

"Turan-Astana" University



**NAGYMZHANOVA K.
AIKENOVA R.**

PSYCHOLOGY OF MANAGEMENT

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Reviewers:

Seitkazi P.B. – Doctor of pedagogical sciences of the Eurasian National University named after L.N.Gumilyov, Astana.

Azamat Akbarov – Professor in Applied Linguistics, Foreign Languages Department, Philology and Educational Sciences Faculty, Suleyman Demirel University, Almaty.

Ermentaeva A.R./. – Doctor Psychology of sciences, Professor of the Eurasian National University named after L.N.Gumilyov, Astana.

Nagymzhanova K., Aikenova R.

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The training manual offers a systematic analysis of theory and practice the essence and structure of managerial activities, methods and style of leadership, requirements for the personality of the manager, the socio-psychological characteristics of a small group. Particular attention is paid to leadership, motivation, psychology of communication and managerial relations with employees, the problem of conflict resolution in the team. Practical interest is the problems of preparation and adoption of managerial decisions, personnel management of the enterprise, as well as preserving and strengthening the health of specialists. After each chapter, tests, methodologies or practical recommendations that contribute to the assimilation of knowledge are given.

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INTRODUCTION

The science of management is interdisciplinary and relies on research results in many branches of knowledge. The theoretical and methodological basis of the discipline " Psychology of Management " is the general and functional management of the organization, as well as such disciplines as sociology, psychology and philosophy.

In turn, " Psychology of Management " is considered as a theoretical and methodological discipline, which is the fundamental basis for studying such interrelated disciplines as the theory of organization; organizational behavior; strategic, innovative, and corporate management, personnel management, etc.

The purpose of mastering the discipline " Psychology of Management " is to study the basic concepts and approaches to the management of the organization, developed by science and practice both abroad and in our country, the formation of a modern managerial worldview, thinking, skills and skills in the adoption and implementation of managerial decisions.

The concept and essence of management change in accordance with the development of human society, acquire new features, and features. The role of management and the attitude towards it are substantially transformed.

Nowadays, the importance of management as a special kind of human activity has increased significantly, traditional management boundaries have expanded. There is a growing need to systematize knowledge about management as a modern system of views on student management.

In this regard, the task of the teacher is to help future managers not only to acquire knowledge in the field of management and associated economic and social sciences, but to form and strengthen certain skills necessary for the management of a modern organization.

As a result of mastering the material of the discipline " Psychology of Management " it is possible to obtain and expand knowledge on the following issues:

1. Definition of the basic conceptual apparatus (useful terms and definitions) of modern management;
2. Analysis and characterization of trends in the development of modern management both in our country and in the world;
3. Contents of the basics of management, including:
 1. - the purposes and functions of management of the organization;
 2. -organization as an object of management;
 - 3.-methods of organization management;
 4. -strategic management;
 5. -process of decision-making;
 - 6.-the person's role in the organization;
 - 7.-communication and motivation in management;
 8. -organizational management structures of the organization;
 9. -measurement and evaluation of the effectiveness of the organization;
10. 4. Methodology and technology of modern management both in the field of studying its theoretical problems, and in the field of practical application.
11. The result of working with this knowledge can be the development of skills:

12. -Use the acquired knowledge at all stages of the organization's management;
- 13.-Apply organizational tools to improve the management of any object using the principles and laws of management science;
14. -to have an idea of the relevance, perspectives and possibilities for using various analytical methods of management and evaluation both in the field of planning and control, and in the field of psychology of personnel management.

Materials for studying the main issues of the discipline " Psychology of Management " were developed as a tool for mastering specific management technologies and skills.

INTRODUCTION TO MANAGEMENT OF PSYCHOLOGY

1.1 Object and subject of study of psychology of management

The psychology of management - the interaction of people in different social structures and social psychology, studying important issues of the industry.

The main subject of study of psychology of management of psychological knowledge in management effectively used in solving various issues in the process.

The object of the theory of social psychology of management in various organizations, groups and teams in the economic, political, is a form of human interaction in solving production problems.

Management of social structures, has its own characteristics of the human mind in different mispalelim and knowledge, memory, volitional qualities, requires the use.

The focus of social psychology, management, psychological aspects of management, subdivided into the main.

In connection with the development of market relations in our country, the management of scientific analysis and practical actions that bypass a specific zone, "Manager", "management" applied to the terms.

"Manager" means Manager. The Manager is the management of industrial and economic structures of the expert engaged.

"Management" is a set of tools used in the conditions of market economy and principles of management.

Management goal involves the formation of General principles of management in practice. It meets the following principles:

- define the goals and objectives of management;
- distribution of tasks, certain types and stages;
- treatment of concrete measures for their solution;
- to regulate the interaction of different units, allocation of responsibilities within the team;
- improvement of the formal hierarchical structure in the team;
- accounting and analysis of small informal arylamine in the team;
- development of communications processes and decision-making;
- actions adequate motivation, the effectiveness of the styles of the head, search and formation of social responsibility;
- individual salaryman establishing the requirements for the personality of the head.

Thus, these types of activities occupy an important place in the I implementation of the role. Fayol offered the basic criterion of concealment of rational control of "control of the range", which was diminished in the number of subordinate heads. Ten years ago, everyone was immediately questioned as to the pro-propagation of prophylactic psychology. The headquarters in the management, on the other hand, is about managing human rights. Failed to keep up the good work and the other guys in the team, and everyone else with them. As it turned out, the right to "give commissions and demand obedience" and distributed differentiated positions by the authorities, with the authority of the executive, with the help of components, intelligence, optimism, moral friendliness, leadership of the leader, precedent, and pr. With a professional decade, she counted for a considerable amount of stabile, upscale staffing. At Taylor, he did not consider the decision of the organization to be just as high as the authorship. This position was based on the principle of "full delegation" in

the field of proliferation. Fayol postulated the question of control over the management of a specific object in a survey. He has been teaching at the teaching staff for the inexpediency of teaching. Only one of the first things Fayollar has recalled the role of individual-psychological personality managers in the sense of their identity and their functionality in organizing.

Fayol has formulated four principles of control, and today are the experts:

1. Discipline, p. e. to follow and compliment the relationship between the firm and the workers. Discipline presupposes justified sanctions.

2. Resistance to staff, in the volume of which is justified.

3. Fairness: Compassion and Goodness.

4. Corporate spirit, t. e. staff harmony, ego drowsiness.

5. The altitude of individual interests common. Интересы отдельного работника или группы не должны превалировать над интересами компании.

6. Break up the work, t. e. specialization. Yes, it is possible to work, by the way, to the best of the best, or to the best of the artillery.

7. Pollution and Responsibility. There is an absolute right to order, and responsibility - is a complementary opponent.

8. Universal condemnation. The laborer is obligated to take only one single - non - supervising chief.

9. Unidirectional areas. If you want a group acting in one frame, you have to complete the same plan and have one master.

10. Centralization. Neglect will take the right proportion with centralization and decentralization. It is a problem definition that will provide the best possible outcomes.

11. Scalar chain. This is the best way to get your hands on the job, starting with the best of the highs, the top manager.

12. Order. Место - для всего, и все на своем месте.

13. Stability of the workplace for the staff. The best flow of frames creates effectiveness in the organization.

14. Initiative. It envisages the development plan and maintenance of its realistic realizations. It is a matter of organization and energy efficiency.

Fayol synthesized the idea of universalism and functional administration, which was based on the founding theory of modernism. The proposed four - dimensional principles have included the "human resources" element ("how - to staffing" today), which have received extensive coverage in America.

1.2 The sequence of control

The sequence of control. "In a variety of biological, social, technical basic function of organized systems, certain structures storage of action for the implementation of programs that support provides the goal."

Characteristic for a system object as a set of interacting components, the characteristic direction. A systemic approach of knowledge systematization and integration of information in the local address the shortcomings and remove unnecessary intalwine route that minimizes subjectivizing interpretation of the phenomena. The direction of systemic weaknesses transferred to the object

knowledge helps in some cases, in the absence of replenishment parts. Under the direction of the system W. Ross-Aspid cesareans, system, first one then the second, third and Cartegena others, on the contrary, the principle – by many considered systems in the first place, then the reduction to the limits of the rational.

Purpose and types of independent yamasachi systems of the enterprise, aimed at the most cardella. This system is aimed at goal - the behavior of employees engaged for a specific purpose, and changing the structure of its activities, the organizer of the independent system, capable of establishing new goals.

The idea of Taylor was followed by the subsequent development of American peer educators Frenk (1868-1924) and Liliane (1878-1972) by Jilbert.

F. Jilbert was originally from the United States to organize a systematic training for trainers from the Science Organization (NOOT). There were ten initiatives initiated by the American Committee of the Inquisition, "on the horror of sleep". Gilbert has developed a conceptual right-wing profession. Ten days later, the most important thing in life was "It is human in my own place". By contrast, the NOT DETAILED is selected in order to be specific in each case, so that it is physically and psychically appropriate. In the final account, each of us wants to be satisfied with the work, which is the essence of what is happening and will not disappear. Clearly, Gilbert was taking care of his personality in the workshop. Ten active members of the psychologist who have been active in solving the problems of business, in the volume of which are unsecured and unnecessary entrepreneurs and employers.

By the way, Taylor and Frenk Jilbert looked at the more or less thoroughly motivated "human factor". Unforgettable inability to deal with this relationship with his spouse, Liliane Gilbert, was the first woman in America to receive a doctorate in psychology. Immenno psychological worker in the research organization was interested in it all. Liliani continued his deed, actively involved in interpretation of the probable consequences of psychological illness. He wrote the first pioneer in the history book, called "Psychology of Control of the Enterprise." By the way, the scientific management has been preeminent and moral development of the laborers, which ensures the ability to cultivate the sensibility of the individual and others, the professional self-esteem, the self-cognition, the sense of honesty. Up until now, he worked with a psychiatric ward, who worked as a "good-natured hospitall". Good job, how can I say L.? Gilbert is not just a professional, mental and nurturing workman, but also forming a life in a healthy way of life.

Harvest Emerson (1835-1931), a prominent organizer and innovator of industrialization, put the question in the management of science in more detail than what F. did. Taylor and F. Jilbert, who worked for the basic organization of the workplace, improved the effectiveness of the work of the worker. Even though Taylor and Emerson did not work together at all, the last thing he did not say was that Taylor had his job. Emerson was interested in the issues of corporate organization, efficiency of functional production of separate industrial enterprises, state control. The ten years the system worked, producing a systematic approach to research, and a research organization. The brewing system, Emerson, dropped into the book "Dying out the principles of production" by bringing about the world of inquiry. All the principle, according to the author, is the only thing that comes to the end - the

scourge of destruction. One of the most important features of the controller is controlling. Emerson has been able to clarify the criteria for effective implementation of the control: ten must be accurate, accurate, long - lasting and quick. As the principle of self-sufficiency in the principles of production, Emerson said, the principle of unquenchable acquisitions has already led to major consequences in the organization. The principle of reward does not only lead to a premium premium. The monetary reward is one of the few principles of the procreation deductions. The people worked well, and they had to go to the ideal. The workshop will help you to achieve the best of your ability to stay focused on the specific needs of your life, get out of the way with the best of yours and optimally.

The authors of the essay, and also their followers (L. Alena, L.Lulik, J. Muni, S. Thompson), say the right to say that in the XXth century, is a progressive character, namely promising prospects of production.

The idea, studied in the frames of the school of "science management", led to the creation of an ideological concept, the so - called "revolution of managers". This conception, the new class of renowned workforce - managers - takes all the way to the old elite - capitalist - owners - and plays a decisive role in the evolution of the modern society. More in the XX in. european students E. Bernheim, E. Bernstein and K. Schmidt has come up with the theoretical theory that the class of capitalists is now overwhelmingly under control of production. Control and control will be passed to administrators, managers, though they do not own the property, but they will determine the strategy and development of further tactics. In 1953, American sociologist Petirim Sorokin (exit from Russia) submitted a transformation of the capitalist class to the manager. Any control system consists of two systems:

- managing;
- basarios, each of them can be considered as independent systems.

The managing entity controls-operates. Basarios organized handling facility or system, systematic, systems management, entity management, aimed at the effects of the planning Department.

The management functions are an integral part of the control system. Management functions management activities specific forms and directions.

Management, organizational design, logistics, accounting and control functions of fir, legal and political.

The function fir is one of the important factors that increase the effectiveness of the management system.

These actions aimed at ensuring the necessary level of Executive functions. In connection with the realization of this goal structure in the system of moral duty in fulfilling the task,the conditions associated with the material e interests.

Just in the process of the control function are closely related to each other and are often carried out simultaneously. The implementation of the functions of the head, experience, training, availability of special knowledge and skills in the solution of control problems, abilities individually, depends on the state of health, and others.

- **Basic research methods of management of psychology**

Managerial psychology is based on various research methods of psychology, especially on observation and experimentation. The method of observation is a

complex and objective process. Because the observation is conducted in the natural functioning of the organization, the observer has an impact on subjects (people being observed) and on the collection and interpretation of the gathered information. In the observation, the observer registers the facts and phenomena occurring in the relationship between people and arguments they are having. The role of the observer in the relationship is passive. The observation method is used to collect information in different circumstances. For example, it is used to predict the direction of the planned study. Such control allows you to extend the scope of the investigated phenomenon, to distinguish some important issues and to identify those who are involved in the study. In addition, observation is also used when other research methods can not be used to obtain psychological data. In practice, there is a list of significant elements covered by observation method, which:

a) the number of people involved in the situation, the socio-demographic structure of the group, the nature of the relationship, the roles of the people involved in the situation;

b) the location of the observed situation and the impact of the environment on the behaviors of the observed people;

c) the purpose of the group's activities - whether there are formal and informal, the presence of realistic goals, whether the participants share the same goal or have different goals? Is the observed case normal or unique and infrequent?

c) social behavior: the nature of the behaviors of the observed group; behaviors directed to what or whom; what motivates the group, the psychological situation in the group, the social behavior in that psychological situation, the deviations in the group;

d) the time frame of the observation: fast or slow paced, duration, recurrence of the observed situation, its features or normal occurrence.

Based on the place of the observer, organization of the observation and other factors, there are several types of the observation methods:

1. Structured and unstructured observation depending on the degree of formality.

2. Different studies based on the level of the involvement of the observer in the situation that is being observed.

3. Field and laboratory observations depending on the place of observation and its organization.

4. It is divided into systematic and non-systematic observation according to frequency of implementation.

Typically, observations involve the observer and occur in the field. They are usually non-structured and non-systematic. Unstructured observations found to be poorly formalized. When conducting unstructured observations, observer's plan is not formulated thoroughly, but only the general idea of the study is defined. If the leader develops a specific research plan and can properly identify the individual parts of the study and regularly record the results of the study, he/she will be able to conduct a structured observation. This type of observation method fulfills the requirements of the high standards, thus special documents are used for recording the results. It is well-known that the different observers may get similar results.

For example, M. K. Gorshkov and F.E. Sheregi in their work named “How to Do Social Studies?” offer to use this card-based system to observe the speakers at the meetings.

Surname, name, middle name:

The job position:

1. who offered the speaker to talk:

001 - the speaker requested in advance;

002 - the speaker requested orally;

003 - the speaker requested in a written form;

004 - the presidium gave the speech.

2. Start time: _(hr):_(min)

3. The basic principles of the speech:

The topic of the speech

The object of his speech

4. Response of the audience:

005 - positive;

006 - negative;

007 - no reaction.

5. Type of the speech:

008 - confirmation;

009 - neutral

010 - critical.

6. Spoke on behalf of:

011 - him/herself;

012 - the collective;

013 - unknown.

7. Finished at: _(hr):_(min)

8. The duration of the talk: _mins.

Further, the card will be processed and detailed information will be drawn based on the given scheme.

Based on the observer’s involvement into the work of the team, the observation is carried out in two ways:

1. An observation in which the observer is not involved in the process, but the person being observed will be familiar with the observer and they can have some kind of relationship. The role and purpose of the observer will be known in such observations. In particular, this type of observation is mainly used to determine the behavioral features of people in the workplace. Often, observing people for this purpose is carried out in exceptional circumstances. For example, a driving instructor observes the student’s performance. The main feature of this observation is that the purpose of the observer and the relationship to the person being observed (in other words, subject) is known. There are some advantages of this type of observation as well as disadvantages. The advantage is that the observation occurs naturally and the observer does not hide while recording the results. The researcher keeps track of his/her records in the presence of the subjects.

The disadvantage: in case if the purpose of the observation is not clear to the subject, he/she may change his/her behaviors or may feel shy.

2. The observer himself enters the study situation and works with the subject in the social process. This can occur in different situations. In one case, the subject will not be separated from other members of the group, and secrecy will remain. In another case, the observer is involved in the activities of the group being observed, but does not conceal his/her own research goals. The advantage of this type of observation is the familiarity and direct contact with the subjects. This will give the researcher more information.

Disadvantages: First, the difficulty of recording the results immediately. Secondly, the observer's inability to influence the external deterioration of the case.

Observation can take place in different circumstances. The observation is called field or natural, if it is carried out in a natural environment like the workplace of the observed group. An observation in the environment where the subjects used to work will allow the observer to better understand the behavior of the subjects. The technical equipment (tape recorders, photo recorders, video recorders) is used when special attention is needed while keeping the records. When new methods need to be tested, a laboratory-type observation is performed. Here, in a room equipped with special equipment, students are taught how to manage or overcome problems. Each of the participants plays the role of a manager or subordinate person. All participants or few of them will be watching and recording the situation. Later, the learning process is analyzed and recommendations are made on the basis of observer information.

Observation may be continuous or sequential and last long. There are structured observations conducted at regular intervals. During those observations, observed cases are carefully recorded with high accuracy. In some cases, observers may need to conduct observation in unscheduled times. Such observations are known to be one-time observations. The researcher while relying on this method in his work, must remember the following disadvantages:

1. The mood of the observer. If he/she is in good mood, he/she may or may not notice some negative characters or behaviours of the subjects.

2. The relationship of the observer with the subjects. Depending on the interests and values of the observer, some behaviors of the subjects may seem to have been adopted quickly. In other words, the observer may be biased while observing, thus may over or underestimate some things.

3. The expectations of the observer. Expectations influence the observer's opinion and cause to make preconceptions. If the subject is aware of the fact that he/she is being observed, he/she may exhibit simulated behaviors.

4. Oneness of the observation. Observing only once, observer's chances to establish relationship subjects decrease. Also, it is impossible to identify the reasons and determinants of subjects' behaviors based on only one observation. It is possible to mistakenly consider subjects' most noticeable behaviors during the single observation as typical behaviors of the subjects.

5. Preliminary meeting of the observer with the subject. The "first impression" may influence the subsequent observations and their results.

6. Need for categorizing the results of the observation. An understanding of this system can lead to errors in providing very detailed results of the observation.

7. Finding a next event. Although the answer to a specific situation is appropriate, it influences the decision of the researcher.

8. Psychological resuscitation. Often, an observer tries to pay special attention to the situation being observed. It enhances the ability to concentrate. In such cases, additional events are rarely recalled, but in some cases, they may be over-emphasized.

9. Mistakes during observations. Based on some human errors in observations, observers may perceive the situation differently.

10. "Halo-effect". This is based on the overall impact of the subject on the observer. The specific perception developed towards that subject may cause the observation to become superficial. For example, the observer notices a number of positive behavioral acts from the subject and considers them worthwhile. Later the observer will be ready to relate good qualities to that person without really observing.

11. "The Effect of Pardon". Here, according to the results of the observation, the tradition of positive assessment prevails. This impact can occur in situations where the result of the assessment is thought to affect the subject. The reasons for this are: observer's worry about his/her reputation, liking the subject, personal acquaintance with subject, and the superficial attitude to the research. Indeed, such "generosity" in the assessment indicates a negligence of the observer.

12. Modeling error. In this case, instead of comprehensive observation, a deductive conclusion is made. This error is often called logic or theoretical. For example, we describe smiling people as kind, and kind people as trustful. Those who are skillful in public speaking are considered as mannerly, and mannerly people are expected to be able to speak in front of public. Likewise, we consider smiling people as humorous, and people wearing sunglasses as intellectuals.

13. Contrast error. When assessing others, the observer often unconsciously ignores the behaviors that him/herself lacks. As a result, he/she eliminates the behaviors opposite to his/her own behaviors.

All of these points show that the main disadvantage of the observation method is its passiveness. Sometimes you have to wait a long time for subjects to show their behaviors. Also, missing some important things may give a wrong explanation of the situation. In order to avoid such errors, researchers use experimental methods in their studies. Through experimentations, it is possible to collect exclusive information that can not be obtained using other research methods. For example, in order to increase productivity in a company, you decided to apply spiritual and materialistic types of motivation. But does it guarantee a possibility to achieve the desired result? Won't it have negative effects? Won't it decrease the effectiveness of the previous methods of evaluating the workers? You will have many other questions to which you don't have answers. Experimental research methods are used to solve these problems. The main purpose of carrying out such experiments is to test different prognoses used in various management solutions. In the beginning of the experiment it is recommended to work with only a small group of subjects and in the most homogeneous situation. The main logic of conducting the experiment is to track the direction, volume and stability of the characteristics essential for the researcher, while keeping the subjects

in the experimental situation. The effectiveness of the experiment is related to the creation of necessary conditions. This is primarily related to three things. First, as the refinement, the most important aspects of the problem are studied. Secondly, the clarifying description is related to the qualities that are added by the researcher. Such description (such as introducing a new type of reward) is called a factor. Values that are not considered (for example, work shift, year seasons) are called neutrals. Neutral characteristics may change during the experiment without external influences (in this case they are called "floating") or remain unchanged. Thirdly, phenomena that may change the experiment should not have an impact on the experiment. The effectiveness of experimental research depends on the following requirements:

1. The system of experimental situations, established by experimenter, must be close to the true situation. Structure and condition of the "experimental system" must comply with the structure and condition of the "natural system". The results of experimental studies should be transformed to a more natural process.

