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ВЕСТНИК

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NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.

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НАН РК сообщает, что научный журнал «Вестник НАН РК» был принят для индексирования в Emerging Sources Citation Index, обновленной версии Web of Science. Содержание в этом индексировании находится в стадии рассмотрения компанией Clarivate Analytics для дальнейшего принятия журнала в the Science Citation Index Expanded, the Social Sciences Citation Index и the Arts & Humanities Citation Index. Web of Science предлагает качество и глубину контента для исследователей, авторов, издателей и учреждений. Включение Вестника НАН РК в Emerging Sources Citation Index демонстрирует нашу приверженность к наиболее актуальному и влиятельному мультидисциплинарному контенту для нашего сообщества.

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PROBLEMS OF CONTEXT AND CONCEPTUAL MANAGEMENT IN EDUCATION: PSYCHOLOGICAL, SOCIAL AND ECONOMICAL ASPECTS

Abstract. The purpose of the article is a brief description of the experience of analyzing the conceptual foundations of governance in education and other spheres 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. Conceptual management in education and in the context of others is oppose to contextual management. Modern management concepts are externally presented in Russian education and in other areas of management discourse and practice. 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 leads to an imbalance in subject-object interaction and in organization in whole. This article lists two categories of workers. Non-compliance with the professional requirements is typical to the first category of workers. Failure to comply with professional standards also take part to the professional, partners and personal deformations. These deformations are illustrated by the text of management strategies. Having strategies is an incentive for development. However, the lack of an algorithm for the compilation and evaluation of such documents, the analysis of the importance of this aspect in the process of evaluating the activities of authorities leads to the fact that this strategic management remains unclaimed in the territorial and organizational management system. The authors consider 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 can also be disseminated 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.

Keywords: education, human capital, human capital development, management, competence, professional standard, strategy.

Introduction. The bureaucratization of the scientific and educational environment of the university is a process of sociocultural changes associated with the transformation of the subculture of officials into the cultural mainstream of Russian society. Bureaucratization is anti-intellectual and anti-creative; it creates

serious barriers to intellectual and creative activity in the educational system (Babintsev & Rimsky, 2014). The practice of “effective managers” and imitation of innovation destroys education at all levels.

A characteristic feature of the development of many modern foreign and Russian universities, manifesting regardless of their status, is, unfortunately, the bureaucratization of the management of scientific, educational and cultural-educational space. This is manifested in the form of a set of managerial practices affecting all aspects of the functioning of higher education institutions. In modern conditions, these practices significantly devalue the creative and intellectual component of the educational process.

In the works of B. Reedings, the “university in ruins” is described: the university of the “Humbolt type” (or the “German model” defined by classical German idealism) is essentially destroyed. “Humbolt University” has the goal of developing horizontal connections “professor - student”, “scientific research - teaching”, “production (critical and creative) of new knowledge - the transmission of new knowledge to students as subjects of civil society,” and thereby to a culture of mature Art Nouveau, where it plays the role of a “big narrative”, an ideology that legitimizes a nation-state and forms a national culture. He was replaced by the “University of Excellence.” the emphasis is not on “new knowledge”, but on its perfection, formal technologization and reproduction. In the place of the rector-scientist, as “the first among equal professors”, became the rector-administrator. The administrator stood at the top of the hierarchy of academic authority. The horizontal of a classical university has turned into a vertical. In it, students and professors took the foot of the pyramid, and “academic management” is busy reproducing epistemological and technological effectiveness, assessed in PR indicators and marketing ratings that allow the university to enter the global market for innovative educational services. The university has become a transnational business corporation; it is not interested in national culture and the state. A “perfection” itself means only a component of technology’s self-reflection. Such a university is a parasitic growth on resources similar to exchanges or insurance companies. The university essentially speculates on the difference in information. The bulk of the teachers remained and remain outside the economic and moral incentives for scientific innovation and quality work. Even famous scientists and important studies are ostracized.

There is the Soviet (pre-capitalist) “paradox M.K. Petrova” (a scientist who was not in demand neither in last Soviet time, nor now, who made a significant contribution to the development of science, including the study of the system of scientific innovations and communications). There is also the post-Soviet (capitalist) “paradox of V. Perelman”, which was expelled from work for not meeting the bureaucratic requirements of imitations because of the desire to do real science. This is due to deformations in the management of education and a management culture in capitalist Russia and the capitalist world as a whole.

