these documents reveals (1) the presence in them of metaphors and narratives facilitating the task of forming an understandable context, (2) leveling the possibility of using them as a tool for the purposes of territory development, as well as for attesting officials, (3) proving the imbalance of subject-object communication in national management model. Unfortunately, trying to understand what is read, few people pay attention to the fact that the word combinations «government bodies» and «authorities» in the Russian mentality are synonymous, practically inseparable, which has certain consequences (Arpentieva, Gorelova, 2017; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014 ). «What I want is what I bring back»: the

strategy is superfluous. As a basis for the methods of analyzing the texts of strategies, the authors took SEO-analysis of texts (Search Engine Optimization). The use of this technique allows you to assess the quality of the site on a number of parameters, helps to further its advancement. In fact, SEO-analysis is the basis for the audit of sites and texts, since it solves the main task: evaluates the uniqueness of the site (text) in the world of modern information technologies. The parameters of the assessment and their characteristics in relation to the strategies for territorial development are: the length of the texts of the strategies, water content, «nausea» (aversion to the text because of the endless repetition of meaningless words), the number of words, the dictionary, the top 10 words, the core dictionary, the subject.

Analysis of the texts of the strategies of the culture and educational development of the regions of the center of Russia using the tools of SEO-analysis shows: (1) the vocabulary of strategies grows in direct proportion to the number of words in the document. (2) Water availability as an indicator of the resource used is normal. (3) The indicator of nausea in the text: at the rate of academic nausea used for analyzing sites up to 9 points, in strategies this indicator, reaching up to 60 points, indicates an excessive repetition of the most used words and phrases. This indicates the prevalence in the text of nominalizations. (4) So that we can conclude that the result frame is leveled (Donchenko, 2010: 65), which should be the basis of these documents. This once again confirms the implementation of the contextual management model and the orientation in management of the designer's mental model. In the terminology of D.A. Norman, contextual management – management, focused on the mental model of the designer as opposed to the mental model of the user. In the book «Design of habitual things», D.A. Norman defines types of mental models (Norman, 2006: 58). There is a conceptual model of the designer (his understanding of the result) and the user model is a model that is created as a result of interaction with the system, the embodied result. Here we see the main idea of management. If the designer, when making a decision, focuses on the mental model of the user (the control object), most likely the solution will be more effective. A bad design translated into the language of a modern manager is «erroneous mental models (orientation to the designer's model / concept) and insufficient feedback». The emphasis on power authority, interpreted as rights that are not backed by duties, allows managers (designers) to level the mental user model (subordinate) in the decisions made. The subordinate and his model of the world is an extra link in the national management model. All these features of management have become for Russia in many ways "archetypal": for centuries, directive-controlling and repressive management models that ignore interconnected and managed ones have exploited the traditions of governing the state and its regions in Russia. This is even more obvious if we analyze the legislative acts and documents, as well as legal documentation in the country as a whole. However, here we can note that in managerial, legal, medical and other spheres, Russia is far from the only country in which power-bureaucratic discourses and management archetypes are dominant. Unfortunately, their use leads to the complete emasculation of the meaning of professional activity, de-professionalization and imitations. This is one of the dangers of contextual and many other modern management models. Therefore, the search for solutions in the field of management is now being edited on the models of intersubjective management: the Evergetics of V.A. Vittikh, the "second democracy" of A. Adler, the "deep democracy" of A. Mindell, etc. (Arpentieva, 2018; Arpentieva, Gorelova, 2017; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Mindell, 2013; Vittikh, 2015). In these works, attention is paid not only to the forms, but also to the very content of the management, including the concept of "management" itself, which is filled with one or another meaning in the specific interactions of specific people (in a certain place and time).

**Conclusions.** Thus, we have returned to the starting point: management in Russia continues to be a-strategic, does not take into account the opinions of those who are guided, and considers them as a homogeneous mass of slaves in need of strict control («power»). This is the «secret» of the economic, political and social unsuccessfulness of modern Russia, which is on the verge of total collapse of all its systems. Contextual approach to management assumes identification of external and internal factors of management. These factors should be significant from the point of view of the subject of the strategy, as well as its «object» (managed competencies, people, processes, organizations). Accounting for significant factors predetermines the ability of the management system to achieve the expected result. Accounting for significant factors creates a strategic understanding of the results of management.