2. The experimental system should be well-managed. The main things to influence the experiment should be clearly indicated, and should be controlled separately from other factors. The experimental situation should be standardized and stable. The performance of the experiment and the accuracy of the research depend on the degree of control of those situations.

3. The result of intervention in experiments should also be controlled. As many experimental changes as possible should be recorded. The measuring instruments should be designed so as to indicate small signs and changes. Experiments are distinguished depending on the nature of the experimental situation, the logic of prediction.

Depending on the nature of the experimental situation, the experiment is divided into natural and laboratory. In a natural experiment, the subject (group) is in its natural habitat (working time, occupation). The group may or may not be aware of the experiment. Disclosing about the ongoing experiment will be decided according to the specific situation and its effect on the experiment. For example, people providing archaeological research with necessary tools every Friday provide an insight into the work they are doing with them, influencing the group's mood and making a stressful response to the group. In this case, under the influence of independent deviations, no artificial closed environment was formed. In the laboratory experiment, members of the experimental team and the experimental situation are artificial, so the group members are aware of the experiment.

Laboratory experiments are conducted in closed environments in the form of personal experiences or smaller experiments. Classic examples: experiments related with decision-making, experiments on public administration and subordination, experiments on public impact. For example, in the two-week-long experimental study on the introducing phenomenon conducted by J. Olmstead and D. Taylor, pairs having similar personalities and pairs having inconsistent personalities lived in separate places. Couples with inconsistent personalities found the room common for both of them and shared well in the beginning, but later started to gradually take up the chair, the table, the bed to themselves. Ultimately, they stop even entering to

each other's rooms. However, even though the pairs with similar personalities splitted the space initially, they eventually used all the things and spaces equally.

In the natural and laboratory experiments, the questionnaire and observation methods are used as an additional method of collecting information. Based on their findings, the researcher decides whether to interfere with the process of experimentation.

The linear and parallel experiment is used in the logistic structure of prediction. In a linear experiment, a certain group can be a control and experimental group. Prior to the beginning of the experiment, normal features of the group is recorded and then some factors (change in working condition) of the group are changed. After the predetermined time, the condition of the subjects is re-measured for details.

In the parallel experiment, two groups are present from the beginning: experimental and control groups. The composition of the two groups should be the same (first of all, the socio-demographic characteristics). The characteristics of the control group should not be changed during the whole experiment, and the characteristics of the experimental group should change. Upon completion of the experiment, the conclusions will be made based on the magnitude of the change and on the reasons why those changes occurred. Experiment preparation is carried out in the following order:

- 1) identification of the purpose of the experiment;
- 2) selecting subjects and choosing the control and experimental groups;
- 3) determination of the subject of the experiment;
- 4) choosing control, factorial and neutral characteristics;
- 5) determination of experimental state and creation of experimental conditions;
- 6) forecasting and identification of tasks;
- 7) determination of indicators and methods of control of the experiment;
- 8) choosing the methods to record the finding;
- 9) checking the effectiveness of the experiment; using experiments in leadership to check the scientific hypothesis will increase the management's capability, as well as managerial capability of the researcher.

The most widely used method for researching social phenomena in small groups is sociometry. The term "sociometry" came from Latin language, "socius" meaning companion, participant, and "metrum" meaning measure. For the first time in the nineteenth century, Jacob L. Moreno used the method of sociometry to study the influence of one group on the second group. The application of the method of sociometry will increase the labor productivity of the group and simplify the conflict and influence the identification and decision of group decisions. If the methodology is accurate and the results of the sociometry method are used correctly, then theoretical conclusions can be made about the value and function of the group. It achieves significant improvements in the design of the team and enhancing its efficiency. Basic sociometric concepts describing the state of a person in the group: "rank", "social role". The place of the individual in the life of the group, in the development of group processes is a rank. The rank is determined by the group members' activities in the group and their responsibilities. It reflects the objective features of the individual, as well as the perception of the surrounding people. The

social role of the individual is measured by the collection of activities allocated to him/her by the group. Social roles are not strict. It is a multifaceted and dynamic phenomenon affected by the individual's personality and condition. With the help of sociometry, you can determine the number of measures involved in the process of interaction. Sociometry is used to identify sympathy and antipathy that people do not even feel or notice that they may have. The main advantage of the sociometry is its speed and the mathematical processed and graphically represented results. The basis of the method of sociometry is that you can ask questions that can be used for any type of human relations: "Who do you want to be with?", "Who do you want to work or have a rest with?" In the method of sociometry, there are two ways of selection depending on employment and recreation. You can also limit the number of people that can be selected. When entering the sample into the matrix, sociometric "stars" (most people who choose) and "unwanted" (mostly unwanted), a complex connection between sympathy and antipathy among people, and the hierarchy of intermediate parts with these poles can be seen. The uniqueness of acceptance or non-acceptance of members of the team, as well as anonymity of the sociometry, reflects the danger of this method. If respondents see a question sheet or a questionnaire, there may be tension within the group.

In most cases, a dichotomy criterion is used. It gives a clearer definition of relationships in the subgroup. In some cases, the respondents can shown names of the people they want, in addition to the names of unpleasant people. In this case, the question is about who is in the first, second and third places. When conducting a sociometric survey each participant is given a sociometric survey and a list of members. The name of the team members will be encrypted to make the study easier. The sociometric card begins with explaining the purpose, essence and how to complete the survey and asking to participate in the questionnaire. Further, information on how to flip out the card and on the restriction will be provided. Since it is impossible to carry out the sociometric study anonymously, it should be warned that the answer will be kept confidential. The analysis of questions of sociometric research is carried out through formal and non-formal criteria. Answers of each member of the team will be written into the somatomatrix

Sociometry

	Participants	Who is selected					Number of selections		
		1	2	3	4	5	+	-	Total
1	Aiman	-	-	+	+	-	2	3	5
2	Aidar	+	-	+	-	+	3	2	5
3	Yerkin	0	-	0	+	0	1	1	2
4	Bota	+	+	-	+	+	4	1	5
5	Sholpan	0	+	0	-	0	1	1	2

Total	+2	+2	+2	+3	+2	11		
	-1	-3	-0	-2	-1		8	19
	-1	-3	-0	-2	-1		8	19

Thus, along with determining the relationship between the team members with the help of the sociometry, it is possible to identify some of the features that are common to the group.

Group equipment, widely used in emergencies, is called psychological debriefing. Debriefing is a special kind of confidential discussion of a group of people who suffered from a devastating or tragic event. The overall objective of the group discussion is to minimize psychological distress, reduce individual and group stress, mobilize the person's internal resources, strengthen group support, enhance commitment and understanding. Optimal time for debriefing is 48 hours after the event, with special radiation and reflection and self-analysis. In the extreme case, the practical psychologist's work focuses primarily on helping to overcome long-term consequences of post-traumatic stress reduction.

Other psychological studies are used in management activities. They are interviews, tests, analysis of results of actions, questionnaire. Among the additional methods, the role of cross-culture is particularly important in the comparative analysis of managers in different cultures. The established state traditions promote the actions and thoughts of the head of the national culture. When negotiating with foreign partners, the head should not forget that he is not only the head of the institution, but also a representative of a particular culture. Using these methods, you can get as much detail as possible. This will create a complete and concrete set of guidelines for managing the team, making it more efficient and useful.

Control questions:

1. What are the basic research methods of management psychology?
2. What are the elements that are included in the process of control?
3. Describe the place of observation methodology in management psychology, its types and disadvantages.
4. The application of the experimental method of observation, types, its description.
5. What is the procedure for conducting experiments?
6. What is the effectiveness of experimental research related to the implementation of the requirements?
7. What is a factor analysis?
8. Who used the method of sociometry for the first time, it is a description of the method.
9. Analyze additional methods used in managerial activities, including how to understand the meaning of cross-cultural approach?

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AUTHORITATIVE OPINION

Never Outshine the Master

Always make those above you feel comfortably superior. In your desire to please or impress them, do not go too far in displaying your talents or you might accomplish the opposite – inspire fear and insecurity. Make your masters appear more brilliant than they are and you will attain the heights of power.

Never put too Much Trust in Friends, Learn how to use Enemies

Be wary of friends-they will betray you more quickly, for they are easily aroused to envy. They also become spoiled and tyrannical. But hire a former enemy and he will be more loyal than a friend, because he has more to prove. In fact, you have more to fear from friends than from enemies. If you have no enemies, find a way to make them.

2. THEORETICAL AND METHODOLOGICAL BASES OF MANAGEMENT

2.1 Methodological bases of management psychology

Management is an ancient branch of human activity. German researchers W. Zygert and L. Lang have written on the management psychology: "Management is to achieve human and material resources through good, economical and rational use of the set goal." The abundant material and social values in human history have been created and developed only as a result of coordinated work of people. Until the 20th century, management was not an independent field of scientific research. In 1911, Frédéric Winslow Taylor outlined the basic principles of governance in his book, *Managing or Managing the Plant*. In the 30s of the last century, management theorists began to pay special attention to the role of the human motive in labor. It was a great achievement in the governance of focusing on the place and significance of human activity. This success in management has led to the development of "School of Peacemaking Schools" by Elton Meon by introducing the concept of "social" instead of "economic man". From the point of view of this school, the production organization is considered as a whole social body, and the people who work there are the indicator of the motivational, personal and psychological qualities of that social system. The following corrections are made to the management practice of Mayo "relationships of people":

1. More attention to the social needs of a person;
2. Abstinence from endless specialization of work;
3. Necessity to avoid the hierarchy inside the organization;
4. The relationships between people inside the production are not formal

maximum form of the type;

5. Study of formal and informal groups inside the organization

Implemented improvements.

In May 1920, Mayo and C. Barnard, well-known scientists from the United States state, collaborated with direct managerial activities to replace the notion of "the economic man" with the term "social man" due to the C. Barnard's dissatisfaction with the notion of the organization where he worked. He understood that the groups in the organization were not paid attention and understood the need to analyze the structure of those groups. Another positive aspect of the study was that it was a strategic factor for the organization. C. Barnard emphasized the position of the managing director in the organization, including:

- art of decision making;

- ability to set goals based on vision;

- presence of a clear understanding of the organization's scheme and the system of personnel management;

- demonstrating the role of organizational morality in the formation and the role of these qualities in the main task of the managing director. He also focused on leadership. C. Barnard admitted that the goal of the stimulus is to strengthen the personal confidence of the person in a constantly changing environment and to unite the cooperation. The concept of "People Relations" by E. Mayo and C. Barnard was supported by professor Douglas Mark Gregory of Massachusetts University, D. Luckert of the University of Michigan, and K. Arjiris from Yale University. As the manager and the subordinates both lose control of the relationship in the organization, these readings are often referred to as the "human resource" group.

In the 1960's of the last century D. Mark Gregory's Man-in-Production Managers argued that the managerial formation was not the result of the formal force of management in its development but in most cases it understood the purpose, policy and practice of management. "The success of the management depends largely on predicting and monitoring human behavior." There are two questions that can be drawn from Dr. Mark Gregory's tools to control the behavior of people in the organization:

1. From the physical force to the formal power;

2. Going to Leadership from Formal Authorities. According to him, production is the economic body of society, its ultimate goal is to serve the common good. It says that the authorities do not have a special source, nor does the individual's objective be to sacrifice the organization's needs. D. Mark Gregory's leadership consists of a number of variables: a description of the leader, the position and needs of his followers, the specific social relationships in the social, economic and political environment, depending on the nature of the organization (the nature of the task, the structure). Leadership is not an individual-specific quality, but a sophisticated attitude of these variables.

In the methodology of management there is a systematic, case-by-case and process approach. The main methodological approach in management is consistency. Systematic coordination reflects the organization as a whole, with its complex relationships as well as the coordination of its activities. Regularity requires a

feedback relationship between the whole organization and its departments. Feedback in the organization is a whole and with the environment. This position reflects the dialectic of different qualities. The organization's tremendous impact affects many factors, its meaning being psychological and socio-psychological.

System is a unit that is interconnected, each of which contributes to the specific nature of the whole structure. An organization is an open system because it has a dynamic relationship with the outside world. Regarding the issue of governance, the key actions to be taken must be:

- 1) to identify and separate the object of the study,
- 2) to determine the purpose of the system's hierarchy and its parts,
- 3) describing the impact of each component on the system and their negative impact on the system,
- 4) identifying possible ways to improve the activities of the research units.

In contrast to the situation, it is otherwise understood as "a concrete agreement." The basis for which the head can be used is the real situation and it is effective. The Conceptual Framework conforms to the entity's effective decision-making in line with its changing internal and external environment. In this context, certain methods are used in combination with the concentration of popular school management principles. This conclusion is considered to be the most effective in reaching the organization's goals.

Process relationships are governed by interrelated actions resulting in a continuing relationship between the services to be performed.

Scientific research in the field of production development and psychology, social psychology, social organization has contributed to the development of management. Assessment of management as a special act has introduced the concept of "School of Management" to the theory of management.

In the history of management theory, the following management schools should be noted:

- 1) The principal position of the School of Advanced Management in 1885-1920:

- Determination of the goals of achievement by scientific analysis;
- Selection of workers with access to and achievement of the objective;
- Providing the resources needed to achieve effective employment;
- Systematic and correct use of material incentives to improve productivity;
- Separating planning from other types of work.

- 2) The position of the Classical School of Management (1920-1950):

- Improving the management position;
- Description of management activities;
- Consistent arrangements for managing a corporate entity.

- 3) School of Management Science From 1930 to present, the main position:

- Understanding complex management issues with the design and application of models;

- Improving numerical methods to help decision makers in difficult situations.

- 4) The School of Management or Digital Concord (from 1950 until now), the principal position:

Use of mathematical, statistical and engineering achievements in management;
Formation of economic-statistical methods in management.

5) School of Human Relations, essentially a psychological school. Psychological tools such as responsibility, communication, positive psychological climate in the subgroup were used here. The main focus is on social interaction, motivation, authority, relationships, leadership, and more. From the sixties of the twentieth century, the whole psychological approach has been widely used in managing an organization. The main objective of the psychological school was to increase the effectiveness of the organization by enhancing the human factor, increasing the activity of the people. The emphasis in the field of management was focused on socio-psychological interactions, control of behavior in the group and its regulation.

The management function is the type of activity that the human society is doing. The schoolboy's "personality attitudes" was based on the German-American psychologist Hugo Münsterberg (1863-1916), a single psychotechnical expert on the subject. Münsterberg has developed a troublesome developmental problem in the field of professional training, vocational training, production of waste, monotony, traumatism, advertising in the trade and other spheres. True, this role is evolving in areas such as professionalism and professional choices. The treatment will prioritize the professional goals of two tasks: 1) Psychological analysis profession and the realization of professional qualifications; 2) Psycho diagnosis, t. e. establishing the required level of professional qualifications required by the applicants with the help of the corresponding test. Münsterberg has recalled a special emphasis on the fact that all people (especially younger) are in a position to adequately assess their skills and to choose the right profession. He has mastered the program of psychological profession for ten years, including the following: • Monitoring of the work of the psychologist-psychologist (his role is highly valued in the analysis profession); experimental research, in the volume of the special study of advanced and unprecedented occupational skills (the method of "polar group"). Münsterberg instinctively persuaded the creation of the special psychotechnical institutes; a laboratory for the dissemination of "mimophysiological shamans." Ten Predicted, That Industrial Enterprises At Concession Concession Developed By Initiative To Attack Workers Of Specialists-Psychologists

2.2 Psychological laws of management

As with any law, there are laws of management psychology that are related to interpersonal communication and group relationships, irrespective of what we do not know. Basic laws of management psychology in managing activity:

1. The law of uncertainty of interpretation.
2. The Law of Inadequacy.
3. The Law of Inadequacy of Self-Assessment.
4. The law of distortion of information.
5. The law of self-preservation.
6. The law of compensation.

The law of uncertainty is also called the law of dependence regarding external psychological conditions. It is due to the presence of apparent and psychological stereotypes. Dependence of perceptions on past experience. Conscious stereotypes are constant opinion, an assessment, or an idea about surroundings that is reflected in a semi-accurate picture of truth. Stereotypes of consciousness affect the behavior, and openly or secretly interfere with communication. This law shows that every person responds differently to the same effect at different times. If someone is being rude to another person, one may respond in the same manner, the second one may ignore, and the third may ask that rude person to calm down and try to teach to discipline. The researcher should know the fact that even one person can react differently to the same thing each time. A deeper inclination of the inner psychological conditions (emotion, mood) can be significant, and in some cases it will help to know the person's true answer. In fact, these cases cannot be fully considered. It is not always possible to determine how a person with whom you communicate is responding to your actions. One of the main laws of management psychology is uncertainty of opinion. For example: a boss puts an order and expects it to be executed (definite answer). Sometimes the command is executed, and sometimes it does not. How is the situation, if the task is not executed properly or is not implemented at all? The executive determines the reason for the failure to perform the task and analyzes the situation in the same manner. In this case, both the leader and the performer have an influence over the perceptions and psychological consciousness, and at times can explain the opposite. The manager may call his staff "lazy, hindering work". And the performer finds dozens of "objective" reasons for justifying his actions. In this case, the manager and the performer make mistakes. If the manager does not properly choose the subordinate, the subordinate does not choose the way of protection.

The law of incompatibility with reciprocity. A person's perception is never realistic and incomplete under the subject matter actually accepted. Even the simple thing we see is the visible part that directly affects our receptors never complete. Such distortion is due to many factors, the main points of psychologists' opinion are:

1. It is known that physical, physiological, intellectual, social, moral, emotional and sexual peculiarities of the person are constantly changing. This shows that a person is in a constant state of change.

2. My dad always strives to be unaware of his peculiarities and "weaknesses" in a conscious or unconscious manner so as not to be harmed by some.

3. Since man does not know himself completely, he can not give him complete information about himself. In some cases, he does not want to appear, even if he does know it. Psychologists say that the person should try to look good in the best way possible when applying management decisions.

The manager should take the following positions in his work with people, taking into account the non-conformity law in management:

- a) From a managerial point of view of universal talent, there are "people who are inexperienced, lacking in talent, who do not just do their jobs";
- b) the development of general and special abstracts can be improved;
- c) No estimation of the value to a person can be said to be complete.

The essence of the law of inappropriate self-assessment is subject to internal barriers and limitations, as is the case with the assessment of others. Self-assessment coincides with rarity, which is either exaggerated or underestimated. A person may at times overestimate his qualities and value some of his qualities. There are times when a person is not only rational, logical, not smart, but also emotional and sometimes unreasonable. Sometimes a person does not understand it. Therefore, the leader must know the hidden undercover forces that force a person to do certain actions. Analyses of logical reasoning about human beings never coincide.

The law of information distortion is sometimes called the loss of controllable information or the loss of control of the information. The essence of this law is that the management information (order, instructions) changes in the process of "moving from top to bottom". The basis for this is the language of management information. Although the language is very strict, the same can be interpreted differently. It is known that oral information is accurate and without distortion of 50%. If the information is not complete, access to it is limited, and predictions of subordinates are not fully satisfied, they make predictions based on their own assumptions and untested evidence. In this case, if the amount of information does not increase, it will not decrease. In addition, people receiving information and the source of information vary from one to another based on the level of education, intellectual development, to their own needs, and to their physical and mental condition. All of these features leave their signatures in the process of transmitting information. To minimize or avoid distortion, specialists in management psychology include:

- a) Minimizing the steps involved in the information transfer process;
- b) Timely provision of staff with all the information they need to address;
- c) Suggests feedback with subordinates for the purpose of knowing that they have acquired the material.

The essence of the law of self-preservation is the main motive behavior in maintaining the individual's personality and morality. Inaccurate evaluation leads to negative reactions directly or indirectly. For example: At the meeting, the management suggests participants to express their views on issues raised. One of the participants immediately gave an idea, but his opinion was not in the mind of the head. The manager immediately said, "You always say the same thing". In this case, the idea of all the participants is immediately moved to self-defense rather than discussing the issue. They begin to think not to be in the position of the first speaker. This narrowed the creative potential of the problem solved by the group.

Compensation laws try to supplement them with conscious, sometimes incomprehensible labor, if they have difficulties in a common sphere of human life. If the compensation is inapplicable, the person will try and make a mistake. And if it goes well, its effect will increase. For example, a memory process can be developed through rational organized work and writing, repetition.

Thus, the work of the management team, based on the achievements of modern management psychology in the organization of the management process, will increase the effectiveness of managing the mental and social, the laws of individual relations with people.

Control questions:

1. Name the basic laws of management psychology in management.
2. The essence of the law of uncertainty.
3. Factors in the law of incompatibility with the reciprocity.
4. Analyze the law of discrepancy in self-assessment
5. Situations where the information distortion may occur
6. The essence of the law of self-defense, its use in the creative work of the group
7. Disadvantages of a human being are regulated according to the corresponding traps

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AUTHORITATIVE OPINION**Conceal your Intentions**

Keep people off-balance and in the dark by never revealing the purpose behind your actions. If they have no clue what you are up to, they cannot prepare a defense. Guide them far enough down the wrong path, envelope them in enough smoke, and by the time they realize your intentions, it will be too late.

Always Say Less than Necessary

When you are trying to impress people with words, the more you say, the more common you appear, and the less in control. Even if you are saying something banal, it will seem original if you make it vague, open-ended, and sphinxlike. Powerful people impress and intimidate by saying less. The more you say, the more likely you are to say something foolish.

So Much Depends on Reputation – Guard it with your Life

Reputation is the cornerstone of power. Through reputation alone you can intimidate and win; once you slip, however, you are vulnerable, and will be attacked on all sides. Make your reputation unassailable. Always be alert to potential attacks and thwart them before they happen. Meanwhile, learn to destroy your enemies by opening holes in their own reputations. Then stand aside and let public opinion hang them.