There are such concepts, the use of which does not cause the requisite piety and does not give a priori effect in them. On the author's question addressed to the students of senior courses, which means the phrase “conceptual approach”, the answer, as a rule, does not follow. This happens, despite the fact that each discipline studied by students begins with the definition of its conceptual framework. Concept, conceptual approach, denotes a theoretical basis, the conceptual and methodological apparatus of research. The evolution of the term “concept” in Russian is seen in isolation from the philosophical tradition, beginning in the 1920s. This is understandable. The conceptual approach allows forming the ideology of relations and discoursing in a certain sphere. Initially and until the mid-1970's. The term “concept” was used as a synonym for the term “concept”. “Concept is a mental unit, an element of consciousness. Human consciousness is a mediator between the real world and language” (Dem'yankov, 2001: 38). By the end of the XX century there is a distinction between the terms “concept” and “conception”: the first term unifies the understanding by different subjects of the terminology used, the second goes into the category of simulacra. The fashion for the term “conception” in the scientific and fiction literature of the late twentieth and early twenty-first centuries “indicates an interest in the reconstruction of those essences in human life that we encounter in everyday life without thinking about their” true “(a priori) meaning” (Stepanov, 1996: 48).

Literature Review.

Theoretical background. In Russian educational management the “conceptual approach” is one of the most sensitive issues that almost every day reflects in all the mass media in both within the country and abroad (Arpentieva, 2016; Panichkina, Burova, and Masych, 2016; Panichkina, and Masych, 2016; Panichkina, and Masych, 2017). A great number of research papers of such national scientists as V.A. Vittih, 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, E.A. Erokhina, D.S. Zhukov, S.K. Lyamin,

J. Varajão and many others (Arpentieva, and Gorelova, 2017; Arpentieva and Moiseeva, 2017; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Gorelova, 2016; Gorelova, 2017a; Gorelova, 2017b; Demyanenko, 2016; Erokhina, 1999; Zhukov, and Lyamin, 2007; Il'ina, Plisetskii, Kopychenko, Rybina, and Klimova, 2015; Katkalo, 2007; 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, P. Weil, G. Rzevski, M. Wodcock, D. Francis, R. Jay, R. Templar, P.F. Drucker, D. Owen, U. Rice-Johnston, J. Toner, D. Norman, R. Dilts, etc. (Dilts, 2016; Norman, 2006; Toner, 2015; Rzevski, and Skobelev, 2014; 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., Naka A., Peteraf M., Ramella R., Takeuchi, D. Tisza, Hamel G., Shuen E. (Guetat, and Dakhli, (2016; Montequin, Cousillas, Alvarez, and Villanueva, 2016; Varajão, Trigo, and Soto-Acosta, 2016; Varajão, 2016; Vittikh, 2015; Wang, and Lo, J. (2016; Zoroja, and Pejić Bach, 2016). Concepts in education and in educational management are one is the most impotent factors and lines of the technical, social and cultural stable development, one of the main principles of the effective and productive educational innovations and other reforms (Arpentieva, Kassymova, Lavrinenko, Tyumaseva, Valeeva, Kenzhaliyev, Triyono, Duvalina, Kosov, 2019; Kenzhaliyev, B. K., Gladyshev, S. V., Abdulvaliyev, R. A., Kuldeev, E. I., Beisembekova, K. O., Omarova, S. A., Manapova A. I. (2018); Kenzhaliyev, B. K., Kul'deev, E. I., Luganov, V. A., Bondarenko, I. V., Motovilov, I. Y., & Temirova, S. S. (2019); Zhabbasbayev, U., Ramazanov, G., Kenzhaliyev, B., Sattinova, Z., & Shakhov, S. (2016); Arpentieva, 2015; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Kassymova, Stepanova, Stepanova, Menshikov, Arpentieva, Merezchnikov, Kunakovskaya, 2018; Kassymova, Tokar, Tashcheva, Slepukhina, Gridneva, Bazhenova, Shpakovskaya, Arpentieva, 2019; Kassymova, Tyumaseva, Valeeva, Lavrinenko, Arpentieva, Kenzhaliyev, Kosherbayeva, Kosov, Duvalina, 2019; Kassymova, Kosherbayeva, Sangilbayev, Schachl, Cox, 2018; Kassymova, Valeeva, Stepanova, Goroshchenova, Gasanova, Kulakova, Menshikov, Arpentieva, Garbuzova, 2019).