**Limitations and future study.** When a contextual approach is implemented in Russia, its subjects and «objects» as actors can achieve even the most «unattainable» goals. At least, both the manager, and

the organization (state, region), and workers will know what they are working for and will strive to work qualitatively and effectively. Management, its strategy, should not be formal, fictitious, divorced from life. It must be meaningful, concrete, and realistic. As E.A. Afonin writes, "the historical destiny of each specific people depends on its ability to store, develop and renew its own social organism and the ability to adapt to changes ..." (Afonin, 2010: 255).

Of particular interest, in our opinion, is a comparison of the archetypes of education and the archetypes of education management. Obviously, the directive classical model of education is turned to a similar model of education management. On the contrary, modern models of education more often try in one way or another to attract the schoolchildren and student to the interaction and management, up to partial "self-management" and self-learning. However, educational activity per se requires a combination of methods, which are a natural manifestation of "binary", and even the "trinity" of the archetype as such. The archetype of education and the archetype of education management include both leadership on the part of the teacher and manager, as well as peer education in a group and self-study, self-guidance by pupils and students. In any case, dialogue is the common basis of any education and any management. Therefore, exaggerating only one part of the archetypal biner is destructive for them. Both directive and "non-directive", and traditional, and innovative components of education should be in harmony, balance with each other in relation to each specific situation of interaction between specific students/school-children and school teachers/university teachers.

**Г. К. Касымова<sup>1</sup>, С. В. Лавриненко<sup>2</sup>, Е. Р. Крайнова<sup>3</sup>, Р. Р. Гасанова<sup>4</sup>,  
И. В. Горелова<sup>5</sup>, Е. Н. Каменская<sup>6</sup>, А. В. Косов<sup>7</sup>, М. Р. Арпентьева<sup>8</sup>**

<sup>1</sup>Абай атындағы Қазақ Ұлттық педагогикалық университеті, Satbayev University, Алматы, Қазақстан;  
Ягьякарта мемлекеттік университеті, Индонезия;

<sup>2</sup>Томск ұлттық политехникалық зерттеу университеті, Томск, Ресей;

<sup>3</sup>Заң институты және М.М. Сперанский, Владимир мемлекеттік университет және А. Г. мен Н. Г. Столетовтар, Владимир, Ресей;

<sup>4</sup>Педагогикалық білім беру факультеті, М. В. Ломоносов Мәскеу, Ресей;

<sup>5</sup>Волгоград менеджмент институты (РФ Президенттік халық шаруашылығы және мемлекеттік басқару академиясының Волгоград филиалы), Волгоград, Ресей;

<sup>6</sup>Экономикалық, экологиялық және әлеуметтік жүйелердегі менеджмент институты, Оңтүстік федералды университеті, Таганрог, Ростов облысы, Ресей;

<sup>7</sup>«Телефон трасты» жедел психологиялық көмек бөлімі, Калуга «Қамқорлық» халыққа әлеуметтік қызмет көрсету орталығы, Калуга, Ресей;

<sup>8</sup>Циолковский атындағы Калуга мемлекеттік университеті, Калуга, Ресей

#### **ҚАЗІРГІ ЗАМАНҒЫ ТҰЖЫРЫМДАМАЛАР МЕН АРХЕТИПТЕР БІЛІМ БАСҚАРУДА: ПСИХОЛОГИЯЛЫҚ, ӘЛЕУМЕТТІК ЖӘНЕ ЭКОНОМИКАЛЫҚ ӘСЕРЛЕР**