3. THE MAIN STAGES OF DEVELOPMENT OF PSYCHOLOGY OF MANAGEMENT

3.1 The ancient stage in the development of psychology of management

The ancient stage in the development of psychology of management. This is the longest stage in the development of management. d.D. IX – XVIII century begins and ends approximately in the VII century. To management an independent science, accumulated experience of mankind in this region for thousands of years.

The forms of work organization and security for the construction period in the order began with a simple primitive for the first time. At this stage, control switchgear, together with the mixing of all members of the community. Chiefs and elders Ru, the presented action, hope, initiative and independence.

B approximately.d. D. IX - VII Millennium in the Middle East region bandalos economic (hunting, fruit gathering) way of getting products into production, i.e., production moved to the economy. And here, from this period there is a starting point for the emergence of management control in education Fund accumulation people.

B. D. D. In the III-II century the first this control: the married parish priests of churches, religious workers, managers, and began to eat.

However, the head of the Department this the second of Hammurabi (b.d. D. 1792-1750 gg.). in connection with the name. The value of the net Marler control of a control system of formation of the intelligentsia, the relationship between people and control style of leadership in formal, and behavior, was marked by the emergence of methods of motivation.

Navuhodonosor II (b.d. d. 605-562). achievements – construction, handling complex technical projects, effective management methods, characterized by the appearance of a third TTL in the management and control of product quality.

Management-as the ancient Greek philosopher Socrates in one of septated area actions (b.d. D. 470-399 gg.). Analysis of different forms of governance, its principles, proposed mabatini. Plato, the end (b.d. D. 428-348.). icted types of forms of government, made attempts to restrict the activities of departments of management.

So, in the management of religious this the first commercial, the other is intelligent, and the third production building.

3.2 Industrial stage in the development of management

Industrial stage in the development of management. And the state during this period, the development of ideas of management. Balustrady the name of Smith. It is in that period not only a political psychological Basarabia, as well as analysis of the distribution of labor services of the state and was allocated by the head of state.

Currently developed in the late nineteenth century, the phenomenon of the so-called production tel. This period corresponds to this in the fourth management. This process is not only the economies of many countries, the basis of modern management psychology.

This period population on earth is increasing two times, in connection with the development of industrial economy. The division of labor led to the formation of new schools and the training of the managers of the business.

"In a variety of biological, social, technical basic function of organized systems, certain structures storage of action for the implementation of programs that support provides the goal."

Initiator General management, theoretical and practical studies of F. Taylor. Later, this direction of "Scientific management" address".

Management - labor people in the process of interaction, uniting the interdisciplinary connections of the Sciences discipline Krk enterprises. Therefore, where the study of psychological factors is an important part of it.

That the result of the work depends on psychological factors, and in most cases is determined. These factors, their objectives and tasks of the team through co-exposure of workers using separate guiding leads. according to the results of sociological research, head of the economic activities of return of 15% of his / her professional level, and 85% found that when people work. In connection with management activities psychological factors, attention, attention.

Each person's particular behavior and knowing channel for effective collective behavior can be predicted. This leads to the establishment of their own psychological climate in each team. Therefore, the formation and development of the personnel psycho-physiological compliance of the principles of compatibility.

Now, take a closer look at in the next Chapter the theoretical basis of the study of psychological factors that ensure the success of the labor process.

Control questions:

1. How are you studying psychology and how to understand them?
2. The circumstances in which the focus is on the place and significance of the person's actions
3. Changes made by E.Mayo "relationships of people" to management practice
4. Mark Gregory's opinion on the behavior of people in the organization.
5. Analyze the concept of leader Mark Gregory.
6. Harmony in management methodology
7. Explain the schools of management, their distinctions and similarities

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AUTHORITATIVE OPINION

Court Attention at all Cost

Everything is judged by its appearance; what is unseen counts for nothing. Never let yourself get lost in the crowd, then, or buried in oblivion. Stand out. Be conspicuous, at all cost. Make yourself a magnet of attention by appearing larger, more colorful, more mysterious, than the bland and timid masses.

Get others to do the Work for you, but Always Take the Credit

Use the wisdom, knowledge, and legwork of other people to further your own cause. Not only will such assistance save you valuable time and energy, it will give you a godlike aura of efficiency and speed. In the end your helpers will be forgotten and you will be remembered. Never do yourself what others can do for you.

Make other People come to you – use Bait if Necessary

When you force the other person to act, you are the one in control. It is always better to make your opponent come to you, abandoning his own plans in the process. Lure him with fabulous gains – then attack. You hold the cards.

4. INNOVATIVE AND CREATIVE MANAGEMENT POTENTIAL

4.1 Socio-psychological theory of management

Socio-psychological theory of management. In the course of socio-psychological development of humanity as public relations, cooperation, and management problems." Originally a spontaneous process of unification of mankind on the basis of the analysis of the existing relationship between the people in the form of thinkers becomes a tool for regulating relations between people in social groups the object of conscious development. But the idea of management as a field of scientific research, as the question. And it happened only in the XIX century, work psychology, social psychology developed in the industries.

In connection with the development of management theory in General and management specific things, like science, evolved independently, once in the mid-twentieth century.

Control in the first half of the twentieth century-the school has four main steps:

- scientific organization of labor;
 - administration;
 - the ratio of a person;
- of science and management.

Research, from the school of no universal theory, but in the solution of control problems in different icermedigini profitability of each of them. Processed many theories within the school that, to this day has not lost its methods sector.

In 1911, interest in the f real-life relationships.F. Talardy "the principles of scientific Management" was considered in the work. F. f and l, and Taylor. Gilbertsen

school of scientific organization of labor based on the labor. The researchers content of the work, the analysis of specific labor operations much attention.

A great contribution to the development of scientific management Sciences. A wide range of tasks characteristic of Psycho – sorting and professional advice, training, production struggle with circumstances, fatigue and unhappiness, psychotechnical With Soviet science development. G. Hellerstein, I. N. Spielrein, K. K. Platonov, associated with the names. Currently, many of the issues treated at the school of scientific organization of labor psychology of labor, engineering psychology and ergonomics relates to competence.

Representatives of the school of scientific organization of labor, addressed the issues of allocation of management functions: to consider planning, monitoring. Negde management, including independent action was recognized as.

School of scientific organization of labor in the production process directing his attention, the attention is aimed at improving the administrative management of the school. French scientist Henri Fayol, the administrative development of the school and its connection with the name "father of management" is called.

F. Taylor begins his career as a simple worker, and Fayol for a long time coal production in the company in senior positions.

The subject of the research administrative activities of the school of General laws of creation, of structure. Universal principles of management of administrative school was the creation of the formation of collectives and purpose. A. Field contribution to the theory of management, management is a process consisting of several interrelated functions, as considered. It functions: planning, organization, motivation and control. Of features, all with each other and unified communications, connecting processes with the decision. Representatives of administrative school of management social paid great attention to aspects. A. the main principles of management fayol division of labor an important place in the treatment, the ratio of task and responsibility, discipline, initiative, spiritual corporatistic.

School of interpersonal relations in the collective actions of the human factor as a basic element of management effectiveness has emerged as a reaction to Sinaloa aless other areas.

E. Mayo and M. these Names are the names of the largest reputable Follet the school in the development of the enterprise. M. Follet management "with Other persons" identified as security performance. It's currently "staff technology" is called. E. Mayo, opened a new research direction in control theory. E. Mahony opinion, an important reason for the growth of labor productivity in changing forms of control.

Psychological peculiarities of each employee in the management and widely individually person into account. Many psychologists engaged in the management of people beyond international relations theory, interpersonal relations with emphasis on the correction. Recette social interaction, leadership and bedelin, leadership and motivation, personal characteristics and settele various aspects of culture.

The purpose of the employees in the collective through realization of personal potential actions, improving the efficiency. This psychological area in the 60-ies of the special popularity. The staff of the school of management science and is

considered as an open system. Controls for communication between within the team. Elements and relationships between elements, as is constantly changing, and management methods should match the concept and specific circumstances.

The development of science is evolutionary development. The deepening of ideas of different directions of modern management gets string all is well and continues to evolve.

4.2 Management of functions, the main stages of development

Management of functions, the main stages of development. Styles of strategy of interaction between the Manager and employees of the organization, leader, behavior, reflect common features. Leader in strategy the actions of many small communication Acterna: effects of management, and external and in the higher courts.b. classified. The head of each such action may cause problems, aspects. Structure and to decide their qualifications of the head is mandatory in any view.

The five stages of distribution process management tradition. They are: planning, organizing, leading people, motivation and control.

The head of the service can be defined in accordance with the main periods of the functions:

- strategic;
- administrative;
- communication and control;
- motivational;
- is observation.

Leadership, distinct from the common. We are providing the head of the psychological side, and major psychological problems that cause nageshwara get.

Function Staehely. And objectives of strategic planning, value creation is the primary function of team leader.

Experienced, competent, a broader view, three issues are faced in the context of psychological skills, strategic thinking leader:

- a) the problem of decision-making (unilateral collective);
- b) lack of time;
- c) the problem of innovative activity.

The correct decision, any unilateral or collective? Hinayana 2.5 thousand years ago the philosopher, "if something better, someone who for thousands and Tatey" she wrote.

The General principles used when making decisions:

- individually hope, than collective decisions;
- good quality solutions and of different groups;
- participation in all discussions will allow group decisions, strengthens brisking atmosphere, good working contact, reduces objections to the decision;
- the results of group decisions, the implementation of the decision allows you to fully conceptualize and health care.

But:

- make the decision in a unilateral time-consuming than group decisions;
 - decisions in high-risk groups (liability in connection with the transfer of all installments);
 - if the head or leader of the group, the higher the competence of the members of the group, it defeats the purpose of the decision;
- the solution is often treatment team members, group behavioral conformism leads to a higher level.

The elimination of the deficit of funds can be resolved through the head of a lot of time. Its technical nature:

- plan a specific working day;
- each activity standardly the cost of time (work with documents, telephone conversations, meetings);
- unforeseen work and leave time.

Supervisor, perform it successfully, not austender to save time of execution. But often the use of this method can lead to management difficulties.

First, any Manager "includes agentd" wants. Welcome to leadership is necessary for dealing with psychological Austender yourself, the person feels as indispensable.

Secondly, any Manager austender orientated any tasks, when you perform skip errors hardly considers herself to hope.

Thirdly, many managers do not know or he could not accept, i.e. in the team) terms in office.

Any head, work head? This is a normal phenomenon. The head of the left takes responsibility for the following characteristics:

- official work after the end of the day;
- a long time in work than their employees;
- note, letter, report etc. he writes a large part;
- while on vacation, the person instead of his left.

Administrative functions.

Strategic plan not only in-charge of and head allindian legislative relations, providing administrative functions, method and power. A special place of rewards and punishments in different.

Most of the psychologists of the second half of the twentieth century shows that greater efficiency in the management of encouraging people.

On the basis of many studies of a positive than a negative neatware neither effect. Required behavioral samples psychological claims. It encourages formation of favorable psychological climate in the group. Increases the assessment of their own people. The successful implementation of their production and motivationally.b.

This influence of the control application requires compliance with certain rules:

- encouragement should be specific, i.e. to run the job.
- incentives should be ktruss;
- encourage any success, that is, should be available;
- promotion should not be possible often.

Gifts, gifts, much less than in the cases with bigger size.

Regulating the communicative function.

The effectiveness of communication depends on many factors. Establishing a positive relationship between a Manager and one of his servants.

Human joint actions and exchange information between them when necessary. Only on this basis, United in a group people can achieve their goals. Junior group team, any level, including, necessarily, providing communication between members, in the communication system.

The object that is the subject of the interaction of leadership and their effectiveness to each other, how adequate will tsanga.

Motivational function.

Any aastandard motivation is the main task of the Manager.

Activity and Motivation, how to start any action with tsele motives as a system, are investigated in various aspects. In this regard, each author in different ways to explain it. It is clear TRDN clarification or need (J. Noten, A. Maslow), or are in need of his forgiveness and anaitasuna (S. L. Rubinstein) or with the subject's needs are the same.

In the study of motivation.G. Aseev, D. G., Aktinson.L.And. Where the Basis is, A. Maslow, E. K. Savenko within certain structures, and explained how a complicated system, it hierarchially. And from the point of view of the person, consideration of the structure of the industry needs. Melody great pyramid of needs is interests. Maslow from each other is still evolving, differentiated Aztlan person showed up:

- 1) physiological needs (defense);
- 2) social needs;
- 3) the need of respect;
- 4) the need to provide;
- 5) actualization.

Obtained on the basis of two-factor theory of motivation Frederick's of work in various States and in various locations Hertzberg interview. The paper presents descriptions of instances when I felt complete satisfaction from suppliers? or interview. They are divided into groups. Analyzing aggregate data, Herzberg satisfaction with different factors. there is a solution or work. Factors leading aneuthanasia of employment:

- interest in the work and the job;
- responsibility;
- growth;
- opportunity for professional growth are the factors, motivatora called.

Factors that affect aneuthanasia:

the control method;

- the organization's policy and administration;
- working conditions;
- interpersonal relationships in the workplace;
- remuneration;
- confidence in stability;

the impact of work on personal life.

Hygiene factors, or factors of context, it may replace the items. Content of independent work domestic needs and job satisfaction causing motivatable, persons associated with representations.

In connection with the disadvantages of working under an aneuthanasia work, and the factors causing.

Twentieth century ideas, it is the 40-50-ies prepared. But is still a reliable tool in management psychology.

Areas, causing tracker motivation, professional motivation at different stages of the dynamics of visibility, professionalism, motivation in work appearance and consider its shortcomings. The motivation does not include all areas of the face, motivational, personal space, because the space is wider than employment. However, the humanistic orientation of labor, the value of human life; only the man realizes not only their professional motives, but the motives and goals and carries out professional no – preserve your own mental and mental development, leisure, entertainment and social position.

Professionalism motivation performs several functions:

- person to professional activity in generating activity calling function;
- professional action defining the objective function description the guide;
- value orientations and professional activities that define trdcn regulatory function.

Professional activities, work motivation, working in challenging, constantly changing in connection with trtle different motivational within the area. The acquisition of a profession that determine the potential to replace to replace uzugiris mmchat his professional activity begins with a professional uzusaliai motivation to action.

Control function.

This is two easy and carry out functions of the head in contradiction with:

Neglect harmful, but under the control of the children and adults do not like, do not mind. Subject to the following requirements of this contradiction can be circumvented:

- 1) constantly control objective, the operational, should be open;
- 2) control total, haphazard, formally, no performance notice failure.

The action control being penalized, not working to replace blusk attention, if no one Bailamos, you iziis. The management highly appreciates the attention of the employees, and blust was.

4.3 Psychological theories of management

The theory of psychoanalysis. In the study of each social process, modern management psychology pays special attention to human beings and personal priorities. Everyone believes that it is effective because of the way of thinking, but its limitations and reliability, fear of innovation, reduce the effectiveness of creativity due to false beliefs and excessive trust. The abilities of the human being are infinite, his intelligence, his mentality very complex. It is no coincidence that the ancient

thinkers have set a very high goal of "Know Yourself". Leading technicians are more likely to work with a human being. The authors of the American authors believe that the increase in production competitiveness and the effectiveness of managerial work have become a critical hour for managing art. Each employee in the management knows that it's hard to believe anything in his team. He should constantly monitor the mood and make a quick decision. It was studied by John von Neumann in the question of reliability of the assembled machine from such unreliable particles. The results obtained show that such reliability is closely related to the proper organization and interaction of individual elements. In the management of people's human beings, it is necessary to constantly keep in mind and predict these relationships. Everyone has their own unique, emotional, intellectual, and psychological peculiarities that are inherited or perceived as biological creatures. It also illustrates the characteristics of human societies as well as the typical patterns that characterize the work and work of the trained staff. The basis of the biological property of a person is the genetic information of the heredity, its genotype. The social qualities of a person are influenced by the environment.

One of the earliest attempts was to investigate personality and man's behavior motives in 1856-1939 by Austrian psychiatrist Sigmund Freud. He is the founder of psychoanalysis. Sigmund Freud believed that every psychic phenomenon was a cause of uncertainty. The character of a person is determined by two instinctive attempts: an attempt to live (eros) and an attempt to kill (thanatos). Each of these attempts is infinite. The energy of the eros is called "libido" and the energy of thanatos "morido" (this is clearly explained by Freud's guide E. Bern). Only these directions determine the activity of a person. The basic theory of psychoanalysis is the idea of unconsciousness that defines the behavioral attitudes. S. Freud considers that any creativity is a sexually expedient, dissatisfied with many of which, as a rule, conceals a person from himself. These desires are sublimated, sexually transmitted energy into creative energy. S. Freud said that the development of all civilizations was a debt to the process of transition to sexual orientation.

Sublimation is a form of protection against the instinctive attempts of a person who is observed in creation. The neurotic form of protection also changes the behavior of the leader. This type of protection replaces it rather than addressing the problem.

There is a saying in the Kazakh language: "Anger does not have a mind ". The basis for many issues in human relations was that it was due to the adverse conditions that existed in the process of socialization, i.e. psychosexual development. If a certain stage of human development is adversely affected, it will result in an adult, that is, an adult makes a child of a certain age in difficult situations.

Sigmund Freud divided four stages of socialization: oral, anal, phallic and genital. Each of these stages focuses on different parts of the body, which involves feelings of childhood pain and pleasure.

The previous three have an impact on adult mental disorders. The occurrence of oral problems (up to the age of 1.5-2 years) in relationships with adults can lead to fixation in the mouth when it is difficult to cope with anxiety. Cigarette smoking, alcoholism, chewing gum, breaking down tasty things, bumps, fights - all this

indicates that there was an adverse situation at the oral stage of the development of the child.

An analgesic (2 to 3 years) relationship with adult males coincides with the period in which the child is instructed to adhere to teeth. If adults are overly concerned about the behavior of the child, they will be punished by the analytic behavior: punctuality, emancipation, pedantic quality, and the child will pay particular attention to them.

The third stage (phally 4-5 years) is the concept that it carries the sexual role. If there is a lack of education at this stage, the Oedipus Complex and the Electro Complex may be formed (excessive softness in boys' upbringing, fertility in the male environment). These complexes can be seen by the adult's attraction of family issues to other people.

Karl Gustav Jung, the next representative of the psychoanalysis school that supplemented S. Freud's theory, (1875-1961). K.G Jung is the author of the doctrine of "collective consciousness", the founder of analytic psychology. He believes that the character of a person is determined not only by his will, but also by the system of goals that he has set in his life-long experience. K.G Jung introduced the psychological types of personality (the inherited mental achievements of the "archetypes" - object) and the concept of extraterrestrial environments and the intrinsic (orientation of the inner world). K.G Jung says that extrovert and introvert processes are reminiscent of the heart's functioning and extending. In other words, human activity is a movement of the pendulum, which moves inward and outward. However, there are many variations in human mobility than the pendulum, because it is more common in some cases, and some are less common. That is why it is either extraterrestrial or intruder. Some people are attracted by the whole world, and some are interested in their health and work. It should be borne in mind that the management does not understand each other's opposing types. That is why psychologists offer to speak in each language "in their own language": extraterrestrials, illustrations, information, mimic, pantomime, and different movements. And intruders do not focus on such additional factors when reporting, but on the contrary, they hinder it. The most important thing for intruders is the content and content of the information.

The theory of teaching. According to the capabilities of the interpreter between I.P Pavlov, D.B Watson, B.F Skinner's workmanship and subordination, the system of intelligent work is based on the praiseworthy and punishing system. The basis of teaching theory is the reflex response of the organism to external irritants. Reflexes are subdivided into conditional on birth (unconditional) and experience. The reflexes that are given birth often form behaviors requiring unconscious statements, complex gestures, emotion, desire, as well as will and determination. Unconditional reflexes define the instinctive behavior of a person who is impressed by the influence of education, education, and social practice, and is restricted in his manifestation. Conditional reflexes form the stereotype of thinking and behavior in the support of this theory and are the key component of the human motivation system.

According to I.P Pavlov, one of the basic principles of human behavior is the reflection of the desire to experience interconnected reflexes, the sense of the new,

the motive of achieving success in the work (i.e, orientation). This powerful reflex explains the stunning persistence of inventors, various collectors, and even love. Striving for a goal is a characteristic of the collective leaders and all creative individuals. Various difficulties encountered in achieving their goals lead to their active involvement. The theory of teaching in practice psychology is widely used in human adaptation. Because human behavior and society are interdependent. As a result of adaptation to the team, regulation of the relationships is beneficial for both the individual and the team. Human activity in society is always praised, praised, and discussed. The positive and negative aspects of behavior are regulated according to established norms and rules.

The famous German-American psychologist K. Levin, who is engaged in the theory of the theory of control of the theory of style, developed a concept of style of management. According to the information, he identified and described the three main style styles. They:

- authoritarian - direct (directive);

- democracies (collegial);

- loyal (free-neutral, neutral, neutral). One of the main features of one style is the decision-making method of the head. There are two types of management decisions: democratic (collective) and authoritarian (directive). There are different opinions about these two types of decision-making.

K. Levin on his experiments, Levin came to the conclusion that the effective style of governance was democratic. Firstly, this style will lead the team members to a co-operation and create a pleasant atmosphere. Secondly, the group leader is motivated by creativity and satisfaction. Third, this style ensures a positive relationship between the leadership and the group.

Although authoritarian style guides perform a lot of work, motivation, special types of activities and strangers are not noticeable. Instead of co-thinking in such a group, aggression against the leader and individual members of the group increases. In the group, traces of distress and anxiety have been observed in the behavior and improper performance.

In the liberal style, the amount of work declined and the quality was declining, so the number of supporters had increased the number of supporters of the democratic style. As a result of the research, K. Levin described the style of each style and expressed the view that it could be used.

Choice of the managerial style depends on objective and subjective factors.