The purpose of the investigation. The purpose of the investigation 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 statement of basic materials. In the Russian system of management and 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, unadapted 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.

Conceptual management is such a method of managing organizational and social systems, as well as individuals, in which the control object, feeling free, acting on its own and for its own benefit, nevertheless, is within the framework of the set of strategies allowed in this system. This is achieved through the use by the subject of management of special methods of influence on the object of management, which results in bringing the reference model of the world (and the rules of interaction with the world) adopted by the object into compliance with a certain regulatory model defined by the subject of management. Conceptual management involves only one method of influence. This is informational method (Konotopov, 2006). Conceptual management also refers the subject of management to a palette of strategies of a dialogic, inter-subjective type, that is, interaction strategies. The amount of information in the system of such management

grows, information flows freely, management is fast, flexible, relevant, which allows to realize the ideal of "sustainable development".

This approach is opposed to the direct - prescriptive - method of management, which implies the subordination of the will and goals of the object of management to the controlling subject. The principal difference of directive management is that the subject of management in relation to the object can be allowed and other than informational impact (whether encouraging, punishing is not significant). A monologic, prescriptive approach implies significant deformations of information flows and management reflection both at the level of implementation of managerial acts and at the level of their theoretical and practical reflection. For this control, typical are the problems of "blockades" and asymmetries of information flows, problems of information leakage and collusion, problems of errors and general reduction of information as control, and, therefore, the rudiment of control itself to control and suppression. Management all the time "lags behind" the realities of life, destroys both the object of management and the environment, leads to systemic collapse of the controlled systems and the surrounding world.

Mankind constantly balances between these two poles (between conceptual and directive management), and has never managed to implement the conceptual management regime in a bright, pure form: neither on the basis of idealistic (religious) world outlook and the concept of "state-church", nor on the basis of materialistic worldview and model of the "people's state". In past centuries, the self-governing communities of the indigenous people of America, as well as some communities in Europe and Africa, approached this model. In the modern world, countries of the North of Europe are approaching such communities, with a post-capitalist system of government.

However, at the same time, the ideal (global, shared by people goal, understandable and represented in concrete patterns - behavioral models, social structure models, decision-making models and management in everyday situations) of development is the leading tool for conceptual management! Nothing else has the same efficacy as a global, personally and socially significant goal.

Formulated by socialism, capitalism, some religious-oriented states of the past and the present system of concepts, taken as the basis for building a reference model of a socially oriented capitalist, communist or spiritually oriented religious community, have come into conflict with reality. No attempts to modify them fundamentally contributed to the resolution of this conflict - developmental imbalances are aggravated, the gap in the quality of life of people and groups is growing both within individual states and at the interstate level. The understandable result of this contradiction became the phenomena of international terrorism, refugee and migration, separatist and protest movements of various forms, types and orientations. We live in an era of crisis management methodology that broke out on a global scale: none of the management systems implemented in the modern world is able to offer meaningful and valid alternatives for the development of society, but there are many alternatives to collapse and crisis (Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Konotopov, 2006). There are different trends: from "secret world government" and Malthusian models of directed genocide in the interests of the "golden billion" to dystopia of the electronic and other concentration camps of a single state, from constant terrorist wars to more or less local size before the Third World War, capable of destroying life on Earth. Everything shows the crisis - the collapse of the socialist system, the growing imbalances and the collapse of the capitalist system, which is being transformed into a slave system, and the intensification and intensification of conflicts on religious, ethical, and economic grounds. In general, over the course of the 20th century, conceptologists in the field of management worked only to destroy existing conceptual worlds: the postmodern destroyed the common understanding of the board without giving anything in return. Post-postmodern is trying to fix these errors. One of the main mistakes was related to the planning and design of changes: the mistake of the conceptologists of the socialist and capitalist orientations was the focus of work on people who did not take into account psychological and other features of the person, intervals and forms of achieving the goal. The capitalist system oversimplified the understanding of the prospects and the time to achieve them, and the socialist system overly complicated, including trying to build communism in a huge range of countries that are significantly different in their characteristics. As a result, (not without the help of capitalism, which lost its power on a "spurt"), the socialist development "collapsed", which resulted in the destruction and devaluation of socially significant goals, gave rise to the transition to the achievement of short-term personal goals and a general violation of environmental, technological, and cultural balance. The very methodology

of conceptual management is in its initial development stage and seeks to ignore reality, avoiding admitting to management as the “elite” activity of the “human crowd” (Konotopov, 2006).