**Аннотация.** Бұл зерттеудің мақсаты - білім берудегі заманауи концептуалды менеджментті зерттеу. Тұжырымдамалық білім беруді тұтастай және жекелеген оқу орындары контекстік басқарудан айырмашылығы оның элементтерін, функционалды мүмкіндіктерін бөлуге мүмкіндік береді және талап етеді, ең бастысы пән мен объектіні нақты анықтайды. Басқарудың қолданыстағы тұжырымдамалары орыс дискурсында және білім беруді және басқа да әлеуметтік әрекеттерді басқару тәжірибесінде эклектикалық түрде ұсынылған. Елімізде әзірленген кәсіби стандарттар жүйесі бірқатар басқарушылық міндеттерді шешуге арналған. Алайда, кәсіби стандарттарды тұжырымдамалық емес қолдану мәдениет пен білім беру саласындағы, басқа салалардағыдан гөрі көп зиян келтіреді. Кәсіби стандарттарды сақтамау кәсіпқой-сыздандыруға және білім беруді басқарудың және білімнің өзін жоюға әкеледі. Соңғысы аймақтық стратегиялардың мәтінімен суреттелген: оларда білім беруді дамыту туралы нақты тұжырымдамалар жоқ, ал аймақтар мен тұтастай елдің дамуы туралы нақты идеялар жоқ. Осылайша, мұндай жалған стратегиялар білім беруді дамытуда тежегіш рөлін атқарады және сонымен бірге оны жоюға қызмет ете алады. Білім беруді басқарудағы концептуалды көзқарасқа негізделген басқару стратегиясының болуы дамуды ынталандырады.

Стратегияны іске асыру аймақ басшыларының қызметін бағалау өлшемдеріне кірмейді. Тиісінше, даму мен білім берудің құзыретті мақсаттарын қалыптастыруға ынталандыру жоқ. Ең парадоксальды мәселе -



білім беруді басқару саласындағы біліксіз жұмыс үшін аймақтық және ұйымдық даму деңгейіндегі шенеуніктердің жауапкершілігі мемлекеттегі ең төменгі мәртебеге ие білім беру және басқа мекемелердің қызметкерлеріне қарағанда әлдеқайда төмен. Білімі мен мәдениетіндегі қазіргі менеджменттің жалпы деструктивті бағыты менеджерлердің еріксіз (біліксіз) және қасақана (бүлдіру) әрекеттерінің нәтижесі болып табылады. Алайда, ел мен аймақтағы елді, аймақты және білім беруді дамыту стратегиясы туралы құжаттарды құрастыру және бағалау алгоритмінің жоктығы бұл аспектінің мемлекеттің, бизнестің, қоғамдастықтың жұмыс істеуі мен дамуындағы маңыздылығын, мәдениет пен білім саласындағы құқық бұзушылықтарды мойындауға мүмкіндік бермейді. Мұндай бұзушылықтар білім беру органдарының және тұтастай алғанда аймақтың «билік органдарының» қызметін бағалау процесінде деформацияға әкеледі. Бұл стратегиялық басқарудың аумақтық, жергілікті (өзін-өзі басқару) жүйесінде талап етілмеген күйінде қалуына себеп болады.

**Түйін сөздер:** білім, менеджмент, адами капитал, адами капиталды дамыту менеджменті, басқару объектісі, құзыреттілік, кәсіби стандарт, стратегия, мақсат, нәтижелер құрылымы, SEO талдау.

**Г. К. Касымова<sup>1</sup>, С. В. Лавриненко<sup>2</sup>, Е. Р. Крайнова<sup>3</sup>, Р. Р. Гасанова<sup>4</sup>,  
Е. Н. Каменская<sup>5</sup>, А. В. Косов<sup>6</sup>, М. Р. Арпентьева<sup>7</sup>, И. В. Горелова<sup>8</sup>**

<sup>1</sup>Казакский Национальный педагогический университет им. Абая, Satbayev University, Алматы, Казахстан;  
Джокьякартский государственный университет, Индонезия;

<sup>2</sup>Национальный исследовательский Томский политехнический университет, Томск, Россия;

<sup>3</sup>Юридический институт им. М.М. Сперанского Владимирского государственного университета  
им. В. Г. и А. Г. Столетовых, Владимир, Россия;

<sup>4</sup>Факультет педагогического образования, Московский государственный университет  
им. М.В. Ломоносова, Москва, Россия;

<sup>5</sup>Институт управления в экономических, экологических и социальных системах,  
Южный федеральный университет, Таганрог, Ростовская область, Россия;