Objective Factors:

- type of organization (production, support, scientific, educational, etc.);

- the main activities of the organization (production, support, scientific, educational, etc.);

- features of solving tasks (simple or complex, new and familiar, regular and fast, standard and non-standard, current and sudden, etc.);

- mandatory performance (positive, negative, extreme, etc.);

- ways and means of organization activities (individual, group etc.);

- organization's level of development;

- Methods and types of work of senior executives, managers' style;

the level of management in the hierarchy of management. Psychologists' research shows that the higher the level of governance, the more flexible the author is in authoritarian behavior;

compliance of the manager's style of management with the expectations of the subordinates. Psychologists have found that the level and level of knowledge of the team members is higher than that of a leader, demanding a democratic style. On the other hand, if the level of development of the team members is low, it requires rigorous, specific action by the executive. Even in extreme cases, the cost-management is required.

Subjective factors:

Individual-mental features of the leader (character, temperament, abilities, willpower, etc);

Presence of leadership. Generally, an authoritative leader is governed by a democratic manner, as his reputation affects the subordinates, including the influence of direct management. An unreliable manager seeks to flood him with harsh demands;

knowledge, general level and management culture (knowledge of the basics of management theory);

general and management experience. There are many factors that affect the overall choice of managing style, and they may be interconnected, sometimes interconnected. All depends on the readiness of the head, his professional and psychological knowledge.

The theory of management of Robert Blake and J. Mouton.

American researchers R. Blake and J.Mouton suggested that any managerial action be measured in two "dimensions": attitude towards production and the care of people.

The attitude of the man to the production has many questions: effectiveness of the decision, selection of personnel, organization of people and production processes, control over volume and quality of products, etc. include.

Caring for people - providing people with a personal contribution to achieving the goals, promoting their self-esteem, enhancing their responsibility, creating a favorable environment for work, and building a mutually beneficial relationship.

High scores for these two criteria are a sign of effective management. This theory arises from K. Levin's theory, but its main feature is the relationship between the two parameters. However, this theory is virtually theoretically practicable, but it is difficult to implement this theory. In the recent years, the more accurate criteria for managing efficiency have been identified. One of her theories is Rational Control Theory. 5. The theory of rational management. Based on the work of American experts in the field of management, Japanese researcher T.Kono presented the theory of rational management. In his book *The Structure and Strategy of the Japanese Enterprise*, he describes and describes four types of control.

- New analytical;
- light-intuitive;
- constructive-analytical;
- constructive-intuitive.

In the opinion of T. Cono, the type of innovative and analytical management is the most effective, which, by organizing, is able to provide a solid market-based competition. It includes the following manager's behavior:

- loyalty to the organization;
- Strength and innovation;
- Focusing on new ideas and information;
- Understanding, generating ideas and ideas;
- making a sound decision;
- good integration of the collective action;
- accuracy of purpose and purpose;
- Be prepared to take into account the opinion of others;
- tolerance to disasters.

T. Cono himself considers this theory as one of the types of involvement in governance. And most researchers believe that it is possible to talk about rational theory of management. T. Cono considers effective management as rational management, and innovative and analytical management is more efficient.

Is there a strong relationship between the rationality and efficiency of management? In practice, everything depends on the situation: the ability of the manager to attract employees and involvement in the decision-making process. This is the basis of the concept of "participation in governance".

6. Participation in the management. Frankly speaking, this theory does not exist in life. Supporters of the theory of participation in the propaganda support some of its aspects. The essence of this theory is that management is more effective when it comes to addressing the problem and involving staff in solving it, ie involving management. Participation in management is one type of self-governance, the main aspects:

- Timely meetings with the subordinates;
- Transparency of communication between leaders and subordinates;
- involvement in organizing and participating in organizational decisions;
- giving delegates certain powers of the head;
- involvement of employees in the planning and implementation of organizational activities;
- Creation of subgroups with the right to independently form the types of ways to solve the problem.

It seems to be absurd, though, that this theory is inapplicable.

According to the opinion of the supporters of this concept, there is a certain condition for its realization. This situation requires the following three factors:

- description of the leader;
- description of the samples;
- description of the purpose of the group.

Leading the theory of participation in the management should have the following qualities:

- Conviction;
- Higher education level;
- Ability to evaluate suggestions;

- orientation towards creative development of employees.

Participation in the management is beneficial for certain groups, depending on the type of subordinates. This style is characteristic of the following people:

- high level of knowledge, skills, skills;
- those who clearly lack the independence;
- strong personal growth, creativity;
- Strategically oriented;
- people who are trying to equality in relationships.

In addition, participation in management corresponds to the type of management tasks. The most relevant tasks are:

- Abundance of possible solutions;
- requires theoretical analysis and high professional level;
- work done by mid-strength.

All these requirements demonstrate that the theory of participation in the control is possible only in a limited and limited manner.

7. A possible model of management efficiency. This theory arises from the following prerequisites:

1. When the style of management meets the efficiency of the managing staff;
2. The style and effectiveness of the management depends on a number of indicators (the characteristics of the team and its members, the specificity of the task to be solved) that make it possible.

The essence of a possible management effectiveness model by F. Filler, a well-known expert in social and management psychology is as follows:

1. The effectiveness of the management is evident from the degree of control of the manager, regardless of style and type.
2. Any situation can be a set of three dimensions. They:
 - The level of enjoyment of the leader with subordinates;
 - The scale of the governing authority in the group (the subordination of the subordinates and the possibility of controlling the use of each type of incentive).
 - Structure of the team task (accurate designation, ability to see ways and ways to solve it, etc.).

3. The whole quantitative assessment of these criteria is the basis for the head of the department to state the degree of control of the situation. What is the relationship between management styles and the possible model? Many experimental studies show that authoritative-influential managers achieve high efficiency in situations where control levels are low and high, and that in cases where moderate control is required.

Even though the level is high, control can not be an indicator of efficiency. Control may be effective even if the control level is low or high. Although control over the situation is high, control may be ineffective. The degree of control over the situation can not be a criterion for good governance. This is a criterion for the effectiveness of managing the researchers in the field of psychology, with the following formula.

Effective management = effective leadership.

8. The Situational (Situational) Leadership Theory. This theory appeared as a result of control on the issue of American psychologists what is beneficial management. They have written and analyzed daily and efficient performance of managers. The results of the analysis show that only leadership leaders are effective. Despite the peculiarities of the task, the style of management, and other circumstances, the leader can be the only effective manager. Theorem authors have defined the ability to use available resources (including human resources) to achieve leadership. Thus, leadership has become the subject of psychological analysis. But the theory of situational leadership of P. Hersey and K. Blanded belongs to classical theory and directly relates to managerial action.

P. Hersey and K. Blanded Leadership:

1. Leadership leader and team approach. But there are many ways in which individuals and groups can interact. But none of them can be leaders. The style of management is only a leader who will suit the development of the group.

2. There are four levels of the community's development. Each group can achieve great success if it manages its business.

Level A - the group does not want to work and is unable to work.

Level B - group receiver partial, but can not work.

Level C - the group wants and can work partly.

Level D - The group wants and wants to work full.

3. Each style of development (maturity) of the group coincides with the style of management. This proper style of management is not only effective for management, but also creates preconditions for the group to further the higher levels.

There are four basic management styles:

Group A "instruction".

Group B 'distribution' or 'disclosure'.

Group C 'management participation'.

Group D "delegate"

In the style of instruction, the supervisor gives careful attention to the subordinates and controls the implementation of the task. As a result, it indicates that the work and the persons responsible for it are not satisfied. The leader emphasizes errors, explicitly explains their meaning, and shows ways to improve the work.

In the style of publicity, the leader is on the one hand propagandized, always offering news, instruction, display and supervision. And, on the other hand, it involves the work of the employees on the basis of a well-defined and well-defined work model. This leader analyzes the work done with the subordinates and creates a sense of pride in the result of their work.

Participation in the management. It promotes a sense of self-worth, focusing on the moral climate in a leader group. By limiting direct instruction and control, the subordinates are taught to take on the problem themselves and take on greater responsibility. There is little command in such management. The leader is in the process of obedience only to the work of his subordinates. It promotes individualism and initiative.

Issuance of authority. The leader keeps most of his work as a last resort, leaving it to individual members of the group. The daily control is carried out by the workers himself. The effective manager answers the following questions:

What is the stage of development of the Group?

What kind of management style should I use?

If the leader finds the right answers to these questions, he can lead the group with leadership. Thus, the ways in which managerial actions and ways to explore its practical aspects are considered. However, it is difficult to achieve the desired result using one of these. Therefore, the head should be creative in solving the problems of creative analysis and management of scientific information.

Control questions:

1. What are the prerequisites for management theories?
2. What are the management theories?
3. Psychoanalysis, Teaching, Theory of Management Styles, R.Blake and D.Mouton's Management Theory, Rational Management Theory, Participation in the Management. A possible model of management efficiency. What is the essence of situational-situational leadership theory?
4. The theory of control of Cono. Describe the types of management in the book The Structure and Strategy of the Japanese Enterprise.
5. What is the theory of Sitting Leadership of K.Blended classical theory?
6. What is the opinion of Hersey and K. Blended about the way that the leadership and the collective engage in interaction, group development and management?

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AUTHORITATIVE OPINION

Win through your Actions, Never through Argument

Any momentary triumph you think gained through argument is really a Pyrrhic victory: The resentment and ill will you stir up is stronger and lasts longer than any momentary change of opinion. It is much more powerful to get others to agree with you through your actions, without saying a word. Demonstrate, do not explicate.

Infection: Avoid the Unhappy and Unlucky

You can die from someone else's misery – emotional states are as infectious as disease. You may feel you are helping the drowning man but you are only precipitating your own disaster. The unfortunate sometimes draw misfortune on themselves; they will also draw it on you. Associate with the happy and fortunate instead.

Learn to Keep People Dependent on You

To maintain your independence you must always be needed and wanted. The more you are relied on, the more freedom you have. Make people depend on you for their happiness and prosperity and you have nothing to fear. Never teach them enough so that they can do without you.

Use Selective Honesty and Generosity to Disarm your Victim

One sincere and honest move will cover over dozens of dishonest ones. Open-hearted gestures of honesty and generosity bring down the guard of even the most suspicious people. Once your selective honesty opens a hole in their armor, you can deceive and manipulate them at will. A timely gift – a Trojan horse – will serve the same purpose.

When Asking for Help, Appeal to People's Self-Interest, Never to their Mercy or Gratitude

If you need to turn to an ally for help, do not bother to remind him of your past assistance and good deeds. He will find a way to ignore you. Instead, uncover something in your request, or in your alliance with him, that will benefit him, and emphasize it out of all proportion. He will respond enthusiastically when he sees something to be gained for himself.

Pose as a Friend, Work as a Spy

Knowing about your rival is critical. Use spies to gather valuable information that will keep you a step ahead. Better still: Play the spy yourself. In polite social encounters, learn to probe. Ask indirect questions to get people to reveal their weaknesses and intentions. There is no occasion that is not an opportunity for artful spying.

5. PSYCHOLOGY OF MANAGER WORK

5.1 Psychological analysis of the professional managers activities

The psychological condition of any occupational activity is thoroughly studied and analyzed. We call this professionalism. Profession is created on the basis of the 'professionogram'. The main of the profession 'psychogram' occupational activity psychology analyses. The goal professionogram - definition of action criteria and classification of specialties. Different professionogram indications are divided into three parts:

1. General description of the action (title, communication with other specialties, requirements and so)
2. Analysis of the contents and conditions (sanitary-hygienic, social-psychological conditions)
3. Psychogram. Methods of the collection of information:
 - analysis of documents
 - questioning of specialists
 - control (questionnaire, self-report during labor process)
 - experiment (psychological research)

EA Klimov points out the following types of occupations by differences of labor:

Man - technique;
Human-human system;
Human - system of marks;
Man is nature;
Man is a graphic video.

Similarly, the classification of J. Holland offered. He specializes in:

Practical,
Social Entrepreneurship,
Conventional, research,

Artistic, " he said. This classification depends on the nature of human necessities: physical, social, cognitive and aesthetic.

- VP Petrov classified the types of special skills needed to successfully perform the specialties. On the basis of professional activities, touch, touch, gnostikalıq sensomotrolı, motor voluntary, organizational and technology is allocated.

- SG Strumilin, Yu.V. Kotelova, VA The Yadov classification is based on the complexity, responsibility, and time required to read.

SG Strumiline classification:

- 1) Automatic reflexive work (eg, hand mill);
- 2) Usually Partial automatic mode (the telegraph, the engineer);
- 3) Instructions for the performance of the template (workaround);
- 4) Self-employment within the assignment (teacher, doctor, journalist);
- 5) Free creative work (scientist, artist, composer, writer, managing director, political officer).

Yu. B. Kotelova presented the following scheme of production work types:

- handicrafts
- machine - hand labor;
- work in an automated system.

B. A. Yadov showed three types of engineering activities:

1. Research institutes;
2. Applied institutions, design offices;
3. Production.

The classification, based on the criteria of complexity criteria, is based on the psychological peculiarities of the specialists and the level of development of their general abilities.

The relationship of the managers to the activity ratio VF Rubakhin gives the following specifications:

- social and technical characteristics;
- Variety of activities at each level of management, depending on the type of management;
- creative character of action;
- implementation of most of the executive functions in the conditions of deficit of time;
- strengthening of communicative function.

A.M. Banduk, SP Bocharov, EV The Zemlinskian leadership classifies the functions of other authors as follows:

1. Administrative, strategic, expert advisory, communicative, regulatory, disciplinary, psychotherapeutic;
2. Goal, Organizational, Technical, Socio- psychological, Operative;
3. General management, planning, personnel management;
4. Special and general management: - the planned economic technology and personnel management;
- Qoyuşılığı goal of the team, and is a function of osparlaw keliswş i l i k, h timwlyacıyalaw ownership, control, education.

The structure of the governing professional activities and specific and near full classification includes 12 function display:

- 1) Cognitive function (recognition of the person, the group, the team, its external and internal environment, key management conditions);
- 2) Estimation function (dynamics of management development and definition of main directions);
- 3) Design function (collective's mission, goals and objectives, action orientation and planning);
- 4) Communicative information function (creation, formation and storage of communication networks, accumulation of information necessary for management in communication networks, development and directions);
- 5) Motivational function (object management activities of the entity and activity wdıratın impact on a rational set of internal and external conditions);
- 6) Management's responsibility is to be responsible for the decisions made;
- 7) Organizational function (implementation of control objectives and tasks);

8) Training function (formation of knowledge, skills, flexibility required for staff members);

9) The development and function of the person (the group's goal is a psychological change in the city);

10) Assessment function (formation and application of norms and standards of activity);

11) Control function (compliance of the collective's current situation with the guidance):

12) Correction function (making necessary changes to the control objectives and programs).

In the psychological structure of managerial actions you can distinguish three main components:

- cognitive interaction of the head of the object;
- creative interaction ;
- organizational actions with the North.

Professional psychological qualities are different in order to carry out various types of managerial activities .

5.2 Psychological Characteristics of Management Structures

1. The concept of management style. The style of management is the method of influencing the subordinates, as well as the way they are implemented. There are a lot of realistic management techniques. For the analytic purposes, there are three main types.

- 1) administration;
- 2) economic;
- 3) socio-psychological.

Each of these types has a range of applications, unique reputation and disadvantages. When the executive's skill at any time, and what impact guide for a group of workers, and to ensure maximum effectiveness of the working group of the complex.

In our country, people who work in leadership positions often form their own style of style, intuitively, based on accumulating experiences over the years.

The study of the phenomenon of leadership style in social psychology and management has been conducted for half a century. Numerous empirical data were collected and many theoretical models were compiled. Until now, the typology of the individual's style of personality proposed by the US emigrant, German psychologist Kurt Levin in the 1930s has become popular.

In this typology, there are three main types of leadership styles: authoritarian, democratic, sophisticated.

2. Loyalty-administrative style. It is characterized by excessive concentration of management. The autocratic leader takes the decision and exercises it voluntarily. She chooses her assistants. Their counselor, their use as a free artists. All the manuals are in their hands; discipline and discipline; takes all responsibility for the outcome of the action; and separately from ordinary performers.

An excessive plaintiff over the subordinates creates a bad psychological climate in the group. This leading, high-social responsibility, the extreme NAB St months aimed at addressing the challenges law enforcement and military action is required. This type of governing a quick analysis of the cases where a decision is taken, and the meetings did not have time to time, if it needs erikpen solutions, are responsible for all the results of the decisions taken is the right pñimaldı.

The style of authoritarian style is closer to the people of the cherics, but in some cases it is able to master stylish slangwiches and flulegrics.

The admin style of management is implemented in two situations:

- 1) when required for production facilities;
- 2) employees agree on the method of administrative management.

The administrative style of the style is characteristic of some prestige:

- basñılıqt milk provides accuracy and operatñvtilikti;
- constitutes a unit of management action to achieve the set goals;
- minimizes decision-making, quick response to changes in external situations in small teams;
- does not require much material costs;
- successfully solves the complexities associated with the formation of new emerging industries .

The Disadvantages of the Administration Guidance Style:

- strike of initiatives, creative potential of executive employees;
- absence of labor incentives;
- excessive rigidity of the control system;
- bureaucracy of managerial staff in large collectives;
- low satisfaction of executive employees with their work .

3. Democracy style. The democratic leadership style is based on two principles:

- 1) prestige - business;
- 2) personality - reputation.

Here, taking into account the opinion of each member of the collective decision is contained in the ceiling of St Neighborhood accept democracy. The needs of members of the group are taken into account, the psychological peculiarities are taken into consideration, the orientation towards people is evident. During the democratic decision-making styles in the head of his assistants compression wants an in-situ reserves, but the final choice. It promotes the development of personal, business initiatives .

Positive aspects of democratic style:

- stimulates the appearance of initiatives,
- opens the potential creative potential of performers.
- successfully solves innovative non-standard tasks;
- Effective use of labor contract incentives;
- increase the satisfaction of performers on their own work;
- It creates a positive psychological climate in the team.

Typically, democratic leadership style can be successfully implemented in the following situations:

- 1) in established groups;
- 2) Among highly qualified specialists;
- 3) active, initiative, non-standard thinkers and actors;
- 4) Extraction and non - livestock production.

3. Liberal style. The liberal leadership of C language is created with full confidence in performers . The liberal leader gives full freedom of action within his own functional duties. This style can be seen in creative groups, where it can be seen as an experienced consultant. Such a leader is shy, unassuming, confident, not a conflict; group - can set an emotional climate; Sometimes it is clear that the subordinates say they can not demand it; strong secretaries and businessmen. The Liberal Leader strives to maintain formality only if she is skillful ,keeps papers in order, escapes conflicts, acts above the instructions, does not initiate. This style is ineffective in complex extreme situations. This style is reflected in the meloncholic temperament, as well as the types of flegmatics, in smaller cases, in sanguine.

5.3 Maintenance of activity of manager's activity

1. Psychological sorting of the staff is a factor in ensuring the effectiveness of the manager's activities. Professional sorting is an essential but not necessarily essential element of effective action. Its necessity is determined by two conditions:

- the existence of a constant difference at the level of performance of any task on the basis of the actions of different performers;
- The highest level of vocational training in the given specialty is the size of the subject.

The difference between people in the exercise of the act depends on the development of the symbol of the biological basis of the inherent ability.

There are several types of professional selection: medical, educational, social and psychological sorting. Psychological sorting establishes the consistency between the psychological peculiarities of a person and the success of his professional activity. The friendly psychological sorting system combines the following elements:

- criteria of professional fitness;
- methods of determination of professional competence;
- Sort own organizational and support requirements that ensure the implementation of the measures and procedures.

What is the life of a professional to achieve any major success ikke necessary set of psychological features of the person. Professional fitness of the person is realized in three ways:

1) The first case, a candidate for recruitment by various standardized psychological techniques intended to determine the visibility of the periphery of the many qualities required by the profession, for example, nervous, mental instability, is not adequate orientation and low level of intelligentsia, etc.

2) In the second, third forms, the specialty is designed specifically for specific labor characteristics.

Research-based professional is required to take into account the following sort: necessity, purposefulness in relation to a certain specialty; actual content of sorting tasks;

a description of the contingent to be sorted;
professional requirements for candidates;
results of experimental testing of psychodynamic methods of assessment of the professional qualities of a person;
criteria of professional fitness;
effectiveness of sorting instructions;
organizational forms of sorting.

Professional psychological sorting of managers is usually carried out in specialized educational institutions , as well as in the reception of specialists for vacancies. The first stage of the selection focuses on the candidate's past experience.

Such research is carried out using techniques focus on the lower skills put:

- 1) analytical ability;
- 2) interpersonal and organized Strand skill;
- 3) Motivation, Initiative and Organizational Capacity.
- 4) writing ability;
- 5) oral communicative abilities.

2. Psychological peculiarities of labor organization and management training.

The psychological requirements for the manager are typically higher , depending on how many people manage . The manager should have the following psychological features:

First, the social orientation of the action should be well known to the legal and regulatory acts as the official. Understand the main directions of development of modern politics, economy , law and other regions of the state.

Secondly, high competence must be in line with the team that manages professional activities. Depending on the strength of his work, he must have a leading knowledge system: modern economy, law, philosophy, pedagogy, psychology, physiology, ethics, aristocratic art, logic, etc. Such leaders can combine the work with words and communicate effectively with people. They put real purpose of the action , can convince people they need to achieve.

Third, organizational skills, one of the key qualities of the leader is the ability to organize people's work together. But the organizational and technical ic and non-working people to unite and work tasks simple. Some managers are less likely to commit suicide than to hand over something. This is a very light but unsurpassed road, because the governing governing body will see that the losers have lost their independence over time.

Nowadays, the main task of the manager in working with the collective is to create conditions for the activeness, initiative , creativity of the employees and the development of active motivation.

From the results of many researches, the organizational structure of the head can be attributed to the following personal qualities:

- ability to fully visualize the psychology of the management group in solving joint problems;
- Practical orientation of logic - knowledge and competence of practical psychology and its ability to apply in the process of its organization;
- Psychological talent - the ability to communicate effectively with people;

- community capacity - ability to reinforce organized groups of people;
- Demand - ability to adequately address people;
- Criticism - Ability to find meaningful shortcomings with respect to the given activity;

- Organizational capacity.