However, the experience of conceptual management of humanity is very rich: all the ancient civilizations left the relevant works and ideas that were not in demand until the twentieth century. However, even when they were comprehended, many pseudoscientific frauds were committed, due to an insufficiently critical view of the scientific heritage and the specifics of the conceptologists of the past who are supersaturated with metaphors of language. Now negative trends are reinforced by a technological approach that levels the significance of the methodology. This neglect of the methodology, including the conceptualization of social management, the refusal to develop a system of concepts and conceptual models, that is, on the basis of which effective technologies of social management are formed, gave birth to a crisis of management and other management areas (Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Konotopov, 2006).

In the modern space in which the content of the concept “management” is realized, over the past decade has undergone significant transformations. In Russia, these transformations are connected with new economic relations and the emergence of new business entities, as well as new concepts that have been introduced into the communicative space of business. The management discourse included such language elements as “corporatism” and “corporate culture”, “logistics”, “top management”, “manager”, “sales representative”, “public relations”, “marketing”, “business” plan”, “holding”, “concern”, “cartel”, “company”, etc., which have not previously had a place in the conceptual sphere of the Russian economy, and in the Russian linguistic culture. Recently, the same has also been observed in the phenomenon and theory of import of concepts.

The conceptual nature of management implies, among other things, a clear structuring of functions, a formed list of competencies, conditions, factors, and management results. In a general sense, it can be said that conceptual management is close to the competence management. In the face of fierce competition, organizations set themselves large, strategic, difficult, complex, and forms ambitious goals and develop new strategies and forms of activity in order to survive and thrive in the market. The implementation of business strategies of organizations is impossible without qualified, motivated and involved employees. Unique competences, professional and personal potential of employees are a key factor in improving the efficiency of an organization in a dynamic and diverse environment. In recent years, the competence approach has become an integral part of the organization’s personnel management system. Today, organizations believe that personnel as a strategic asset should possess, first, competence - the knowledge, skills and behavioral models necessary for the effective performance of work in this organization. The main feature of the competence-based approach in personnel management is the transition from operational problems of personnel specifics to tasks of a higher strategic level. Now it is not enough just to train employees, create rules of conduct and develop some kind of regulation, the result of all managerial actions should be to increase work efficiency, staff involvement, motivation, and therefore increase the overall performance of the organization. Therefore, the goals in the competence-based approach are formulated to show that these processes can improve the organization’s activities by achieving higher performance, changing employee behavior, increasing the productivity and efficiency of the organization (Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014; Zotkin, Nateykina, 2015).

Modern organizations are increasingly translating the ideology of the competence-based approach to all areas of personnel management, while the competency model is a central element of the personnel management system, around which specific functional areas of personnel management are concentrated. R. White, D. McClelland, R. Boyatzis, S. Spencer and D. Ulrich remarkably developed the concept of competencies for the organization’s survival and sustained competitive advantage (Chouhan, & Srivastava, 2014). The development of a competence-based approach in science is primarily associated with the name of D. McClelland, who proposed the concept of “variable competences” to describe the qualities of an employee’s personality. They formed a list of tests that allowed to predict how effective this or that work will be done. R. Boyatzis defined competencies as “a set of characteristics that separate effective work from unsatisfactory or inefficient”. In a competence-based approach to personnel management in an organization, the competence model is the center around which the management system is built. Modern models of competencies set the coordinate system, which allows you to identify employees who can be as effective as possible within a specific organizational culture. When developing models, they are guided by the choice

of the most important competences, which, as a rule, are grouped into clusters or functional blocks. The competency model allows you to unify employee requirements and create uniform standards of behavior, a basis for evaluating and promoting employees (Zotkin, Nateykina, 2015).