<sup>6</sup>Отделение экстренной психологической помощи "Телефон Доверия",  
Калужский комплексный центр социального обслуживания населения "Забота", Калуга, Россия;

<sup>7</sup>Калужский государственный университет им. К. Э. Циолковского, Калуга, Россия;

<sup>8</sup>Волгоградский институт управления (Волгоградский филиал Российской академии народного хозяйства  
и государственной службы при Президенте Российской Федерации), Россия

### **СОВРЕМЕННЫЕ КОНЦЕПТЫ И АРХЕТИПЫ В УПРАВЛЕНИИ ОБРАЗОВАНИЕМ: ПСИХОЛОГИЧЕСКИЕ, СОЦИАЛЬНЫЕ И ЭКОНОМИЧЕСКИЕ АСПЕКТЫ**

**Аннотация.** Целью данного исследования является изучение современного концептуального управления в образовании. Концептуальное управление образованием в целом и отдельными образовательными учреждениями, в отличие от контекстного управления, позволяет и требует выделить его элементы, функциональные возможности и, самое главное, четко определить субъект и объект. Существующие концепции управления эклектично представлены в русском дискурсе и практиках управления образованием и иными сферами социальной активности. Система профессиональных стандартов, разработанная в стране, предназначена для решения целого ряда управленческих задач. Однако неконцептуальное использование профессиональных стандартов приносит в сфере культуры и образования, а также в иных сферах больше вреда, чем пользы. Несоблюдение требований профессиональных стандартов ведет к депрофессионализации и разрушению управления образованием и самого образования. Последнее иллюстрируется текстом региональных стратегий: в них нет, как правило, четко сформулированных представлений о развитии образования, а также нет и конкретных представлений о развитии регионов и страны в целом. Таким образом, такие псевдостратегии выступают тормозом развития образования, а также могут служить и служат его разрушению. Наличие стратегий управления, опирающихся на концептуальный подход в управлении образованием, является стимулом для развития.

Реализация стратегии не входит в перечень критериев оценки деятельности глав регионов. Соответственно, нет стимула формулировать компетентные цели для развития и образования. Наиболее парадоксальным моментом является то, что ответственность должностных лиц на уровне регионального и организационного развития за некомпетентную работу в сфере управления образованием значительно ниже, чем у работников образовательных и других учреждений с самым низким в штате статусом. Однако отсутствие алгоритма составления и оценки документов, посвященных стратегии развития страны, региона, образования в стране и регионе, делает невозможным осознание важности этого аспекта в функциони-

ровании и развитии государства, бизнеса, сообщества, нарушениям в сфере культуры и образования. Такие нарушения приводят к деформациям в процессе оценки деятельности органов управления образованием и «органов власти» в регионе в целом. Это приводит к тому, что это стратегическое управление остается невостребованным в системе территориального, местного (само-) управления в сфере культуры, образования и иных сферах.

**Ключевые слова:** образование, менеджмент, человеческий капитал, развитие человеческого капитала, управление, компетенция, профессиональный стандарт, стратегия, цель, структура результатов, SEO-анализ.

#### Information about authors:

Arpentieva M.R., grand doctor (Grand PhD) of psychological Sciences, associate professor, corresponding member of the Russian academy of Natural History (RANS), Academician of the International educational Academy, professor of the department at the development and education psychology, Tsiolkovskiy Kaluga state University, Kaluga, Russia; mariam\_rav@mail.ru; <https://orcid.org/0000-0003-3249-4941>

Gasanova R.R., Candidate(PhD) of Psychology, Senior Lecturer, Department of History and Philosophy of Education, Deputy Dean of the Faculty of Pedagogical Education, M.V. Lomonosov Moscow State University, Moscow, Russia; renata\_g@bk.ru; <https://orcid.org/0000-0002-4641-0019>

Gorelova I.V., PhD, Associate Professor, Associate Professor of the Department of Accounting, Analysis and Audit, Volgograd Branch of the Russian Presidential Academy of National Economy and Public Administration, Volgograd, Russia; tonechka0606@yandex.ru; <https://orcid.org/0000-0001-6465-0676>