Fourth, moral qualities:

- justice and objectivity in employee appraisal , honesty, humanity, sensitivity.

Employees not only in terms of business competence , but also to be able to serve as a model in terms of moral qualities. Solution of employees and relationships only on official questions is wrong. They need to listen to their opinions on various issues, such as personality, family, housekeeping, and health.

The manager's character is reflected in his guiding style. Therefore, it is important to take into consideration the behavioral attributes of the person as a leader.

AG Kovalev carried out in accordance with the anketasina rough industrial workers of collective weight, i just does not work with the manager believes that it is difficult and unpleasant. This will reduce labor productivity by 50%.

Fifth, the nature of volunteer emotional behavior, goal orientation, principledness, persistence, decision-making , discipline, imitation, ability to show these qualities to employees and to follow them. The volunteer qualities of the human being are the main skill of management.

In Socrates's opinion, the principal authority of the leader is to be able to conquer humans, and the enemies of the ruler are lazy, witchcraft, and weakness to women.

The manager's will also includes self-criticism and self-control, which is necessary to account for his weakness . These qualities give rise to a sense of responsibility for their actions , which is felt for the moral and physical condition of their employees.

Sixth, intellectual properties: observational, analytical thinking, ability to predict outcome and outcome situations. Efficiency and logic of hearing. Sustainability and recovery.

The manager always supplement and update their knowledge , their various floating in extreme cases, should be able to use creative and operational.

AV According to Suvorov, the knowledge of the military leader should be systematized and, in certain cases , should be separated into the memory box for immediate use and use. There is an opinion that people with a high creative intelligence like to work separately from loneliness. People in the middle are inclined to work with the team and lead people.

In today's sophisticated circumstances, the person aspiring to be guided must have a high and harmonious development of behavioral and intellectual qualities.

Seventh, the skill of keeping your reputation. The reputation of the manager is primarily his official status, position, authority; and secondly, the right to make responsible decisions in the context of joint action and the benefits of others. Leadership leadership is a real prestige. Highly professional competence, high moral and behavioral attributes , and practical skills to show them to their employees. At the

same time, it is the basis of the higher authority and the staff that gives the authority to the superiority of the team to ensure the highest efficiency.

The manager's image is a key part of the reputation. The concept of image is a modern requirement for the external image of the head. After all, the leader is a person who communicates not only with his employees but also manages the group entrusted to him to other social organizations, that is, the status of his organization.

Therefore, the manifestation of the head, the culture of speech, style, appearance and culture of clothing are all elements of the image.

At present, experts in this field are in line with the public expectations of the top executives. They make a leadership image by creating an attractive image of hairstyles, dresses, mimics, and self-styles.

Ninth, strong health - the current leader's actions are characterized by high nervous, psychological and physical pressure.

Leading professional diseases include high nerve irritation, sleep disorders, heart failure, and vascular disorders. The head's healthy lifestyle and his organizational activities need to be closely linked.

Nervous system disorders, poor health management for its reliability and adequate decision-making ability of executives to lose, so good health condition or need to supply long-term service contract.

Requirements for managers of modern managers :

1) the manager must be the manager first of all:

- group orientation;
- applying to cooperatives and employees, not merely to their own authority;
- inform employees about the course of the action;
- "I am! " " We use the word ";
- to work on time , be an example for employees;
- Correction of mistakes;

2) the manager needs confidence, courage, dedication, determination and ability to show these qualities to his employees ;

3) have knowledge about managerial science;

4) evaluate employees' time;

5) ability to demonstrate severity and demand;

6) to be able to take the test and make the test;

7) punishment and praise;

8 stories to speak), status , ability to listen, silent.

Several guidelines are currently available for present and future managers who listen to lectures on management psychology:

1. Your task is to pursue a common technical policy and address the problems that arise daily.

2. Be sensitive to criticism and suggestions, even if it does not harm you.

3. Listen to someone else's opinion even though it's not right.

4. Be Persisted.

5. Be honest with your employees.

6. Never be irritated, be polite.

7. Short and versatile speech.

8. Regularly thank the staff for the good work.
9. Do not warn the worker in the presence of the third party.
10. In the event of a life-threatening situation, your employees will never do the job.
11. Smart employees Start selection and training.
12. If your opinion differs from those of employees, then give them maximum freedom.
13. Small - pay more attention to the little details.
14. Do not be afraid if the employee is capable of doing so, but proud.
15. Do not use your authority until all instruments are used.
16. Recognize the wrong order.
17. To avoid misunderstandings, give the order in writing only.

Control questions:

1. What are the prerequisites for management theories?
2. What are the management theories?
3. Psychoanalysis, Teaching, Theory of Management Styles, R.Blake and D.Mouton's Management Theory, Rational Management Theory, Participation in the Management. A possible model of management efficiency. What is the essence of situational-situational leadership theory?
4. The theory of control of Cono. Describe the types of management in the book The Structure and Strategy of the Japanese Enterprise.
5. What is the theory of Sitting Leadership of K.Blanded classical theory?
6. What is the opinion of Hersey and K. Blanded about the way that the leadership and the collective engage in interaction, group development and management?

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AUTHORITATIVE OPINION

Crush your Enemy Totally

All great leaders since Moses have known that a feared enemy must be crushed completely. (Sometimes they have learned this the hard way.) If one ember is left alight, no matter how dimly it smolders, a fire will eventually break out. More is lost through stopping halfway than through total annihilation: The enemy will recover, and will seek revenge. Crush him, not only in body but in spirit.

Use Absence to Increase Respect and Honor

Too much circulation makes the price go down: The more you are seen and heard from, the more common you appear. If you are already established in a group, temporary withdrawal from it will make you more talked about, even more admired. You must learn when to leave. Create value through scarcity.

Keep Others in Suspended Terror: Cultivate an Air of Unpredictability

Humans are creatures of habit with an insatiable need to see familiarity in other people's actions. Your predictability gives them a sense of control. Turn the tables: Be deliberately unpredictable. Behavior that seems to have no consistency or purpose will keep them off balance, and they will wear themselves out trying to explain your moves. Taken to an extreme, this strategy can intimidate and terrorize.

Do Not Build Fortresses to Protect Yourself – Isolation is Dangerous

The world is dangerous and enemies are everywhere – everyone has to protect themselves. A fortress seems the safest. But isolation exposes you to more dangers than it protects you from – it cuts you off from valuable information, it makes you conspicuous and an easy target. Better to circulate among people find allies, mingle. You are shielded from your enemies by the crowd.

6. INTERPERSONAL COMMUNICATION IN MANAGEMENT

6.1 .Communication and management

From point of view of functional analysis of the controlling activities, communication is not so much a condition, as a component, an independent part of this activity. R. L. Krichevskii (CHOCKA: Kochetkova N.I., Psychological Management Fund, P. 302.) Analyzing the management of communication, it relates to how "communicative-regulating" or "communicative-organizational" functions guides. Managing partnership ensures efficiency and even the ability to manage managerial actions and to be a component of the most productive, specific management action.

Managing communication - it is a special, specific view of associations. It is different from other people's experiences, because it is through and through which they are

governed by the task. The poetic management of the society determines how a particular phenomenon is associated with the solution of the particular task of control. Managing communication, as well as any others, has three subordinates:

- 1) communicative communication;
- 2) Perceptual (consciousness of each other during the communication);
- 3) interactive (co-operative processes or exchange with activities during the communication).

In a real process, all of them are intertwined and intermingled with each other. "The management of a specific organization has a specific structure and how it is managed in any controlling action: from 2/3 to 3/4 hours, a manager using for different types of communication.

Correctly organized administrative communication is the catalyst of administrative activity. On the contrary, the lack of management and management of the company, the lack of communicative culture managers, and the question of how to succeed, and subordinate. Take advantage of gifts, pleasures and abusive management, cultivate a personality culture, or even more importantly, with the help of proactive actions. Here is a great way to learn, that is what everybody is talking about, the management of the form is governed by the rule of thumb. The only one that exists only under the same conditions as the minimum, two terms:

Features of the personality which define its suitability to informative activity are called abilities. Abilities are the individual and psychological properties of the personality being a condition of successful performance of one or another activity. Abilities are understood as specific quality, as the difficult synthetic feature of the personality defining its suitability to activity and only by means of this one it can be created.

According to B. M. Teplov, abilities are shown in dynamics of acquisition and formation of knowledge, skills in the conditions of specific activity. But ability isn't identical to activity at all, it is irreducible to psychological formations what knowledge, skills is. Quality of performance of activity, its success and level of achievement with its objectives of activity depend on abilities. Before giving definition to the concept "ability", we will consider the main signs of this concept. By B. M. Teplov three main signs are allocated.

First, abilities are understood as the individual and psychological features distinguishing one person from another. These abilities have the psychological nature and vary from one individual to another.

Secondly, abilities are related to success of performance of any specific activity.

Thirdly, the concept "ability" isn't reduced by psychological formations (knowledge, abilities, skills) which are developed at this specific person [6].

B. M. Teplov considers abilities as the individual properties of the personality being a condition of successful performance of activity. Ability to acquisition of knowledge, skills and abilities also distinguishes one person from another concerning success of performance of a certain activity. Prerequisite for

the development of the capacity are the makings of congenital anatomical and physiological features. Abilities are created in activity and shown in dynamic characteristics such as speed, depth, durability of development of its means and ways. According to B. M. Teplov, "widely accepted determination of abilities consists abilities which are characterized as property of the individual which ensemble causes success of performance of a certain activity. Properties which develop ontogenetically in the activity and, therefore, depending on external conditions.

In research of the nature of personality's abilities as key qualities six directions are allocated. Representatives of the first direction consider that abilities are congenital properties of the personality. This point of view received the wide direction in foreign psychology and in linguistics in which the theory of knacks has deep class roots. The class inequality is easily explained by a natural inequality of abilities, natural talent, a superiority of this or another race or nationality claims for domination come true. The state systems of training are based on the theory of innateness of abilities in these countries.

Founders of the theory of innateness of musical abilities (G. Revesh and K.Sishor), despite opposite approach to the musicality nature, were united in a view of it as on fatally predetermined by nature. Musicality, they considered, is a congenital property of the elite. Musicality - the future of each child. Therefore K.Sishor considers that it is possible with all definiteness to predict musicality on the basis of tests results. In Anglo-American literature on psychology "ability" was considered within the concepts "capacity". "Ability" substitutes ability for set of skills and the abilities acquired by the individual. The second concept means recognition of abilities congenital and, probably, fatally defines further development of the subject. N. Chomsky refers language ability to innate ability. The scientist believes that "language ability" should be understood as ability to language assimilation which is transferred to the person genetically and predetermines acquisition by the native language. Assimilation of language is not only acquisition units of lexicological and phraseological system, but also assimilation of system of certain rules. Grammatical rules as though exist in language consciousness and create a basis for understanding of the language relations. These rules can be private, and can be the general, universal. Regardless of the specific language the substantial universal sexist, i.e. concepts such as "verb" and "name". Congenital is universal scheme which promotes acquisition by the child of language competence which is understood as knowledge of grammar of the certain language presented in the form of knowledge of private rules built. Genetically language material put in the person is extremely poor, however with age and by means of training, it is enriched and improved.

According to A.R.Beysembayev, language ability should be considered congenital, predetermining acquisition by the native language. But abilities as

individual and psychological features can't be congenital. Only anatomic-physiological features, the natural preconditions underlying development of abilities can be congenital. These are inclinations which predetermine the possible directions of development of abilities. In inclinations ability are already given as a potentiality, but abilities are always only result of development in the course of activity, V.M.Teplov emphasized that abilities exist only in development. And this development is carried out, not differently, as in the course of these or those practical activities. Therefore representatives of the second direction in the theory of abilities claimed that in development of abilities it is necessary to consider interrelation of external and internal factors. Internal factors of development of abilities are congenital anatomical and physiological abilities that develop through social factors. According to S.L.Rubenstein, the state on social conditionality of development of abilities doesn't testify to independence of the person of natural data, "from properties of labor activity of his brain». According to S.L.Rubenstein, natural abilities have an innate psychic ability, because the mental process goes on in the capacity as the connection determining its course, "stereotyped". The reflex mechanism fixes that what is developed by the person in interaction with surrounding reality as natural ability.

Ability cannot be separated from those elementary generic properties that characterize the person him/herself. "Any mental process or mental activity as a form of communication of the subject with the objective world assumes the corresponding mental property or "ability" - in more elementary and broad sense of the word, ability in this sense is for example sensitivity i.e. ability of feeling and perception. Communication of abilities with mental processes - thinking, perception, sensitivity, etc. - the "generic" properties inherent to all people is, in his opinion, that basis on which studying of abilities as the features differentiating people has to be under construction. If to break this link, emergence of outstanding abilities becomes inexplicable and is mystified. Considering biological and social in abilities, B. M. Teplov emphasized: "Only anatomic-physiological features, i.e. those inclinations which underlie development of abilities can be congenital, abilities always grow out of the development which is carrying out in the course of education and training". To inclination she attributed mainly properties of higher nervous activity, but warned against identifying with them even the simplest elements of abilities as mental formations: "Human capabilities are formed by specific psychological laws and not laid down in the properties of the nervous system". Thus B. M. Teplov allowed possibility of formation of various abilities on the basis of the same inclinations.

S.L.Rubenstein and B. M. Teplov's states that the mental processes connected with work of the highest nervous activity, develop in activity, receive confirmation in works on differential psychophysiology in which

neurophysiological bases of mental activity and self-control as the most general natural preconditions of endowments of the person.

However many scientists criticize understanding of inclinations as anatomic-physiological preconditions of abilities and offer their own psychological understanding: inclinations are the congenital or acquired properties of the personality which facilitate acquisition of any activity and allow carry it out at high level.

The question of the nature of inclinations as internal conditions of development of abilities remains still debatable though the majority of scientists recognize inclinations as primary natural basis of the abilities that haven't yet been developed, but declaring themselves at the first tests of activity. Thus there are two types of inclinations: congenital (natural) and acquired (social).

Representatives of the third direction in the theory of abilities consider that abilities are created only in activity, and before activity they don't exist. Success of activity isn't provided by separate ability, but by their peculiar combination.

In psychological science problems of abilities are considered in the all-psychological theories of activity. As A.V.Batar she writes that ability is found only in activity and only in such which can't be provided without existence of this ability. V.A.Krutetsky says about ability as about the characteristic of activity of the person from the individual and personal side, unlike skills and abilities that provide its procedural side. L.A.Wenger connects abilities with the approximate activity regulating practical or informative actions. Thus, the majority of researchers consider abilities as the mental properties function of which consists in regulation and generalization of knowledge, skills. A.N.Leontyev doesn't consider property of type of the highest nervous activity as elements of structure of congenital inclinations. He takes them out of limits of this structure and claims that they represent natural abilities which are formed on the basis of congenital inclinations: "Development of natural abilities goes to force as though "involvements" of inclinations into activity".

If N. Chomsky says about the language ability which is transferred to the person genetically, A.A.Leontyev, Y.N.Karaulov, A.M.Shakhnarovich, A.F.Tarasov understand language ability as acquired, social, developing only in development and socialization of the personality. It is formed under the influence of such social factor, as need for communication and realization of communicative interaction. For this reason ability is understood by A.A.Leontyev as "the specific psychophysiological mechanism which is formed at each native speaker on the basis of neurophysiological preconditions and under the influence of speech communication". Language ability provides "assimilation, production, reproduction and adequate perception of language signs members of language collective".

At such understanding language ability and its social nature appear as the constituting characteristic. If to distract from the psychophysical sides of language ability which is the precondition of its development, it is possible to consider process of formation of language ability of the personality equivalent to process of assignment of culture of society in a mediate look, in the form of language signs within interpersonal communication. The social nature of language ability is defined by the fact that it is formed, on the one hand, in the course of assimilation of system of language signs in which social life of people is simulated, and on the other hand, the crucial role is played by the form of activity creating preconditions for this assimilation - interpersonal communication. Value of language signs in the generalized form fixes historical experience of people about natural phenomena. Communication through system of language signs that is mediated by signs in activity of the personality appropriates a human way, exists in the form of exoteric and promotes mastery of objectified cultural phenomena in the signs. Language signs and ways of operating them before becoming a basis of formation of language ability at the personality, existed already in interpersonal communication and were already caused by historical experience of people, recorded in the phenomena of material and spiritual culture and displayed in language signs. As we see in development of abilities external and internal factors of development abilities play an active role. At the solution of a question on determination of abilities psychologists proceed from two basic states: 1) about their formation and development in activity; 2) dialectic unity of natural and acquired in them. The thesis about interrelation of abilities and activity concretizes and develops the fundamental general theoretical concept of L.S. Vygotsky about the socio-historical, social nature of human mentality and position of S.L. Rubenstein following from it about unity of consciousness and activity, and also position of the scientist about activity as a basis of development of abilities. Recognition of their lifelong formation follows from the state on formation and development of abilities in activity with inevitability. The theoretical approach developed by A.N. Leontyev is based on this situation. According to hypothesis of A.N. Leontyev, formation of mental functions and the abilities peculiar to the person as a public being, occurs at the child as assimilation of the world of objects - the human abilities created by activity of previous generations. Even in the sphere of elementary touch functions the person has a reorganization due to which new touch abilities occur, peculiar only to him or her.

A.N. Leontyev specifically considers human abilities as "formal" effect of process of assignment by the person of products of culture, unlike knowledge and abilities which are his material result.

Works of representatives of the fourth direction on researching of abilities are characterized by research of abilities in dialectic unity of mental functions and activity. Mental functions are considered in close connection with

development of abilities. The great interest in this plan is presented by ideas of L.S. Vygotsky and B.G. Ananyev. B.G. Ananyev claims that development of abilities is connected with development of the highest mental functions representing a combination of various formations - functional, operational and motivational.

According to the author, abilities are formed in activity during which certain ways of the organization of mental processes which affect growth of abilities and character of the person are created. Ability is manifestation of creative development of mind, but not only simply accumulation of knowledge, an innovative position of the person concerning knowledge which he or her acquires, and also independence and consciousness.

During studying abilities as potential properties of the personality, B. G. Ananyev considers proceeding from functional structure of this or another activity. Besides special experience in the field activity, the person rises by this or that level of development, saves up life experience, possesses certain properties of the nervous organization. If not to consider general bases of specialization of personality's labor development, it is possible to draw a wrong conclusion that abilities are only function of a special, private kind of activity. Special abilities are product of development of the special kinds of activity that has leading value in the general development of the person. However this general development also has influence on formation of potential properties of the personality. According to B. G. Ananyev, a product of the general development is endowments which S.L. Rubenstein calls "the general ability".

L.S. Vygotsky, connecting development of abilities of the personality with development of mental functions, claimed, that mental functions and development of ability of the personality are provided in the course of socialization of the personality in society. In the work "Thinking and speech" the scientist considered structure of speech activity in close interrelation with cogitative activity. The scientist claimed, that mental functions (cogitative activity) and speech of the person (speech activity), develop in the course of cultural and historical development of the person in society. External speech of the person (in communication between people) develop sat first, only on the basis of it an internal speech develops - cogitative activity. Any function in cultural development of the child appears on a scene twice, in two plans; at first - social, then psychological.

According to the cultural and historical theory of L.S. Vygotsky, an initial form of individual mental functions of the person is their preliminary collective implementation on the basis of the analysis of the extensive actual materials connected by the relations of training and development. L.S. Vygotsky forms state that mental capacities develop in process of mental functions at first between people, and then independently, i.e. training of the child is internal necessary and general moment of his or her intellectual mental development.

Training acts as a source of the development that forms at the child such functions without which development can't arise. But training and development aren't identical to each other. Intellectual development - i.e. development of mental capacities is provided at two levels: 1) on the first –the level of actual development fixed on its some complete cycles; 2) at the second level - level of a zone of the next development, fixed on even its incomplete cycles. The first level can be defined, using problems which children of a certain age solve quite independently, the second - using problems which children of the same age solve by means of adults and companions, in cooperation with them. However children after a while solve these problems independently.

As L.S.Vygotsky wrote "A zone of the next development is a distance between the level of its actual development defined by tasks, resolved independently, and level of possible development of the child, defined by the tasks solved by the child under the direction of adults in cooperation with cleverer companions".

The zone of the next development allows to predict what will be in development of the child tomorrow, but this "tomorrow" internally connected with what happens to child today in the course of cooperation (communication) with adults and contemporaries.

The fifth direction in development of abilities considers that for determination of abilities and tendencies of pupils it is necessary to use methods and receptions of new branch of psychology – differential psychophysiology. Within this science the state about unity of natural and social in the person assumes complex studying of abilities at least at three levels: psychophysiological, psychological and socially – psychological.

So, for example, at concept "linguistic or language abilities" research is conducted as follows: 1) at the psychological level "language abilities" are understood as initial ability of the person to speech activity, ability to languages is a psychological concept. The psychological concept "abilities to languages" is connected with the specific psychophysiological features that are a condition of successful acquisition of language. As inclinations of these abilities, i.e. the anatomic - physiological features of a brain and nervous system can be: 1) typological properties of nervous system; 2) ratio of the first and the second systems; 3) specific features of a structure of analyzers.

At psychological, psychophysiological research of language abilities of the individual such formally - dynamic characteristics are considered as: 1) rate of assimilation of language means; 2) transition speed from cognitive-linguistic level (assimilation) to communicative - to speech level (application); 3) speed of overcoming the communicative barrier arising not only because of personal properties, such, as shyness, uneasiness, etc., but also because of discrepancy of psychophysiological parameters that are trained in those requirements which show, on the one hand, a dialogical form of communication, and on the other

hand, the specific features of training creating extremeness of conditions for part of pupils. In the conditions of intensive training there is the big information stream exceeding average volume of perception; deficiency of time, the fast speed of speech processes excluding possibility of the analysis of the language phenomena; deficiency of language means, etc.