Researchers identify different organizational skills as the competence of an individual leader and organization as a whole, for example (Prahalad, Hamel, 1990): 1. Absorption abilities that are always present in one form or another. There are hidden abilities when individual employees themselves acquire knowledge and skills, but they are not included in the competence development system to achieve a new ability. 2. Multifunctional abilities (strategic vision and planning). The ability to analyze the market, assess the position of competitors and conduct management surveys lead to the development of a strategy that covers all aspects and aspects of the enterprise. Therefore, such abilities were called multifunctional. The ability to develop a strategy does not guarantee a real competitive advantage. Plans may not be realized. 3. Transformational abilities, which include workers with certain competencies in the overall activity. If the system of new activity is thought out and there are employees of all the necessary competencies, then the consistent inclusion of these workers with their new "repertoire" into the system of business processes will transform the organization. These transformations start the process of manufacturing new products and other new processes, which together will create sales growth, profit growth and an increase in market share. The development of an organization's abilities is not only about educating employees, increasing their level of competence. Collective experience in joint innovation activities is extremely necessary. A. Carroll and J. McCrackin (Carroll and McCrackin, 1997) organized competencies into three main categories. 1) Core competencies (Hamel and Prahalad, 1994 forms the basis for strategic direction; it is something a company does well relative to other competitors. Core competencies refer to the elements of behavior that are important for all employees to possess as, for example, a core competency in "result/ quality orientation". 2) Leadership / managerial competencies are related to leading an organization and people. Some examples include "visionary leadership", "strategic thinking", and "developing people". 3) Functional competencies are job-specific skills required to perform a particular job role or profession. Sometimes consider the concept of conceptual management. It is a concept of management of the situation. This is one of the four main competency groups used in management, along with technical, political and interpersonal. Unlike the other competencies (knowledge and skills), conceptual management is extremely difficult to learn from another person; it is generally considered more of a personal trait than a learned skill. The aim of this skill set is creating plans that will allow teams to work efficiently, before a project is even started. The main component of conceptual management is looking at a situation and figuring out a way to break it down into manageable pieces. When a project is in its infancy, it is easy to become overwhelmed by the upcoming choices and work. The conceptual manager's job is to look over that aggregate of tasks and information and structure it out in a clear and organized manner. Like many management and business concepts, the most important part of conceptual management is information. The more information the individual or the collective (intersubjective) manager has, the easier it is to make correct decisions. Unlike other forms of management, a conceptual manager is always accounting for information that is impossible to know. Since the majority of this skill takes place in the future, the manager needs to account for the unforeseen. When using the existing information, we can predict what some of the unexpected things may be and plan accordingly.

An inquiry into management, legal and other systems regarding the management object in the system of labor relations does not give an unambiguous answer. Words that a priori cannot 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; Dem'yankov, 2001). Managers who do 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. But 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... the slave does not have the incentive to work well' (Stepanov, 1996, Toner, 2015: 31). He or she has no interest in the work, its results, the employees, the employer, and, as a result, to himself.

The concept of human resource management evolved in parallel with the development of the theory and practice of strategic management. By the beginning of the XXI century, there emerged an awareness of the "heterogeneity of the unit of analysis" in strategic management, when scientists proposed a two-level interpretation of the object of management (Katkalo, 2007: 10). The triad "knowledge-skills-competences" lies at the heart of the labor standards that are being introduced into practice. However, in the absence of a clear understanding of the purpose of such a management tool, the effect of its implementation is negative. In the absence of attention to detail in the process of developing these documents, the effectiveness of the introduction of professional standards has an "anti-effect" at the output. An example is standardization in manager knowledge, skills and competences.

A-strategic "lawmaking" and "competencies making" in the sphere of managerial 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 in documents of Russian managers reflects their irrelevance in time, the lack of demand for these documents and the lack of strategic planning. In the Russian managerial plans, all goals are a priori unattainable. That is why 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. The implementation of the strategy is not included in the list of criteria for assessing the activities of the heads of regions. Accordingly, there is no incentive neither to formulate competent goals for the development of regions and firms, to strive to realize them.