Kamenskaya E.N., grand doctor (grand PhD) of pedagogical sciences, professor, professor Institute of Management in the Economic, Environmental and Social Systems of the Southern Federal University, Rostov Region, Taganrog, Russia; kamenskay-e@yandex.ru; <http://orcid.org/0000-0003-1793-9674>

Kassymova G.K., PhD, Yogyakarta State University, Indonesia; Senior lecturer at Abai University; Satbayev University, Almaty, Kazakhstan; g.kassymova@satbayev.university; <https://orcid.org/0000-0001-7004-3864>

Kosov A.V., Candidate (PhD) of Psychological Sciences, associate professor, social worker, Emergency Psychological Aid Department "Telephone Trust", Kaluga Complex Center for Social Services "Zabota", Kaluga, Russia; sanslav@kaluga.net; <https://orcid.org/0000-0002-1691-8487>

Kraynova E.R., Candidate (PhD) of Law, Associate Professor, Associate Professor of the Department of Civil Law and Procedure of the M.M. Speranskiy Law Institute, Vladimir State University named after A.G. and N. G. Stoletovs, Vladimir, Russia; ekaterina-kraynova@bk.ru; <https://orcid.org/0000-0001-9525-0413>

Lavrinenko S.V., Senior Lecturer, I.N. Butakov Scientific and Educational Center, School of Energy Engineering, National Research Tomsk Polytechnic University, Tomsk, Russia; serg86@tpu.ru; <https://orcid.org/0000-0002-1471-6152>

#### REFERENCES

- [1] Angeles E. (2003) The Way of the Four Roads. Kiev, Moscow: Sofia, 208 p.
- [2] Arpentieva M.R., Kassymova G., Kenzhaliyev O., Retnawati H., ... Koshbayeva A. (2019). Intersubjective Management in Educational Economy. Challenges of Science. <https://doi.org/10.31643/2019.004>
- [3] Afonin E.A. (2010) Universal'noye i unikal'noye v protsessakh obshchestvennoy transformatsii [Universal and unique in the processes of social transformation] *Publichnoye upravleniye: teoriya i praktika: sbornik nauchnykh rabot assotsiatsii doktorov nauk gosudarstvennogo upravleniya* [Public Administration: Theory and Practice: A Compendium of Scientific Works of the Association of Doctors of Public Administration Sciences]. Harkov: Publishing House «DokNaukDerzhUpr. Vol. 3-4. P. 250-263.
- [4] Afonin E.A. and Ryabtsev G.L. (Ed.) (2013). *Archetypes and public administration: institutional forms, mechanisms and practices: a collection of scientific works by the winners and best authors of the First International Young Scientists Competition. Kiev, May 24, 2013.* Kiev: Psyche Publ. P. 1-120.
- [5] Arpentieva M.R., Kassymova G.K., Lavrinenko S.V., Tyumaseva Z.I., ... Valeeva G.V. (2019). Environmental education in the system of global and additional education. The bulletin, 3(379), 158–168. <https://doi.org/10.32014/2019.2518-1467.82>
- [6] Arpentieva M.R. (2015) Academic socio-psychological counseling and teaching of psychology. Kaluga: K.E. Tsiolkovskiy KSU publ. 670 p. (In Russ.).
- [7] Arpentieva M.R. (2016). Arkhetypy y ynovatsyy hosudarstvennoho upravlenyya. [Archetypes and innovations of public administration]. *Publichne uradyvannya* [Publici urabana] . Vol. 2(3). P. 23-33.
- [8] Arpentieva M.R. (2018). Partisipation and culture of service. *Proceedings of XIV International scientific conference "Social Sciences in 2018". January 19, 2018, Vimitsa.* Vinnytsya: Universum, LLC "Nilan". P. 25-29.
- [9] Arpentieva M.R., Gorelova I.V. (2017) Upravlencheskiy bulling: fenomenologiya, issledovaniye, profilaktika i korrektsiya [Managerial bullying: phenomenology, research, prevention and correction]. In: Grinev V.I. (Hg.) *Present innovative technologies in economics, science, education.* Berlin: West-Ost-Verlag Publ. P. 274-286.
- [10] Arpentieva M.R., Moiseeva T.V. (2017) Peregovory kak intersub'yektivnaya tekhnologiya [Negotiations as intersubjective technology]. *Ontology of design.* Vol. 1. P. 102-114. DOI: 10.18287 / 2223-9537-2017-7-1-102-114.