Representatives of the sixth direction in research of abilities suggest studying abilities from the position of the theory of functional systems focusing attention on interrelations of concepts ability and functions. Though in the cultural and historical theory L.S.Vygotsky considered intellectual development of the child in zones of "actual" and "next" developments in connection with development of mental functions of the person, development of the highest mental functions goes through acquisition by the subject his own processes of behavior, nevertheless in his works the interrelation of abilities and mental functions of the person " didn't get" sufficient research. The history of development of mental functions was not written yet. Obscurity of genesis of the highest mental functions brings inevitability to metaphysical concept: the highest and lowest forms of memory, attention of thinking exist nearby with each other, independently one from another, they aren't connected genetically, functionally or structurally, and precisely created in a double look - noted L.S.Vygotsky. Along with mechanical memory logical memory exists as its highest form, voluntary attention is built over involuntary attention, creative imagination is over reproduced imagination.

As we see, L.S.Vygotsky told about interrelation of abilities and mental functions. He emphasized thought of lack of research on mental functions. Actually "Abilities" and "Mental functions" shouldn't be investigated separately, but together as two closely interconnected aspects of development of abilities.

In theories of functional systems of V.D.Shadrikov studying of abilities is provided taking into account features of development cultural the caused operational mechanisms, during seizing them person can seizes the abilities, in this case as a process of biological and cultural development in their unity.

According to V.D.Shadrikov, it is impossible to separate abilities from mental functions and to transfer the center of gravity to determination of abilities from an aspect of activity. According to V.D.Shadrikov the aspiration to cultural determination of abilities contrary to their understanding as internally opened properties, qualities, leads to a rupture of a natural and cultural component of abilities.

Any specific activity, according to the author, can be analyzed and differentiated, i.e. in any activity it is necessary to apprehend something, to remember, present, comprehend, make the decision, etc. Mental function is represented most by the general patrimonial forms of activity. In relation to

concrete activity mental functions are characterized by polyfunctionality, i.e. they can be included in various activities.

Thus, it is expedient to correlate ability to the corresponding mental functions because mental functions are realized in mental processes which can be considered as types of mental activity, but such types which were automated and turned into ways of activity. Under certain conditions they can get the independent purpose and turn into full actions. Each mental function is realized by specialized functional system, and all of them are united in one functional system of a brain. These functional systems in structure of a complete brain were formed for realization of certain mental functions. It is possible to state that they possess property due to which it is possible to implement a certain mental function. This property of functional systems also is the general natural ability referred to specific mental function.

Single individual abilities depend on how the general property (concrete ability to perceive, remember, etc.) is expressed at the specific individual. Single one will be presented by a measure of expressiveness of property at the specific individual.

Certain individuals can have a various measure of expressiveness of this general property. At this stage there is a problem of individual distinctions in abilities as various measure of expressiveness of the general ability. Abilities, according to V.D.Shadrikov, as properties of the functional systems provide informative and psychomotor processes which have the individual measure of expressiveness which is showing in success and a qualitative originality of performance of activity. By definition of the scientist, ability has properties of the functional systems providing separate mental functions, having an individual measure of expressiveness sand being shown in success and a qualitative originality of development and realization of activity.

Development of abilities as properties of functional systems is provided in the course of training of the functional systems realizing natural abilities. Ability is manifestation of the personality in activity.

The problem of development of abilities is solved by V.D.Shadrikov from the concept of system genesis of activity. Even standard activity, according to V.D.Shadrikov, will always accept individually expressed character, according to methodological installation that external influences are applied through internal conditions. Individual nature of activity isn't compensation consequence, but it is a consequence of expression of activity through personal qualities.

As we see, the analysis of abilities is provided by V.D.Shadrikov from positions of systemic-functional approach at which development of various separate mental functions that has an individual measure of expressiveness in aggregate leads to the general result – development of the general abilities of the individual under the leadership of the teacher. The teacher, promoting

realization of separate mental functions of the personality, provides development of cultural depended mechanisms, person seizing them seizes the abilities. B.L. Shadrikova's merit is substantial disclosure of the concept "abilities" which (abilities) develop in the course of joined activity of trainees and the teacher.

But today's level of education development is a question of development of potential opportunities trained by activation of self-organizational activity of trainees in the course of personal and active approach when the trainee is considered as the active subject of pedagogical interaction independently organizing the activity. Focusing on abilities development of the trainee is caused by increase of interest to development of basic ability of the trainees providing both quality of trainees education, and their competitiveness and mobility. Therefore representatives of the fifth direction in development of the theory of abilities suggest solving a problem of development of basic abilities of the personality on the basis of competence-based approach, and basic abilities of the personality are considered as key competences. According to P.S. Yeger competence defined as "the basic ability which hasn't been inherited genetically, biologically", acquired by the individual, created internally in the course of independently motivated interaction with the world".

Key competences are competences of a wide range. According to H. Sheper "competences are something more, than just knowledge, they considered as ability of tasks performance, the solution of problems and overcoming of requirements". The concept "key competences" is used as a synonym of necessary and important competences which promote successful life and well-functioning society, and related to various spheres of life, important for all people. Thus, the analysis of the ontology of communication, including intercultural communication, shows that communication and its variant - intercultural communication, have two ontologies: 1) communicative; 2) activity. Communicative nature of both intercultural communication and intercultural communication is manifested in the fact that communication is mediated by means of communicative signs (verbal and nonverbal), since communicating people enter into a socially-informative connection. The activity essence of communication, including intercultural, manifests itself in the presence of communicative signs of objective activity, since these types of communication, unfolding in the process of activity representation, realize the components of activity (motive, purpose, orientation, means, system of operations (actions), control for communication, have a result), communicate through the "subject-object" activity scheme, "subject-subject".

6.2 Human perception by man

Gnoseology of cross-cultural communication is associated with nature, the first of its partial- education science of crosscultural communication, because in circumstances of education internalization and globalization, the main problem of the process of education and training is tasks on formation of cross-cultural educational competence of teacher and educable. Traditionally, education competence was understood as a set of special and communicative knowledge. Such understanding of education competence focuses on knowledge centric model, and meanwhile modern education departs from knowledge centric approach. The role and value of educational preparation isn't settled by acquisition of the knowledge and abilities necessary for successful development of educational program by educable.

Therefore in "The concept of development of education in the Republic of Kazakhstan till 2020" it is noted: "For implementation of set tasks it is necessary to change the content of education – from knowledge centric to competencebased and focused on result".

Gnoseology is the theory of knowledge of education science of cross-cultural communication, which is used in respect to the object of this discipline includes scientific argument of one or another hypothesis. The gnoseological aspect of the theory of cross-cultural communication education includes a number of problematic issues:

1. Cross-cultural communication and social structures. Communication was investigated by psychologists, sociologists, and teachers, but studies did not have its universal and valuable understanding, the consequence of which is the problem of communication studying broke up to a set of private questions. So, communication is characterized by psychologists as the specific form of interaction with other people. Communication was considered out of its fundamental bases though communication represents a certain form of social practice and can't be understood out of real processing by people, which is carried out in the context of material sphere. Bases and means of the people relations, their character and depth are created in material practical activity of people, at the same time and the process of production concrete historical communication between people. Without historical practice and out of intelligent practice, it can't be understood and mutual dialogue of abilities, feelings, and thoughts of people. The understanding of communication demands appeal to socio-historical practice.

The social nature of communication has shown that it is necessary as the internal mechanism of collective life which aims at planning and coordination of a joint production activity of group of individuals and society in general. I.P. Buyeva also considers that communication isn't reduced to the personal relations. It is "directly reality observable and infelt by the public individual,

specification of the public relations in perspective of their personification, interaction included in this public form of living persons.

At first, communication closely interacts with social structures of society; communication is a social interaction of people as elements of society. The need for communication relates to the basic needs of the person and represents social interaction between people by means of sign systems for transfer of public experience, cultural heritage and the organization of joint activity. The communication relations need to be included to the public relations. They take a special place in it. Their place is defined first of all by being part of direct understanding of human life and are attribute of this life.

The public relations are an essential element of the direct interpersonal relations of people, their personal contacts and therefore are allocated with emotionality (attribute of experience) of which other relations are deprived. People can know or not know what material and ideological relations connect them, but from the communication relation they are always informed because these relations are their everyday life. The communication relations can be considered as a process of transformation of the public relations from virtual to real form, to the form of "the real relations," in reality form.

In structure of communication, R.S.Nemov and K.R.Altunina also allocate the public and interpersonal relations which differ on the following signs: 1) on the basis of the relations which are realized between groups and certain individuals. "The public relations characterize society in general and the relations between social groups of people; The interpersonal relations are the relations developing between certain people;" 2) on the basis of objectivity and subjectivity "The public relations have objective character, interpersonal subjective;" 3) on the basis of feasibility of the relations out of people or among people "The public relations exist relatively irrespective of people, and the interpersonal relations don't exist separately from the people realized them; 4) existence of the specific concepts characterizing these relations; 1) social role, social status; 2) social attitude (interpersonal relations).

Distinguishing the social and interpersonal relations, R.S.Nemov and I.R.Altunina point out at that the public social relations as the personal relations have psychological characteristics because the main concepts, being characterized social relations also have psychological features, insomuch as the same social roles may be performed by psychologically different persons but whereas the role expectations are variable –they have an invariant. Person's position in the public relations system is reflected in the system of personal relations: higher the social status higher his position in the interpersonal relations.

On the other hand, interpersonal relations themselves are occurred based on public relations as the relations between social groups and personalities, society's social elements.

2. Cross-cultural communication and problems on partners understanding under conditions of ethnocultural specifics of partners' consciousness The National communication peculiarities—one of the main factors preventing the successful communication of partners. Ye.F.Tarasov directly connects the cross-cultural communication problems with specificities of language consciousness of partners, maintaining that the community of language consciousness is required presupposition of conversation; incomplete community is the main reason of communicative conflicts and conflicts of misunderstanding of partners between each other that is the result of their belonging to various cultures. Cross-cultural communication is the case of consciousness functioning under the anomalous (pathological) conditions, when there is no optimal community of consciousness of communicants.

Inadequacy of consciousness of communicants in course of cross-cultural communication is considered as the result that the language consciousness of individuals as form of the world of one or another culture, mediated by language, i.e., combination of perceptive, conceptual and procedural knowledge of culture-bearers on items of real world has the ethno-cultural specific.

Consciousness in a special literature was investigated within the frames of several directions. Representatives of idealistic direction (W.Wundt, E.Titchener, F.Brentano etc.) have developed the theory of consciousness elements as idealistic varieties of consciousness psychology.

Individual's consciousness was considered separate from the objective world and person's activity in work of W.Wundt and came to the simplest elements (feelings, images and affects). According to the opinion of W.Wundt, consciousness (identified by it with psychics by negation of availability of unconscious psychical processes) is consisted of separate elements, which are being connected between each other under the association laws shall form conceptions, reflecting the objective reality. Feelings (i.e., consciousness elements) have such features as modality and intensity.

Feelings are also related to the main consciousness elements. These elements are connected between each other by associative and apperceptive relations. In his theory of consciousness acts, F.Brentano has considered that intention is the essential characteristic of consciousness. Specifically intention allows limiting the psychic phenomena from physical ones.

Intention is not just an activity. There is always any item jointly with consciousness act, which restores in a memory the impressions of seen or heard about the item via imaginations. According to F.Brentano, it is required not to tell about imagination, but about imagining, i.e., special spiritual activity, because of which the previous image is recognized.

Besides the imagining act, there are also acts of estimating about anything as true or false and acts of emotional assessment of anything as wanted or rejected.

In the consciousness stream theory of W. James, relation of a person to the world is considered as dynamic condition, because of it the change of feelings, social relations of person is demonstration of cooperation of individual consciousness in a communication process. Based on the opinion of W. James, consciousness stream is continued work of human consciousness, in spite of external discretization, arisen from partially unconscious psychic processes.

Consciousness is not only continuous but also dynamic and changeable.

Analysis of psychological points of view on a nature of consciousness has shown failure of this point of view, because consciousness was considered separate from person, his practical-substantive activity, reforming the world of person himself out of real public relations by representatives of these various training schools.

The second direction investigates consciousness in connection with a person and his activity. S.L. Rubinstein has pointed out that the main law of historical development of psychic, a person's consciousness is that the person is under progress, hardworking: changing the nature, he also changes himself, creating the objective existence of humanized nature and culture in his activity both in practical and theoretical. Along with this, the person changes, forms and improves his own psychic nature. According to the S.L. Rubinstein, consciousness is psychic activity, consisting of reflection of the world and himself.

A.N. Leontyev has also pointed out the psychic nature of consciousness, because it reflects the reality phenomenon in a consciousness, so the unit of conscious activity is the integral reflection act of objects with subject, including unity of opposite components as follows: knowledge and relation.

The scientist being characterized the phenomenon of consciousness points out its consistency, i.e., describes its psychological structure, including the knowledge, personal meaning and sensual structure.

Representatives of the third direction consider that the consciousness is not only a psychological phenomenon but also the public, because it is represented as an item of social and public development of person, closely connected with material world. Ideal consciousness, not being the material phenomenon, is permanently represented as objective. It is firstly shown in that the items of objective world are constants for consciousness. Consciousness (ideal), expresses the image symbolically because it contains its sense and main shapes. The entity counts his basic features, gives the notion about it, which is being reflected in idealized form during the knowing of object; secondly, structure of consciousness includes not only objective world, reflected in the ideal form, but also the psychic world, and knowledge world. The consciousness has three the most important psychological characteristics, the followings are related to them based on the opinion of R.S. Nemov: 1) feeling yourself as learning subject,

i.e., capacity to visualize the existing and imaginary reality, control over the own psychic and behavior conditions, manage them, capability to see and conceive the surrounding reality in the form of images; 2) visualization and imagination of reality; 3) capacity to communication.

Consciousness as the public and psychological phenomenon has a double nature, because being in human form of psychic start of existing, at the same time represented as objective phenomenon, being the high level of human's reflection of reality by language, which is the form of consciousness. According to the opinion of A.Brudnoi, the language is capable for handing over of idea during communication because words are understood sensitively; the language requires understanding and this requirement is executable because its semantic sphere is indivisible from human's psychic.

The fourth direction in studying of consciousness—the approach, considering consciousness as the product of learning the things, it is better to say objects, wrote the P.Ya.Galperin is the mean for orientation of activities with these things. Advantage of cognitive consciousness is its truth, which is checked by practice, planned impact on things and level of compliance of his actual results with expected, free from immediate needs, but foreseeing the various usage, cognitive consciousness is aimed for fullness of reflection of own objects and because of it, it is open for supplements and amendments.

The cognitive consciousness is connected with understanding of objective world, categorization of its phenomena in individual's consciousness and collective consciousness of society. Language consciousness as the form of consciousness is such level of consciousness, where the images and intellectual imaginations obtain formation via the language.

According to the opinion of V.V.Krasnykh, cognitive consciousness has the form of defined cognitive structures, which are content-rich, i.e., there is a certain content (sense), coding form and information keeping. Information, coded and kept in the form of cognitive structures shall include data, knowledge and imaginations about not only the real world but also the language knowing.

The high forms of psychic functioning and processing of knowledge in mental form are connected with consciousness as psychic and cognitive phenomenon. But this process occurs privately in the field of consciousness as the feature of brain and thinking as brain activity, provided with consciousness (i.e., intellectual activity), accordingly one of the important directions in the investigation of consciousness essence is researching, studying the forms of consciousness, methods of its externalization through the language knowing. Consequently, Ye.F.Tarasov has proposed definition, characterizing the language consciousness as the forms of consciousness, externalized by language signs.

The term language consciousness is understood in various terms: 1) from positions form of the world language is mediated by meanings; 2) language

consciousness is one of levels in a structure of integral worldview of person, i.e., as one of variants of possible schemes of world exploration; 3) language consciousness is considered as mean of forming, keeping and processing of language signs together with meanings, rules of their combination and usage expressed by them.

The foreign Russian psychological science is being carried out on the surveys on revelation of language consciousness structure and its national specific. Having investigated two types of consciousness (its internal and external form), L.S.Vygotskiy introduces the notion of sign and sense into the basic vocabulary of psychology. According to his opinion, the sign-word externalizing world has double function of communication and generalization. In this case, L.S.Vygotskiy considers the meaning as the unit of psychic analysis, providing it with sense characteristic. A.N. Leontyev distinguishes three consciousness structures as sensual structure of understanding, image, meaning, sense.

Consciousness structure or its formatives based on A.N. Leontyev are the elements of understanding process of object of reality of sound-free nature. V.P. Zinchenko proposes to add the Leontyev's scheme of consciousness structure with one more element, including the biodynamic structure of movement and activity into the consciousness structure. It allowed to the scientist to point out two classes in a structure of consciousness way: 1) reflexive class. i.e., class of personal sense meaning; 2) existential class, which includes sensual and biodynamic. V.P. Zinchenko points out that the existential and reflexive classes of consciousness are interrelated, because existential class has signs of developed reflection, contains origins and principles, and the reflexive class of consciousness is co-existential. The scientist sees its reason; if their common cultural-historical genetic code is available, which is in social (combined) objective activity having the creational features, images, senses, meanings arising from activity shall began to develop by own laws, automated from activity. However, they can be put out of action, but cannot be put together.

The availability of cultural-historical genetic code in a consciousness structure, which is in social objective activity shall allow saying about its national specific, capacity to selectively reflect the surrounding reality and promote to forming of language view by national language means.

The language consciousness is a part of national public consciousness, so it can be told about its ethnocultural specific, which is the result of reflection of images of ethnic culture as the possession owned by separate ethnos by its separate representatives and separate groups, as the result of psychological understanding of cultural-language and spiritual individuality of community at this ethnic territory in its historical decisive development.

The national self-consciousness in addition to the emotional component (unconscious imaginative insight of its unity with other members of the ethnic group) includes the national consciousness of belonging to the certain nation. A representation about its features as the integrated whole with common historical past, and related to the certain territory, conscious attitude to the spiritual valuables of its nation and commitment to them.

Ethnocultural language consciousness is considered by us as the ethnical self-consciousness, which includes four main components as follows: 1) emotional (unconscious imaginative insight of its unity with other members of the ethnic group); 2) rational (conscious imaginative insight of its unity with other members of the ethnic group); 3) reflexive class; 4) existential class.

Ethnocultural consciousness specific of representatives of various cultures, non-conformity of consciousness ways may be the result of unavoidable misunderstanding during cross-cultural communication, because the main reason of misunderstanding during cross-cultural communication is not variety of languages, but variety of national consciousness of communicants. A variety of national consciousness of communicants is connected with fact that there is mental representation of culture of one or another ethnos out of the signs frames.

In this case, Y.F. Tarasov is right, saying about necessity of community of communicants' consciousness.

Community of communicants' consciousness, required for conversation is in community of knowledge on world and community of knowledge on language. This community shall be formed by assumption of identic ethnical culture and in case of having the same national language.

As it is seen from the process of cross-cultural communication, it is required to have community of language and community of non-verbal means. In order to eliminate the inadequacy of verbal and non-verbal means, there will be (form the word) community of consciousness of communication partners. In this case, the task of the teacher is elimination of specific of ethnocultural consciousness of partners and forming of the secondary language consciousness of communicants, which shall be common for partners. Development of skills on speaking, listening, reading, and writing is comparatively simple task, but understanding, represented by these texts of worldview, its objecting in behavior, senses, having pragmatic information, meanings of expressions is not a simple, which lead to misunderstanding.

In order to understand the secondary language worldview by the secondary language consciousness of partners of cross-cultural communication, it is required to develop both the strategies of the secondary language consciousness forming and the strategy of understanding and mutual understanding. Accordingly, the national specific of cross-cultural communication shall be composed of factors system, conditioning the differences in the organization,

functions and way of communication processes mediation, peculiar to this cultural-national community (or in regard to the linguistics—the language collective). These factors shall be attached to the communication processes at a different level of their organization and they have various natures, but they are interrelated and bounded with other factors in the communication processes, conditioning and forming these processes, firstly with factors peculiarly language, psycholinguistic, pragmatic.

As it is seen, it is required to know these factors for elimination of inadequacy of ethnocultural consciousness of partners in course of cross-cultural communication. In this case, task of the teacher is usage of various strategies and ways for forming of community of partners' consciousness of cross-cultural communication, and for this purpose there is a need to understand the language worldview of the nation, which representative is the second partner.

It is required to develop both the strategies of forming the secondary language consciousness and strategies of understanding and mutual understanding, strategies of improvement of cross-cultural competence of partners, strategies of adaptation and tolerance to the culture of the other nation for understanding of secondary language worldview by secondary language consciousness of partners of cross-cultural communication.

6.3 Communicative Communication as Communicative

The methodology of this discipline represents the system of the scientific principles on the basis of which the research is conducted and the choice of ways of scientific knowledge is defined.

The methodology of pedagogics and psychology of cross-cultural communication consists of the theory of pedagogical knowledge, the system of the principles, approaches and technologies, and methods in particular, pedagogical and psychological promoting efficiency of cross-cultural communication.

The theory of cross-cultural pedagogical competence of cultures trained in the conditions of dialogue and also the theory of cross-cultural competence of the teacher focusing attention on formation of the international personality and education in him of tolerance and internationalism acts as the theory of pedagogical knowledge of conditions of cross-cultural communication.

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The term "cross-cultural competence" was developed in relation to development of communicative and cognitive abilities of the personality.

According to E.V. Malkova, the cross-cultural competence covers generally not ontologic aspect of formation of the personality, but communicative – language and speech abilities of the last.

N.D. Galskova and N.N. Gez understand as cross-cultural compensation multilingual and polycultural competence which competence has integrative character and various components, differs in mobility. Scientists focus attention that in the course of mastering cross-cultural competence it is necessary to seize also norms of cross-cultural communication. At the same time the main thing is "the ability to compare sociocultural experience of the people speaking the learned language to own experience".