Analysis of 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 (Belanovskiy, Dmitrieva, Komarov, Komin, Kotsyubynskiy, and Nikolskaya, 2016; Bykasova, Arpentieva, Gorelova, Bogomolova, 2019; Galich, 2014). Other experts try to analyze the development goals, group them (Il'ina, Plisetskii, Kopychenko, Rybina, and Klimova, 2015). The most paradoxical thing is that strategies are still fussing, are still being discussed, although they do not affect anything and nobody needs. 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). However, this clearly indicates that in Russia, there is no readiness and ability of managers to apply conceptual management, but, on the contrary, policy methods and technologies of control and repression are applied.

The use of the SEO-analysis of texts (Search Engine Optimization) technique allows you to assess the quality of the site on a number of parameters, helps to further its advancement. SEO-analysis in the world of modern information technologies is the basis for the audit of texts, since it solves the main task: evaluates the uniqueness of the text. Here we discuss 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. Two aspects of the problem of educational management strategization are considered: (1) justification of the reasons - poor-quality development strategies; (2) methodology search. 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 managers in the field of education. The data obtained can also be disseminated 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.

Conceptual management is forced to understand both the meaning of oneself and the meaning of what is happening around oneself, the meaning of one's goals and values, relationships and resources, etc. Contextual management, in theory, could also be very successful, rely on an understanding of what the manager is and what he does. However, in modern Russia there are big problems with training and, most importantly, the possibility of work for qualified managers. On the contrary, unskilled and unprepared advance to leading positions in education, culture. Most often, we can say that the person managing the school, university, etc. should not be in the place that he occupies under any circumstances. However, the state not only encourages valuable and professionally inferior leaders, but also creates obstacles to the work of leaders who have at least an initial idea of dignity, respect, etc. Leaders who could really establish the educational process are excluded from the very possibility that to change something. In addition, managers who do not even have basic education in the chosen field and do not have any personal, partner and professional traits required for effective and productive leadership, on the contrary, are actively promoted. This model serves, on the one hand, the destruction of education, pseudo-leadership and pseudo-education, and on the other hand, the formation of a "service man": illiterate and highly specialized, incapable of understanding what is happening outside and inside him, an active consumer and an obedient and slave. All human activity is exhausted by pseudo-goals that are not set by himself and lead to its destruction. The very ability to understand and change something in the current situation of the total destruction of education, culture, humanity is suppressed. Obviously, in these conditions, everyone makes their choice. Moreover, unfortunately, many make destructive choices for them and others. However, the "death of the university," no matter how it is promoted, will not happen. The centers of "parallel" or even "catacomb" civilization on the planet are also increasing, as is the number of organized ones, successful, willing and able to prepare and support the training of real professionals, partners and personalities, managers. We see some achievements on the example of the countries of Scandinavia (post-capitalist), in which, at the beginning of the 21st century, the cornerstone of education and other areas is the respect of students and teachers in the process of preparing a happy person. Some of the achievements are related to the updating of ideas about the traditions of high school education in Russia of the 19th century and, in the 20th century, of Soviet education since the time of the great enlightener I.V. Stalin (Dzhughashvili). He wrote: "There is no reason to doubt that the working class of the USSR also cannot do without its own production and technical intelligence. The Soviet government took this circumstance into account and opened the doors of higher educational institutions in all sectors of the national economy for people of the working class and working peasantry ... If earlier, under capitalism, higher education institutions were the monopoly of the barchuk, now, under the Soviet system, the working-peasant youth is the dominant force there" (Stalin, 2000, 13: 67). He is revived, along with many famous teachers and pedagogues of the country (S.T. Shatskiy, P.P. Blonskiy, A.S. Makarenko, M.N. Pokrovskiy, N.K. Krupskaya and others), the culture of the peoples of the USSR. I.S. Stalin insisted on universal higher (and free) education for all citizens of the USSR, paying attention to the broad preparation of a person for life, the education of a person as an individual, a partner of a professional, and not just as a "qualified consumer" (in the expression of a person with opposite orientations, A. A. Fursenko). Saying the latter, we can summarize the purposeful and destructive attitude of modern management in education towards its participants: "... the drawback of the Soviet educational system was the attempt to shape a human creator, and now the challenge is to nurture a qualified consumer who can skillfully use the results of other people's creativity" (Mazurova, 2007: 1; Panfilova 2010:69). Another ex-Minister of the Russian Federation G. Gref is close to this opinion: "You know, dear sirs - you say terrible things, actually ... You are proposing to transfer power, power in the hands of the population ... as soon as all people understand the basis of their self, they identify themselves - it will be extremely difficult to manage, that is, to manipulate them... How to live, how to manage a society where everyone has equal access to information, everyone has the opportunity to receive unprepared information?" (Gref, 2012: 1). Obviously, talking about management strategies, about strategic plans, is redundant here: there is only directed and direct destruction of education.