- [11] Baudrillard J. (2013) *Simulyakry i simulyatsiya* [Simulacra and simulation]. Tula Polygraphist Publ. P. 1-204.
- [12] Bykasova L.V., Arpentieva M.R., Gorelova I.V., Bogomolova E.A. (2019). Fractal approach to the development strategies of educational enterprises. In: Solovev D. (eds) *Smart Technologies and Innovations in Design for Control of Technological Processes and Objects: Economy and Production. FarEastCon 2018. Smart Innovation, Systems and Technologies (book series) (SIST)*. Switzerland AG: Springer, Cham, 2019. Vol. 139. P. 212-219. [https://doi.org/10.1007/978-3-030-18553-4\\_27](https://doi.org/10.1007/978-3-030-18553-4_27).
- [13] Demyanenko V. (2016) *Osobennosti upravleniya izmeneniyami v Rossii* [Features of change management in Russia]. Moscow: Publishing Solutions. P. 1-138.
- [14] Donchenko O. (2010) *Fenomenolohiya arkhetypu i derzhavne upravlinnya* [Phenomenology of archetype and public administration]. *Publichne upravlinnya: teoriya ta praktyka*. [Public administration: theory and practice]. Kharkiv. Vol. 3-4. P. 33-37.
- [15] Fauzi C., Basikin1, Duisenbayeva Sh., Kassymova G. (2020) Exploring efl student teachers readiness and gender differences of learner autonomy. *Bulletin of National Academy of Sciences of the Republic of Kazakhstan*. Vol. 1, (383). P. 288-299. <https://doi.org/10.32014/2020.2518-1467.34>
- [16] Gaidar E. (1994) *Novyy kurs* [New Deal]. *Izvestiya*, 26, February 10, P. 1-12. URL: <http://gaidar-arc.ru/file/bulletin-1/DEFAULT/org.stretto.plugins.bulletin.core.Article/file/3502/> / Accessed: 19, September, 2017)
- [17] Galich S. (2014). Arkhetip Ukrainского gosudarstva [Archetype of the Ukrainian state]. In: E.A. Afonin, and G.L. Ryabtsev (eds.). *Archetypics and state administration: rationalization and normative practices: a collection of scientific works of the winners and best authors of the Second International Young Scientists Competition*; Kiev, June 13, 2014 / Kiev. P. 1-128.
- [18] Gorelova I.V. (2007) *Metodika i instrumentariy diagnostiki strategii promyshlennogo predpriyatiya. Diss. ...PhD in economy*. [A technique and a toolkit of diagnostics of strategy of industrial enterprise. Dis .... kand. ... cand. eq. sciences]. Volgograd: Volgograd University Publ. P. 1-197.
- [19] Gorelova I.V. (2016) *Institutsional'nyye lovushki v sisteme gosudarstvennogo strategicheskogo planirovaniya* [Institutional traps in the system of state strategic planning]. *Analiz, modelirovaniye, upravleniye, razvitiye sotsial'no-ekonomicheskikh sistem: Sbornik nauchnykh trudov X Mezhdunarodnoy shkoly-simpoziuma AMUR-2016* [Analysis, modeling, management, development of socio-economic systems. Collection of scientific papers of the X International School-Symposium AMUR-2016. Sevastopol-Sudak, September 12-21, 2016]. Simferopol: V.I. Vernadskiy Crimean federal university Publ.. P. 84-87.
- [20] Gorelova I. V., 2017 *Simulyakry i kvantory obshchnosti kak neot'yemlemiy element «russkoy modeli upravleniya»* [Simulacra and quantifiers of generality as an integral element of the «Russian management model»]. *Polzunovskiy al'manakh* [Polzunovsky almanac] . Vol. 3(2). P. 45-48.