A. Knapp-Dottkhof considers that the cross-cultural competence represents set of such components as: 1) affective; 2) cognitive; 3) strategic. The main components of an affective component are the empathy and tolerance. Synthesis about native culture and the culture of the learned language and also the general knowledge of culture and communication is the cornerstone of a cognitive component. In turn, the strategic component includes the verbal, educational and research strategy of the pupil.

Mastering norms of cross-cultural communication, ability to change self-perception, ability to think in comparative aspect, ability to adapt to other culture, to show empathy and tolerance in relation to representatives of other cultures, to be socialized in the conditions of a foreign culture environment, to pass an international in other culture on the basis of synthesis of knowledge about personal and others' cultures, mastering strategy and tactics of cross-cultural communication, assimilation of skills of international behavior, education of the international personality – here the main objectives which face teachers during globalization of cultures and internationalization of education. Therefore problems of "cross-cultural competence" should be developed not only in aspect of teaching a foreign language, and in wider educational context.

Process of internationalization of education according to (E. Ellinbou) means education process consideration as aspirations, "to organize thinking in the international context, using comparative approaches, reacting to multilateral changes on world political, social and cultural arenas".

In the conditions of dialogue of cultures not only development of cognitive abilities to perception of other culture, but also ability to think in the comparative plan, to allocate various and similar in the cultures of the different people, to transform national type of thinking to international is represented necessary. And it demands education of the international personality. In a type of special importance of knowledge of lines of the international personality for

creation of model of the international personality, the mobile and tolerant, possessing adaptation ability, reversible to identification of lines of "portrait" of the international personality, transfers in works as A.A. Verbitska, namely:

- 1) ability to learn distinctions and to deal with them;
- 2) understanding of distinction between ethnic and ethical a thought way which represents a difference between perception of other culture from within and outside;
- 3) ability to recognize lacunas in knowledge which is inevitable for the consciousness cultivated within one culture;
- 4) ability to cross-cultural communication;
- 5) ability to think in comparative aspect;
- 6) ability to change self-perception;
- 7) ability to consider the country in aspect of crossing of cultures;
- 8) knowledge of other cultures studied from within;
- 9) diagnostic skills (art, ability, skill) necessary for functioning in other cultures – both personal, and directly belonging to training.

The competence of the teacher in international education is shown in mastering by him key pedagogical and cross-cultural competences. Key pedagogical competences of the teacher in conditions of cross-cultural communication are understood as knowledge, abilities, ability to development of basic abilities of trainees, ability to education of the tolerant, mobile and international personality, ability to the organization of the international training and educational space of the personality, the methodical-organizational and diagnostic skills directed to achievement of results of quality of training and education of trainees.

Key competences of the teacher are the general ability of the teacher, to mobilize the acquired knowledge and skills in the course of professional activity, to transfer them to trainees, this ability to organize "the educational developing environment in which there is possible an achievement of the educational results of the child formulated as key competences, Ability quickly and to critically perceive information, ability to awaken in pupils motivation on achievement of a goal, communicative and technological competence, design thinking. D.A. Ivanov allocates the following groups the unmeasured of educational results, i.e. key competences of the teacher:

1. Communicative (understanding of texts, work with information), performance, participation in a discussion, writing of texts).
2. Information technologies (computer – the Internet, e-mail, programming, etc.).
3. Research (natural-science and humanitarian methods of a research).
4. Design (design thinking – development of projects and participation in their realization).

5. Work with numbers (calculations, use mat. methods for the solution of practical tasks).

6. Organizational (coordination of activity of people for achievement of the goals).

7. Work in group (interaction with others in the course of achievement of a common goal).

8. Ability to study (planning, a reflection, a self-assessment, independent work on a subject, information search from different sources).

9. Personal (a reflection strong and weak groan of the personality, character, adaptation to the personal features, acceptance of, the " I").

10. Solution of problems.

In 2002 the group of teachers the HAZE and RGPU under the auspices of the British Council has developed the system of assessment of level of professional activity of the teacher of a foreign language. Within the studied problem of special attention two documents deserve: card of the young teacher and professional competence of the teacher of a foreign language. The table is presented in the map of the young teacher, in the first column such parameters of activity as the relation to a subject, planning, methodical competence, control and estimated activity, management of educational process and subject competence are included. In the second - assessment parameters, according to the description whom in the third column tested one of the offered possible answers can choose: yes, rather yes, than isn't present, it is rather not, than yes, isn't present. In the fourth column he can write the comment, or checking can make written recommendations in this column. On the last page the generalizing table "Professional Competence of the Teacher of a Foreign Language" called by authors "a tree of properties" which contains two blocks of competence is submitted: 1. the pedagogical and lingual-didactic competence including competence of planning, implementation of educational and control and estimated activity (the teacher as the one who plans carries out, controls) and competence of pedagogical and administrative activity (the teacher the one who operates and brings up) and 2. the professional communicative competence including the professional communicative linguistic competence which is shown or not shown in audience (the teacher as knowledge source for pupils) and professional communicative not linguistic competence (the teacher as the member of pedagogical collective). Use of these documents on classes in the theory and a technique of training in foreign languages and cultures and also during pedagogical the practical, will allow students to create professional knowledge, skills and abilities. In the conditions of cross-cultural communication the speech has to go not only about the general pedagogical competence, and about key cross-cultural competence. The teacher, training pupils in postulates and the strategy of cross-cultural communication, itself has to have those competences in which trains.

Pedagogical key competences in pedagogics of cross-cultural communication as sciences will include such components as knowledge of psychocognitive and sociocultural aspects of cross-cultural communication. In this case key pedagogical competences of the teacher include: 1) knowledge of sociocultural psychological aspect of communication; 2) methodical abilities as the methodical competence consisting in ability to develop and choose strategy and tactics of acquaintance of trainees with this problem. Pedagogical key competences of the trainee have in such components as: 1) the personal competence aimed at the development of basic abilities for the purpose of increase in level of knowledge of communication as a psychocognitive and sociocultural phenomenon. Personal competences include also motivation – the aspiration to gain knowledge; 2) sociocultural competence: ability to communicate with representatives of other linguocultural communities, to support with them social communications; 3) the psychocognitive competence directed to acquisition of knowledge, postulates of communication necessary for interaction with the foreign culture partner for the purpose of prevention of the conflicts of interaction and a cognitive dissonance during communication; 4) the productive competence aimed at providing level of the gained knowledge to estimated criteria, indicators of quality, training and the got education in this area namely the Dublin descriptor.

Therefore enter into structure of key cross-cultural competences of the teacher:

1) Knowledge as component of key competence (knowledge of the world, knowledge of skills and postulates of cross-cultural communication, knowledge of rules of tolerant behavior, knowledge of features of perception, specifics of ethnocultural consciousness;

2) An organizational component (the organization of cross-cultural activity of communication, inclusion of trainees in cross-cultural communication, the organization of cross-cultural trainings, increase in motivation of pupils to tolerant behavior in the conditions of the conflict of cultures, the organization of independent work of pupils.

3) Information component (ability to work with information, to select her, to process it in a format of the text, number, to find information in the Internet, to do the electronic presentations, to know computer technologies).

4. Scientific component (research abilities, development of design thinking, preparation of projects).

5. Methodical abilities (development of strategy and tactics of cross-cultural communication with the foreign-language partner, possession of pedagogical technologies and methods of design training).

6. A professional component (ability to organize educational "the developing environment, "cooperation pedagogics", to know the principles and methods of international education).

7. Psychological-cognitive component (affective and cognitive factors of communication, problem of community of consciousnesses of partners).

The methodology of pedagogics and psychology of cross-cultural communication includes a row except the theory of key cross-cultural pedagogical competence and the system of methods and the principles of scientific cognitive activity to the methodological principles of pedagogics the principles of objectivity, determinism, interrelation, system, personal, activity, competence-based, synergetic, diillogical, polysubject approaches.

We carry the system of such methodical principles to methodology of pedagogics and psychology of cross-cultural communication as competence-based, cognitive, cross-disciplinary, psychology and pedagogical, dialogue, cognitive. To methods of this science, belong as the general pedagogical-psychological. The comparison method, an observation method, a schooling method, poll method and specialized, adapted for use within this discipline namely: "a method of role-playing game" cross-cultural communication, a method of a social and psychological training, a method of the analysis of different types of perception in the conditions of cross-cultural communication, etc.

Competence-based approach is based on other principles, than in the course of traditional training, namely: 1) education for life; 2) development of key competences, methods, ways of thinking and activity on the basis of development of the abilities; 3) estimation for a possibility to the pupil most to plan process of achievement of educational results. V.I. Baydenko considers that competence-based approach allows to pass from orientation to knowledge to the organization of knowledge, i.e. knowledge is got independently, the level of own motivation and responsibility for result increases. This approach focuses on coordination of the purpose with applicability situations (usability in a professional life, focus human activity on an infinite variety of professional and life situations. In realization of this approach need is creation of the developing environment directed to formation of key competences of trainees.

In development of competence-based approach three stages competence-based-educations are allocated:

1 stage (1960-1970) – introduction to the scientific device of the concept "competence", "competence".

2 stage (1980-1990) – use of a concept (competence of the theory and practice of training in languages and also professionalism of business, management, the management, management, communication, emergence of the concept "social competences". J. Raven provides the list of 37 types of competences.

3 stage (the 2000th till present) are time when competent approach is used everywhere in world education and is comprehensively investigated (documents of UNESCO, the EU, the states, educational programs).

At the present stage the fourth stage in studying of competence and application of competence-based approach within the Bologna Process is allocated.

The cognitive principle focuses on assimilation as knowledge of features of cultures of the different people, on obtaining data on their mentality, a way of life, is promoted mastering postulates "communication, to overcoming barriers of the perception" and ways of their use in the course of cross-cultural communication in a situation "by me – another". And this principle, promotes formation of empathy to the partner that affects efficiency of communication.

Cognitive approach allows to consider cross-cultural communication as the sign communication providing interaction of the partners having inadequate images of consciousness and the forms of consciousness and thinking. Within this approach are implemented: 1) the principle of interdisciplinary which means "use of these other sciences" within cognitive linguistics; 2) the principle of studying of language as cognitive ability that is caused by recognition of the central role of the person in processes of knowledge and of speech activity, that is anthropocentrism of language; 3) the principle of multilevel approach to semantics of language units which demands studying of semantics of language in the context of cognitive structures.

Disciplinary it is principally used in the course of the description of consciousness as psychocognitive phenomenon, objective through language structures and characterized ethnocultural specifics as in this case this psychology, cognitive linguistics, linguistics and cultural science is used. The anthropocentric principle is implemented at the description of language as forms of consciousness and thinking of the person, thanks to him it is possible to claim that the person as the representative of any linguocultural community, plays a significant role in the accumulation of sociocultural experience and knowledge defining ethnocultural specifics of consciousness.

Psychology and pedagogical approach aims at the personal focused training. The pupil in the developing environment created by the teacher improves the basic abilities, seizes those skills and competence which are necessary for him in his future professional activity including skills of frictionless communication with the foreign-language partner, skills of influence, influence on another. For development of basic abilities of trainees the teacher needs to organize a reflection of pupils, to use a method of design training, to design grade levels, to project grade levels on the basis of constructivist didactics. Her essence consists that knowledge can't be imparted from the teacher to the pupil, they can be developed in an educational research of activity on the basis of the abilities and features of the intelligence.

Psychology and pedagogical approach promotes introduction in educational process of new pedagogical technologies of cross-cultural pedagogical communication, such as "pedagogical technology of cross-cultural

communication", pedagogical technology – a portfolio" key cross-cultural pedagogical competence of the teacher, pedagogical technology "key cross-cultural competence of the trainee". Dialogue approach in pedagogics and psychology of cross-cultural communication is based on the idea of dialogue of cultures according to M.M. Bakhtin's idea about culture as dialogue, any culture is a live process of sociable communication. Dialogue of cultures in the educational environment should be considered also from positions of understanding of culture V.S. Bibler in whose dialogical concept the idea of culture is considered according to the idea of education: "I think that in the ratio with the idea of education (this starting starting point of logic of Hegel) the general sense of culture can be outlined most concisely and for the beginning it is-shaped".

Dialogue approach during cross-cultural communication carried out in the course of interpersonal cross-cultural dialogue of the teacher, and the foreign-language student when dialogue of consciousnesses of partners – the representatives of various of linguocultural communities takes place. In this case the conflicts in conditions of appositive dialogue of consciousnesses for achievement of mutual understanding can be observed it is necessary to achieve "community of consciousnesses" of communicants.

Dialogue, according to M.M. Bakhtin, it "a free self-revelation of the personality" where the student looks for various ways of expression of the thoughts, defends and masters the new values.

Dialogue of the teacher, according to K. Rogers, is based on "four whales": a) on spiritual and moral bases of inner world of the teacher; b) on faith in the child; c) on the appeal to his dignity; d) on his motivation to own search, active growth, self-development.

As marks out A.K. Mynbayev, during interpersonal pedagogical dialogue three levels are allocated: 1) dialogue of the trainee with own I (communication with); 2) dialogue at the level of understanding valuable intellectual positions; 3) multialogue (the multiple and simultaneous dialogue arising at discussion of problems in groups on 7-8 people).

In the course of cross-cultural pedagogical communication dialogue interaction between the teacher and trainees happens over three stages: 1) at a stage of cultural and dialogue and conflict interaction "'of-foreign" teacher and trainee in the form of dialogue the sender (teacher) and trained (addressee), the representative of other linguoculturally community; b) dialogue interaction "-@@" in the form of intrakulturny communication between representatives of one linguaculturally society to transfer and assimilation of cross-cultural knowledge; 2) at a stage of initiation of speech influence, suggestions (sender teacher) on object of influence (addressee); 3) at a stage of the regulation of the behavior speaking and listening by means of rules and postulates of communication.

The pedagogical technologies and methods used in the course of training of discipline "Pedagogics and psychology of cross-cultural communication" are based on the above-stated approaches and the principles. So, pedagogical technology of cross-cultural communication to provide for realization of the interpersonal cross-cultural dialogue "Teacher student" which is carried out throughout several stages. When modeling interpersonal cross-cultural pedagogical communication it is necessary to take the technology of pedagogical communication developed by V.A. Slavenin into account. In her several stages are allocated:

The first stage of orientation process of "adjustment" of the general style of communication of the teacher to specific conditions of communication (a lecture, a seminar, an educational action). Components: judgment of own style of communication by the teacher; cognitive restoration of the previous features of communication in collective – is important communicative memory; specification of style of communication in new communicative conditions.

The second stage – drawing attention to. It is carried out at the initial moment of communication. Various methods, drawing attention are used.

The third stage – a stage of sounding of soul of the child (K.S. Stanislavsky's term) – the teacher tries to catch the level of readiness of audience for the beginning of productive communication.

The fourth stage – implementation of verbal communication.

The fifth stage – solutions of a communicative task – the organization of substantial and emotional feedback. Substantial feedback is provided with frontal and operational periodic poll on specification of attention. Emotional feedback through sensory perception of audience by means of exchange of views, gestures, a mimicry, emotional remarks [63].

Cross-cultural pedagogical communication is implemented, according to us, throughout ten stages directed to the solution of psychocognitive, pragmatical and communicative tasks.

The first stage of cross-cultural pedagogical communication – a prediction phase of readiness of trainees for cross-cultural communication. Being based on the data of perception of the foreign-language student and drawing up the forecast on his abilities on the basis of factor "an impression and the analysis of the perceptions" the teacher projects a situation and model of cross-cultural communication on a basis.

The second stage – a stage of check of trainees on presence at them of ethnocentric installations, prejudices in a situation "-others". Methods: observation, role-playing games, interview, use of methods of elimination of the conflicts.

The third stage – a stage of verbal communication. The teacher during the interview reveals communicative abilities of students (knowledge of the second language, his forms, existence of a lexicon), by means of the analysis of

performance of various exercises and also the teacher reveals testings what sort communicative hindrances, failures exist in communication of partners.

The fourth stage – a stage of check of the cognitive abilities communicating (knowledge, abilities, coincidence of data on a picture of the world of the partner) existence of the divided knowledge between partners, check of community of consciousness of partners.

The fifth stage – a stage of identification of ability of trainees to communication, clarification of community at partners of verbal and nonverbal means of communication, knowledge of types of communication, styles of communication, forms of influence and influence on the partner.

The sixth stage – a stage of establishment of mutual understanding between the teacher and trainees ensuring understanding of (teacher) other (trainees).

The seventh stage – a stage of identification of ability of trainees by the teacher to be exposed to influence, influence from the partner. Main methods of check: the analysis of transaction, observation of manipulative communication of partners, application of methods of influence, impact on another psychodiagnostics of abilities of trainees to be affected by the organizing, estimating and disciplining plan from the teacher; belief, suggestion.

The eighth stage - check of abilities of trainees to different extraction of information from told (communicative, pragmatical), learning of trainees to skills of cross-cultural communication, to abilities to make speech acts of communication on the basis of the postulates of communication familiar to partners.

The ninth stage – check of key cross-cultural competence of knowledge trained for compliance to the Dublin descriptors of effectiveness and abilities of students. For this purpose the teacher has to possess both key pedagogical competence, and cross-cultural competence of the general plan (knowledge of the world).

The tenth stage – a social and psychological training of trainees in situations of cross-cultural communication, accumulation of experience of cross-cultural communication by them, schooling of trainees to specifics of communication in a cross-cultural situation, support of feedback with students on the basis of an interview, a discussion, holding seminars, scientific and practical conferences.

In a situation of cross-cultural communication it is possible to refer the following styles offered by M. Talen to styles of pedagogical communication: "manager" (the style interfaced to the atmosphere of effective activity of group, encouragement of an initiative and independence. The teacher seeks for discussion with each student of sense of a solvable task, to high-quality control and assessment of the end result); "trainer" (the atmosphere of communication in audience is penetrated by spirit of corporation, students in this case submit

one command, and the part of the inspirer of group efforts is assigned to the teacher); "guide" (the teacher shows the competence of all areas of knowledge and also knows rules and ways of conducting cross-cultural communication on the basis of dialogue of cultures).

It is possible to carry a method of studying of cope behavior, a method of the analysis of perception by the person of social reality, a method of a social and psychological training, role-playing game, a method of modeling of various strategy and tactics of communication to methods of pedagogics of cross-cultural communication. We will consider some of them: the method of cope behavior or coping-behavior is used at cross-cultural communication at situations of cultural shock when the trainee faces in a situation "-others" behavior models unfamiliar to him and communication. In special literature the coping-behavior is defined as follows:

During a lifelong practically each person faces various events, or gets into the situations which are subjectively endured by him as the difficult, breaking the habitual course lives often changing how the person perceives the world around and the place in him. These significant vital events (the birth of children, diseases, the beginning of family life, change of a financial position up to dismissal, death any of relatives, change of the professional status, participation in military operations, change of marital status, etc.) in fact are factors of a stress for which overcoming the person uses various strategy of behavior based on his personal experience. Such type of behavior has been called coping-behavior (coping), or cope behavior coping – the behavior was defined by R. Lazarus as adaptation reaction to a stress. Subsequently the cope behavior began to be defined as dynamic process of interaction of the subject and the outside world – the process caused by a combination of personal and situational factors that fully corresponds to traditions of a social and psychological research. According to the cognitive theory of a stress and R. Lazarus's coping, the concept "coping-behavior" is considered as constantly changing cognitive and behavioral attempts to operate specific external and/or internal requirements which are regarded as excessively straining or exceeding resources of the personality. In work as S.K. Nartova-Bochaver "koping" decides as an individual way of interaction on a difficult situation which is caused by logic of the situation, her importance for the person and his own psychological opportunities.

For a research of coping-behavior it is possible to use the questionnaire of R. Lazarus which reveals eight strategy of cope behavior: confrontational coping, distancing, self-checking, search of social support, accepting liability, flight (avoiding), planning of a solution, positive revaluation.

For identification of individual style of mastering a stress it is possible to use a technique of definition of individual coping-strategy E. Hayma. She can be used for diagnostics of both productive, and unproductive partner of

behavior and also reveals preference of cognitive, emotional or behavioral coping-strategy. Among cognitive in this technique the following strategy are allocated: ignoring, humility, dissimulation, maintaining self-control, problem analysis, relativity, religiousness, confusion, appendage of sense, installation of own value. Among emotional – a protest, an emotional discharge, suppression of emotions, optimism, passive cooperation, humility, self-accusation, aggression.

Method of the analysis of perception of social reality it is possible use process communication for the foreign-language educational environment. Such educational environment is elected by us as object of social perception when it is possible to observe as social knowledge by each other partners of the social environment as a social context is carried out.

Under "Wednesday" it is possible to understand the most different fragments of reality. First, numerous specific social groups – the organizations, social institutes; secondly, "Wednesday" can be interpreted also in its ecological sense – as the natural or artificial habitat; thirdly, "Wednesday" can be understood and as the language environment representing symbolical representation of the world around; fourthly, under "Wednesday" it is possible to understand all area of the intergroup relations, etc. Knowledge of "environment" is an important factor of orientation of the person in the social world.

For knowledge of the environment E. Toffler allocates five identification elements:

1. "Things" - a physical environment of the natural or created by the person objects as a research of their psychological influence.

2. "Places" - a certain scene of action or the arena of experience of the person.

3. "People" - set of characters with whom experience of the person is connected.

4. The organizations – an arrangement of the person in organizational network of society.

5. "Ideas" - a context of the ideas or information.

These five relations form in our opinion, fabric of cross-cultural social experience as the relation to things as to objects of surrounding reality various in different cultures, the place as a social and geographical landscape plays an important role perception, the person of surrounding reality, in expression, him valuable orientation to surrounding reality. People and the relations between them represent the external factors determining communication and the nature of contacts between partners. "Organization" influences realization of the status relations between partners as the person takes strictly certain positions as a part of the organization of group as social whole. "Ideas" are also significant in the context of cross-cultural communication as each person has the "image of the

world" as subjective idea of reality. These images can approach substantially reality or to be inexact, distorted. The mental model is result of process of knowledge and depends on a set of subjective factors (social installations of psychological protection of the person, etc.), but it is under construction on the basis of information delivered by means of communication and surrounding people and only occasionally on personal observations.