Bureaucracy is now acting as a mechanism of (destructive) management of the modern system of higher education. As noted by M. Weber, management usually contains two opposing elements (Weber, 1976): bureaucratic and professional. Management based on discipline and management based on competency do not always coincide and come into conflict with each other. Because of the bureaucratization of universities and schools, the teacher and student were integrated into a rigid system of hierarchical relations. The competence of the teacher began to be determined not by real scientific and pedagogical achievements, but by position in the system of scientific and pedagogical hierarchy. Similarly, the achievements of the student and the student also turned out not to be achievements in terms of development as an individual, partner and professional, but as a "qualified consumer" and a "robot-resistant, robot-proof specialist" who successfully or unsuccessfully sells himself in the labor and life markets. The consequences of the bureaucratization of higher education are its massization and commercialization; a low level of activity and respect among teachers and teachers, a decline in the spiritual and moral support and "spirit" of teachers, increased apathy and estrangement among teachers and students, a decrease in the competence and motivation of education in students impoverishing curricula; due pseudopractical orientation, the removal of theoretical knowledge and the rejection of the most primitive and pseudoscientific knowledge (Lukashchuk & Zotov, 2017 and other).

Conclusions. Thus, management in Russia continues to be a-strategic, does not take into account the opinions of those who are guided, 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. 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, separated from life. It must be meaningful, concrete, and realistic.

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БІЛІМНІҢ МӘТІНДІК ЖӘНЕ КОНЦЕПТУАЛДЫҚ БАСҚАРУ МӘСЕЛЕЛЕРІ: ПСИХОЛОГИЯЛЫҚ, ӘЛЕУМЕТТІК ЖӘНЕ ЭКОНОМИКАЛЫҚ ӘСЕРЛЕП

Аннотация. Мақаланың мақсаты – дамыған демократиямен салыстырғанда білім беру саласындағы және посткеңестік Ресейдегі басқа да салалардағы басқарудың тұжырымдамалық негіздерін талдау тәжірибесінің қысқаша сипаттамасы; басқарудағы стратегиялық жоспарлауды іске асырудың (имитацияның) типтік тәсілдерінің сипаттамасы, сондай-ақ контекстік, стратегиялық басқарудың салдары мен ерекшеліктері. Білім беру саласындағы концептуалды басқару контекстік басқаруға қарсы. Менеджменттің заманауи тұжырымдамалары орыс білімінде және басқару дискурсы мен практикасының басқа салаларында ұсынылған. Елімізде әзірленген кәсіби стандарттар жүйесі бірқатар басқару міндеттерін шешуге арналған. Алайда, кәсіби стандарттарды тұжырымдамалық емес қолдану пән-объектінің және тұтастай ұйымның өзара әрекеттесуіндегі