- [21] Jung K. (1991) *Ob arkhetypakh kollektivnogo bessoznatel'nogo* [About archetypes of the collective unconscious]. *Arkhetip i simvol* [Archetype and the symbol]. – Moscow: Reneisse. P. 97-128.
- [22] Kassymova G.K., Stepanova G.A., Stepanova O.P., Menshikov P.V., Arpentieva M.R., Merezhnikov A.P., Kunakovskaya L.A. (2018) Self-development management in educational globalization. *International journal of education and information technologies*. Vol. 12(12). P. 171-176.
- [23] Kassymova G.K., Tokar O.V., Tashcheva A.I., Slepukhina G.V., Gridneva S.V., Bazhenova N. G., Shpakovskaya E.Yu., Arpentieva M. R. (2019) Impact of stress on creative human resources and psychological counseling in crises. *International journal of education and information technologies*. Vol.13(1). P. 26-32.
- [24] Kassymova K.G., Tyumaseva Z.I., Valeeva G.V., Lavrinenko S.V., ... Arpentieva M.R. (2019). Integrative model of student and teacher stress coping: the correction of relations in educational, professional and personal interaction. *The bulletin*, 3(379), 169–179. <https://doi.org/10.32014/2019.2518-1467.83>
- [25] Kassymova G.K., Valeeva G.V., Stepanova O.P., Goroshchenova O.A., ... Gasanova R.R. (2019). Stress of the innovation and innovations in education. *The bulletin*, 6(382), 288–300. <https://doi.org/10.32014/2019.2518-1467.173>
- [26] Kenzhaliyev B.K. (2019). Innovative technologies providing enhancement of non-ferrous, precious, rare and rare earth metals extraction. *Complex Use of Mineral Resources (Kompleksnoe Ispol'zovanie Mineral'nogo Syr'a)*. 3(310), 64–75. <https://doi.org/10.31643/2019/6445.30>
- [27] Kenzhaliev B.K., Kul'deev E.I., Luganov V.A., Bondarenko I.V., Motovilov I.Y., & Temirova S.S. (2019). Production of Very Fine, Spherical, Particles of Ferriferous Pigments from the Diatomaceous Raw Material of Kazakhstan. *Glass and Ceramics*, 76(5-6), 194–198. <https://doi.org/10.1007/s10717-019-00163-w>
- [28] Krimskiy S.B. (1998) *Arkhetypy ukrayins'koyi kul'tury*[rchetypes of Ukrainian Culture]. *Visnik NAN Ukrayiny* [Bulletin of the National Academy of Sciences of Ukraine]. Vol. 7–8. P. 74–87.
- [29] Mindell A. (2013) *Dance of the Ancient One*. New York, Deep Democracy Exchange. P. 1-384.
- [30] Norman D. (2006) *Dizayn privychnykh veshchey* [Design of the usual things]. Moscow. P. 1-384.
- [31] Ortega y Gasset J. (1930/1950) *The Revolt of the Masses*. New York: New American Library Publ.. P. 1-138.
- [32] Polany K. (2002) *Ekonomyka kak ynstytutsional'no oformlennyy protsess* [Economics as an Institutionalized Process]. *Ekonomycheskaya sotsyolohyya* [Economic Sociology] . Vol. 2(3). P. 62–73.
- [33] Toner J. (2015) *Kak upravlyat' rabami* [How to manage slaves]. Moscow. Publ. «Olympus-Business». P. 1-240.
- [34] Varajão J. (2016) Success Management as a PM Knowledge Area – Work-in-Progress. *Procedia Computer Science*, 100. P. 1095-1102. <https://doi.org/10.1016/j.procs.2016.09.256>
- [35] Varajão J., Trigo A., Soto-Acosta: (2016) An exploratory study on the influencers of the perceived relevance of CIO's activities. *International Journal of Enterprise Information Systems*. Vol. 12 (4). P. 1-15. <https://doi.org/10.4018/ijeis.2016100101>
- [36] Vittikh V.A. (2015) *Introd. to the theory of intersubjective manag-t. Group Decision and Negotiation*. Vol. 24(1). P. 67-95.