теңгерімсіздікке әкеледі. Бұл мақалада жұмысшылардың екі санаты берілген. Кәсіби талаптардың сақталмауы жұмысшылардың бірінші санатына тән. Кәсіби стандарттарды сақтамау кәсіби, серіктес және жеке деформацияларға да қатысты. Бұл деформациялар басқару стратегиясының мәтінімен суреттелген. Стратегиялардың болуы дамудың ынталандырушысы болып табылады. Алайда, мұндай құжаттарды құру және бағалау алгоритмінің жоқтығы, билік органдарының қызметін бағалау процесінде осы аспектінің маңыздылығын талдау осы стратегиялық менеджменттің аумақтық және ұйымдық басқару жүйесінде талап етілмейтіндігіне әкеледі. Авторлар аумақтық стратегияландыру проблемасының екі жетекші аспектісін қарастырады: (1) сапасыз стратегиялық әзірлемелердің себептерін негіздеу; (2) басқарудың тұжырымдамалық әдістемесіндегі қателерді іздеу. Бірінші мәселенің тамыры менеджмент персоналын дұрыс іріктеуден және кәсіпқойсыздандырудан басталатын басқару пәнінің қалыптасуы мен дамуындағы теңгерімсіздіктерден табылуы керек. Екінші мәселені шешу үшін авторлар SEO талдау құралдарын стратегия мәтіндерін бағалау әдісі ретінде ұсынады. Бұл құрал білім беру саласындағы мемлекеттік қызметшілердің әкімшілік, әлеуметтік-психологиялық және лингвистикалық аспектілері тұрғысынан аймақтық стратегиялардың аудитін жүргізу мәселесін шешеді. Алынған мәліметтер үкіметтік емес оқу орындарына да таратылуы мүмкін: атап айтқанда, қосымша немесе ғаламдық білім беру кезінде оның пәнін, объектісін, мақсаты мен міндеттерін және т.б. білу өте маңызды. Олай болмаған жағдайда, мемлекеттік оқу орындарындағыдай, еліктейтіндер білім мен қоғамға қолдау көрсетуден гөрі көбірек зиян тигізуі мүмкін.

Түйін сөздер: білім, адами капитал, адами капиталды дамыту, менеджмент, күзiреттiлiк, кәсiби стандарт, стратегия, мақсат, нәтижелер құрылымы, SEO талдау.

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ПРОБЛЕМЫ КОНТЕКСТУАЛЬНОГО И КОНЦЕПТУАЛЬНОГО УПРАВЛЕНИЯ В ОБРАЗОВАНИИ: ПСИХОЛОГИЧЕСКИЕ, СОЦИАЛЬНЫЕ И ЭКОНОМИЧЕСКИЕ АСПЕКТЫ

Аннотация. Дано краткое описание опыта анализа концептуальных основ управления в образовании и других сферах в постсоветской России по сравнению с развитыми демократиями; описание типичных подходов к внедрению (имитации) стратегического планирования в управлении, а также последствий и специфических черт контекстного, стратегического управления. Концептуальное управление в образовании и в контексте других противостоит контекстному управлению. Современные концепции управления внешне представлены в российском образовании и в других областях управленческого дискурса и практики. Система профессиональных стандартов, разработанная в стране, предназначена для решения ряда управленческих задач. Однако неконцептуальное использование профессиональных стандартов приводит к дисбалансу во взаимодействии субъект-объект и в организации в целом. Перечислены две категории работников. Несоблюдение профессиональных требований характерно для первой категории работников. Несоблюдение профессиональных стандартов также принимает участие в профессиональных, партнерских и личных деформациях. Эти деформации иллюстрируются текстом стратегии управления. Наличие стратегий является стимулом для развития. Однако отсутствие алгоритма составления и оценки таких документов, анализ значимости этого аспекта в процессе оценки деятельности органов власти приводит к тому, что это стратегическое управление остается невостребованным в системе территориального и организационного управления. Авторы рассматривают два ведущих аспекта проблемы территориальной стратегизации: (1) обоснование причин некачественных стратегических разработок; (2) поиск ошибок методологии концептуального управления. Корни

первой проблемы должны быть найдены в дисбалансах становления и развития субъекта управления, начиная с проблемы неправильного подбора и депрофессионализации управляющих кадров. Для решения второй проблемы авторы предлагают инструменты SEO-анализа в качестве методологии оценки текстов стратегий. Этот инструмент решает проблему аудита региональных стратегий в контексте административных, социально-психологических и лингвистических аспектов образовательных организаций и деятельности служащих государственных и негосударственных работников в сфере образования. Полученные данные также могут быть распространены и на негосударственные образовательные учреждения: в частности, в дополнительном или глобальном образовании крайне важно знать его предмет, объект, цель и задачи и т.д. Иначе, как и в случае государственных образовательных учреждений, возникнут имитации, скорее, вредящие образованию и социуму, чем поддерживающие его.

Ключевые слова: образование, человеческий капитал, развитие человеческого капитала, управление, компетенция, профессиональный стандарт, стратегия.

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