Thus, the methodology of cross-cultural communication is based on the complex theory of the cross-cultural pedagogical competence and a synthetic methodological paradigm including the principles of different sciences. Their application promotes efficiency of cross-cultural communication of mobile and international persons.

7 PSYCHOLOGICAL ASPECTS OF CONFLICT MANAGEMENT IN CONFLICT SITUATIONS

The conflict of psychology is defined as the opposite of the directed, non - incognito friends with other tendencies, individually differentiated individuals or groups of people who are connected with emotional emotions.

And every time a stolknovne collapses into a conflict. In the article, it is clear that it is a substance that can be divided into two categories: one by one, or one by one. In the conflict, the subject is strictly masked, and the dispatching of a single or a few objects, which are perceived as a sting, or a conflict of interest. Last but not least, it has been fervently diminished: the longest time people can be molded in the correct way, until no time to come to paddle.

Conflict - this is how often the intrigue, where everything is masked, intriguing, insidious, predictable, explicit and curly, and enjoyment of the protector. One of the insufficiently considered problems of cross-cultural communication is the issue of interaction and mutual understanding of partners in terms of opposite dialog of consciousnesses. Therefore, E.F. Tarasov directly interrelates the issues of cross cultural communication with the peculiarities of linguistic consciousness of partners, proving that the community of linguistic consciousness's is a prerequisite for verbal communication; insufficiently community of consciousness's is the main cause of communicative conflicts, i.e. conflicts based on partners incomprehension of each other, which is a consequence of their belonging to different cultures. Cross-cultural communication is a particular case of consciousness functioning in abnormal (pathologic) conditions when no optimal community of communicants' consciousnesses exists.

There is a conflict that is even more or less exaggerated. In the context of the conflict, the object of the conflict is conflict situations that are related to technological or organizational problems, either with specific or private

conflicts of interest. The second element is the conflict in the conflict, subjective motives of its members, their images and their experiences, material and spiritual interests. In addition, the conflict presupposes the opponents of the opponents, there are specific strings that are perceived by their elders. Finally, in the conflict in the conflict, it is important to distinguish an indefinable view from the bottom of the pods. As you can imagine, the structure is confused with an antithesis, it is a negatively colored man with a human or group, and by opposing the oppressor to allow the antithesis

In order to analyze the inappropriateness of the partners' consciousness and explain the causes of their occurrence, we selected the cognitive approach, which allows to treat a language as a form of consciousness and mentality of a person. Within the framework of the approach, principles and methods of cognitive linguistics and psychology unveiling the specific features of ethnocultural consciousness of partners are used in the article. Such principles include cross-disciplinary, anthropocentric and multilevel principles of studying a language as a cognitive ability of a person. According to N.N. Boldyrev, cognitive linguistics extensively uses: 1) the cross-disciplinary principle, which includes using data of other sciences within the cognitive linguistics; 2) the principle of studying language as a cognitive ability, which is determined by recognizing the central role of a human in cognitive processes and speech activity, i.e. anthropocentrism of a language; 3) the principle of multilevel approach to the semantics of linguistic units, which requires studying the language semantics within the context of other cognitive structures.

The cross-disciplinary method is extensively used in the process of describing consciousness as a psychocognitive phenomenon, which is objectified through linguistic structures and characterized by ethnocultural specificity, as in this case data of psychology, cognitive linguistics, glossology and culturology are used. The anthropocentric principle materializes at describing a language as a form of consciousness and mentality of a human, which allows to state that it is the human, being a representative of some certain linguocultural community, plays an important role in the accumulation of sociocultural experience and knowledge, which determine the ethnocultural specificity of the consciousness.

Methods of analysis of ethnocultural specificity of linguistic consciousness and of providing mutual understanding of partners during cross-cultural communication include conceptual analysis, strategies and tactics, role-plays, social and psychological training.

At cross-cultural communication, the ethnocultural specificity of partner's consciousnesses is seen, firstly, in the inconsistency of consciousness images of different nations due to relativity of cultures of different linguocultural communities. Though main cultural standards are universal, their cultural scenarios do not coincide as well as background and procedural knowledge

about them and stereotypes. Secondly, mental images of linguistic signs, which objectify the consciousness, do not coincide, either, as the mindset of different ethnic groups and their mentality have different national peculiar features. Thirdly, the linguistic signs themselves are ethnocentric[4] and non-verbal communication means are specific, too.

H. Gresh in his work named the following spheres of cross-cultural lack of confidence, which encumber communication: nonverbal communication; verbal communication; symbols; behavioral standards, customs, practices; social institutions and social roles; attitude to time; cognitive style, way of thinking; systems of beliefs and value priorities; image of the world and image of a human, which have established in the given linguoculture.

During the process of cross-cultural communication, various obstacles for mutual understanding arise:

- subconscious expectation of similarity instead of difference between cultures;
- ethnocentrism;
- stereotypes with respect the communication partner;
- different interpretation of nonverbal behavior.

During cross-cultural communication, partners can suffer cultural shock; sometimes, discursive styles' inappropriateness takes place.

In order to determine the common and the special features in the images of the individuals' consciousness, the content of which directly depends on the scope of assimilated culture, it is necessary to keep in mind that the linguistic consciousness is understood as "verbalized images of consciousness, which form the integral picture".

Any states of consciousness are to be expressed with language. It is the language that according to A.Brudny is able to transmit ideas during communication, due to sensual perception of words; language requires understanding "and this requirement is practicable as its semantic sphere is indivisible from human psyche".

Consciousness is at the same time determined as a cognitive and linguistic phenomenon, in which the cognitive consciousness is oriented to the mental representation of knowledge on the world objects in the form of models, schemes, frames, where the linguistic consciousness objectifies mental notions.

Along with that, linguistic consciousness is a part of national social consciousness; therefore, we can refer to its ethnocultural specificity, which is a consequence of expressing images of ethnic culture as a property of a specific ethnos represented by its individual representatives and individual groups. Images of consciousness are ethnocentric and languages, too, have national specificity, objectifying results of cognitive perception of the reality in its mental form.

Ethnocentricity of consciousness materializes in a situation of cross-cultural communication, when partners have inappropriate sociocultural experience, different views on life pattern and behavior standards. E.g., "An old woman passed the shed with two buckets and a shoulder-yoke. The guest rushed to her and picked one of the buckets. – Would you let me fetch it? The old woman gave a gape at the tall guest but did not let the bucket go. - Let me do it, I'll be soon. The old man laughed. - What's up with you? Women fetch water. The whole village will be laughing at our expense".

The ethnocentricity of various languages is determined by influence of various factors, including: 1) the factor of selectiveness of reflection; 2) the factor of various classification and conceptualization of the world with various nations (total and fractional fragmentation of the world in the languages of various people, which leads to occurrence of various denotative holes), which results in misunderstanding. Compare: "Drongo bended over the killed man and told the cook:

You stay here. Tell me, is it a professional blow? Professional blow?

I did not kill him, - answered the fat guy confusedly, as he did not understand the English expression".

The cognitive dissonance resulting in cross-cultural conflicts is observed in cases when conceptual interaction is interrupted. The problems of such interaction include: 1) structural conformance of conceptual systems of communicants; 2) substantial correspondence of these systems; 3) appropriateness of the estimation of the interlocutor's conceptual system; 4) the extent of mastering collective knowledge and language experience; 5) correspondence of principles and mechanisms of forming and understanding the meanings used by the communicants.

Cognitive dissonance is a state of psychological discomfort, which is observed in case of unfamiliarity with communication tactics and postulates. For example, passion and emotional outbursts are typical of the Russian consciousness. Under the stress of emotions, a Russian person, according to U.E. Prokhorov and I.A. Sternin, can easily abstract himself of rational analysis, sober estimate of one's actions and sometimes even ignores he life instinct [16,110]. Representatives of the Russian and Kazakh linguocultures express verbal aggression and emotions during communication process by discharging negative emotions at another person, raising voice and misusing words. E.g.: "Do not await any gifts from me now; you are going to groan tomorrow – you have only yourself to blame! If you do not collect money - I will take your last milch cow, crock and give it to the authorities". "And where is the house? And the military establishment? And money?" - Zykov waltzed into him angrily, - "We must have cut your hands off when you started playing cards and fiddling about. Tell me, right?" "That's right", agreed Kishkin". The Englishmen are typically moderate at communication and control their emotions.

Commonly, politeness in communication of the Russians is weaker than in Western countries and Japan, as in Japanese ethics the importance of polite behavior of members of the same group is emphasized. E.g.: "I am glad to see you again, too, Mr. Loxton. But, if it is not too much trouble for you, please call me Goemon, not Gou, though we, the Japanese, feel much more comfortable when called by surname. Thank you, I would not like coffee". Territorial integrity, keeping distance also differ during cross-cultural communication. The Russians and the Kazakhs keep close distance trying to establish trust-based relations and soften the meaning of what is being said. Patting on one's back, stroking one's hand, looking into one's eyes and face allows to demonstrate friendly attitude. Compare: "I offer him a chair and he offers me a chair; and at that we keep slightly stroking each other across our waists, touching buttons as if we are afraid to burn our fingers".

The Japanese, just like the Germans and the British, keep a more remote distance. H. Morsbach in his book *Customs and Etiquette of Japan* wrote: "During a conversation, the Japanese usually stay at a farther distance from their interlocutor than it is common for western countries. Even if you feel uncomfortable and estranged, do not come too close".

In British sociocultural community, the most valued properties are privacy and keeping distance from the interlocutor. The British do not let the interlocutor come too close to them. Therefore, the English language has a lot of set expressions regarding the distance: to keep one's distance; to keep somebody at a distance; out of distance from; to keep somebody in his place.

In order to form a community of consciousnesses, it is necessary to focus on the creation of common meaning, which would be understood by communicants. This requires implementation of the process of meaning attribution, i.e. assigning a meaning, through which a word in another language is included in the consciousness of the partner, as, according to A.B. Ufimtseva, the image-signratio is culturally determined as an image of consciousness associated with the word – it is one of many attempts to describe meanings used by communicants at producing and perceiving voice messages. And a name (word, body of a sign) is a cultural frame, which is imposed on the individual experience of each person who passed socialization in a certain culture. To name means to assign a particular meaning; and to assign a particular meaning means to understand and include in one's consciousness.

To our opinion, in order to remove differences of ethnocultural consciousnesses of communicants, it is necessary to improve the cross-cultural competence of the trainees and help them master the cross-cultural experience. Therefore, during the process of forming readiness of the trainees for cross-cultural communication, it is necessary to apply strategies of accumulating experience of cross-cultural communication. Within the framework of these strategies, such tactics can be applied as role-plays and

social and psychological training. Role-play is situation modeling, in which the participants are suggested to play the role of cross-cultural communication partners. This is the sphere, where role-plays are successfully used for changing the behavior of partners and interrelation of people. Thus, in order to acquire cross-cultural experience, we can recommend the Cross-Cultural Communication role-play. According to the role expectation, the Russian is less polite, does not follow the rules of etiquette, can use impolite forms of addressing and answering and the Japanese stays polite in any communication situation, does not forget to thank and bows.

Partner (the Russian): Hey, show me where the restaurant serving sushi is.

Partner (the Japanese) (bowing): thank you for applying to me for explanation. The sushi restaurant is across the street near the museum.

Partner (the Russian) (suspiciously): Why are you bowing? It is not common for us - just answer and that's all. And we bow to our bosses. You aren't my boss, are you? I'll teach you what is what!

Partner (the Japanese): Excuse me, Sir. Bowing is just the polite manner of behavior. Politeness for us is a behavior of etiquette.

Discussion of the role-play results shows that people trained in the process of cross-cultural communication experience accumulation perceive the knowledge of politeness and courtesy rules, rules of keeping personal territory and come to a conclusion that unmannerly and aggressive behavior is not acceptable.

The social and psychological training with the purpose of cross-cultural competence development includes two stages: 1) getting the group ready (warm up, labialization); 2) purpose-oriented training of knowledge and skills.

Stage one: warm up in a situation of cross-cultural communication is arranged according to the following scheme: 1) acquaintance; 2) collection of information on expectations and problems; 3) introduction of cross-cultural postulates of communication.

Acquaintance with a partner speaking another language is the main problem in cross-cultural anything about him, while he should know the sociocultural history of the partner, his views, habits and beliefs in order to form an opinion on him. Information on expectations and problems in a situation of cross-cultural communication includes such issues as occurrence of cross-cultural conflicts or cultural shock. Therefore, it is necessary to form cross-cultural competence. To do it, it is necessary to cause motivation to learning with the trainees through understanding of their incompetence in cross-cultural communication. As a teaching suggestion in this case, we can recommend a role-play, which assumes that the trainees get into the characters of cross cultural communication partners. The control stage is implemented during the role-play, which allows to cover aspects of cross-cultural behavior and interaction of partners as well as to check how well the players (partners

and partners) have recognized the lack of cross-cultural knowledge and the necessity to improve it, when playing during the training.

Finally, we note that in the process of studying the problem of community of consciousnesses of cross-cultural communication partners it was determined that: cross-cultural communication partners have inappropriate linguistic consciousnesses: it was proven that the existence of various conflicts is a consequence of cross-cultural incompetence; various conflict situations were shown during the cross-cultural communication; methods and strategies of forming cross-cultural competence in communication were suggested. Thus, inappropriateness of linguistic consciousnesses of partners is connected with cross-cultural incompetence; therefore, in order to achieve mutual understanding, it is necessary to improve the cross-cultural competence of the interlocutors using various methods and strategies of its formation.

7.2 Social-psychological presuppositions conflict

Conflict, unimaginable and lucid character, has its own bases and social-psychological prescriptions, which are interrupted by relationships between people. The process of dealing with a group of employees is defined by a difficult task, but neither is explicitly explicit. Dynamics of group affiliations in an emotional team on emotional rivalry, inevitably emphasizes the sadness of temperament in everybody. I do not know what to do or do not want to work in the company, but also can not wait to go to a separate room, and so on. In the work of the group, they serve and serve the novel, and enjoy, and the place, perfectly equipped with diversified needs, the strict virtue of the rule of law, and the protection of the normative and organizational motivation of the normalized work of the ordinary. All in all, this is attributable to the relationships in the community, the social situation in the region and many more. It is the social-psychological conflict that prevails over the past: Under the intercultural pedagogical competence of the teacher we are understanding the teacher's ability to replenish his lack of knowledge in the field of intercultural communication, exactly: knowledge of the world, knowledge of various types of competence, actualizing the process of intercultural communication (mutual understanding skills, perception of the "other"), both and his ability to form readiness, skills of intercultural communication of trainees.

1. Neoplastic social and psychological climate, in which there is a valence-oriented unity and low activity of the working group. An unhealthy psychological atmosphere in the team (which may be a contrived group of people, with cultural, aesthetic exclusions, actions, etc.) is a negative phenomenon for the unconscious of the productive problems that causes the sport "on the pest meste".

2. Anomalies of social norms, society in society and organization. Anomia, as a settled and adherent social norm, creates a double standard, when a person demands the other definition of a style that is not driven by a person: anyone in the workplace is all messed up, and is somewhat croaked; something to say, and somebody - all kinds of puppets and so on. p. Everyday, every person looks old and good look in the eyes of other people, and in their own eyes, for rationalisation of their own affairs, declares negative thoughts with positive motives and self or vto believes. To make it believe, it is necessary to indulge in other people in the covetousness, the fraud and the virtue of the organization.

3. Nonconformance of social expectations with functional commitments and realizations of social roles often ensures that the expectations are shaped on the basis of the needs of the person concerned, the subject of which can be subjected to, or not to be caught. A traveler, in a situation, sits in the worker's ward, who will help other members of the brigade to cope with it, and take it as helpless as I understand, and do not worry. Но товарищ по работе может рассудить, что не стоит лезть не ввое дело, когда тебя не просят. Pochtwa for conflict. Otherwise, a group of workmen can be guided by the requirements of the person who wants to be involved in any of the other human rights violations that can be caused by a conflict between the human rights activists or anyone else.

4. Cognitive dossiers in relationships with guided by guides. There is a cognitive dissonance that is negatively induced in situation, when the subject constantly monitors the two psychological contraindications in one object (SNOSKA: P. Petrovsky, M. J. Yaroshevskii, 1990, p. P. 165.) The dissonance of the situation exists as a discomfort, in which it is necessary to get rid of the logic of antithesis or to change the relationship. The dissonance interpretation refers to the choice of nonadditive optimism. If you want to make a contribution, the person will either change his or her connection to the object, or contact with it, or else you will be punished.

5. Conflict conflicts in contact with maneuvers and lifelong breaches. The fact is that the most important thing is to be able to look at things as well as to be able to survive in such a way as to be incomparable and insecure. Older childhood is more or less and is more pronounced to be attentive. Once again, the aging youngsters are helping the younger generation to get rid of the aggressive form, which in addition to augmenting the subcontracting of laborers in the prestige of the "old men" as their own resurrection and possibilities.

6. Barrier in communion. The next trick is that it raises the process of dealing and can not cope with the loss of consciousness, which is what most people are telling, talking, or perceiving other friends. Buttermilk barrier is unhealthy in the nuclideum and concentration in its own phenomena and

experiences, and sometimes it is specifically associated with the process of dealing with the partner. К.к. my thighs are worthy of attention

7. . Territoriality. R. L. Krichevskii judges another one in the conflict, which is related to the social-psychological category. The rhetoric is about territoriality. It is designed to be developed in ecological psychology and subclassify the functionality or group defined by the space and the controls to be placed and objects in objects (objects). On the job or in the organization of people, entering the flag or in the working group, they "envy" the identified territory (working space or room for a rest) and the other members of the group are unable to interrupt the interruption of the stools. It is true that every single member of the group will be able to share the common space together with the objects and will be reverberating to the cause.

8. Nalichie in the informal structure of the working group of destructive leader. An unstable destructive leader, the sole executive of which can be separated from the group, is oriented exclusively to it, and the formalist leadership or the formal leader takes only after the reshuffle of his supervisor. As a rule, such a person is a very friendly person, who wants to be a part of the grouping of the group, making him indifferent. On the top of the deck, the control is based on the control of the organization or the age of the person, whether it is tested or not.

9. Social and psychological adaptation of newborn in the team. Get the newest employee at some point destabilizing the collective. By default, the newest user group in the static structure group, after which is restructured, restores the newest member. In the meantime, the group is very inexpensive and is fading into negative thoughts like crazy, and damn. The knowledge base includes at least the following components: a) knowledge of the grammar language (with phonetics and phonology), supplemented by knowledge of the compositional and lexical semantics; b) knowledge of the use of language; 2) extra linguistic knowledge: a) about the context and situation, knowledge about the addressee, including knowledge of the goals and plans set by the addressee, his understanding of the speaker and the surrounding environment, etc .; b) general knowledge of the world (ie knowledge of the world); knowledge about events, states, actions and processes, etc. "

In the process of intercultural communication, therefore, one should speak of language knowledge in the field of the second language, knowledge of its vocabulary, grammar, phraseology, linguistic and cultural competence.

When mastering a second language, one should focus not only on the knowledge of vocabulary and grammar, but also on its use, that is, the use of linguistic means in various communication situations in accordance with role-based aspects, as well as with social status. Therefore, ED Suleimenova, N.Zh.Shaimerdenov believe that when mastering the language, one should pay attention not only to knowledge of linguistic means, but also to the ability to

adequately use them. The content in the second language, that is, the degree of knowledge of lexical and grammatical means, as well as the adequacy of its use can be measured by such parameters as: 1) a sign of actual-virtual language proficiency. On this basis, the actual knowledge of the language and the socially-prestigious, approaching to it are demarcated; 2) a sign of informative correctness. In this case, the linguistic competence of educated people who know the normative use of language and the language competence of uneducated people who are native speakers is delineated; 3) a sign of systemic correctness-wrongness. On this basis, the language competence of native speakers is delineated, for which this language is not native and the language competence of those who speak their native language; 4) a sign of possession of linguistic wealth. On the basis of linguistic wealth, the linguistic competence of users of language and linguistic experts is differentiated, possessing various styles and forms of language; 5) a sign of competence in the field of any level of language.

General knowledge includes those that are characterized as "mutual knowledge of realities by the speaker and the hearer, which is the basis of verbal communication.

According to G.D.Tomakhin, background knowledge contains "a minimum of cultural knowledge," which "the average representative of this ethnic group owns, which makes up the" cultural background "of speech communication of representatives of this community.

K.Zh.Kozhakhmetova refers to the background knowledge of people's knowledge, which defines as knowledge of the empirical nature, accumulated by some ethnos as a result of observations of the world of nature, the behavior of representatives of any lingvocultural community.

K.M.Abisheva, classifying the background knowledge, identifies the following groups : 1) general human knowledge and value orientations of the people, the association of ethnos in relation to the phenomena of public organizations; 2) knowledge of society, the country, specific facts of history and its state structure, features of administrative-territorial division, features of the ecological landscape, information on the geographical environment; 3) ethnographic background knowledge (ethnic social communities, names of genera, tribes), ethnonyms (representatives of a given ethnic community, names of national costumes, etc.) 4) knowledge about realities, peace, nature (animals, plants, landscape); 5) knowledge of precedent phenomena; 6) knowledge of the objects of everyday life (dwelling), property, clothing, food, beverages, types of labor and spiritual activity, monetary signs, units of space and time measures, bank notes, etc .; 7) knowledge of the toponymic plan (onomastics); 8) folk knowledge (traditions, customs, rituals, rituals); 9) socio-cultural knowledge (knowledge of society); 10) pragmatic knowledge (knowledge of the postulates of communication and the principles of interaction); 11) knowledge of

stereotypical character; 12) knowledge of the world (knowledge of the extralinguistic nature of the social structure, culture, national mentality of other peoples, 14) language knowledge; 15) knowledge of beliefs, beliefs, taboos, prohibitions of another people; 16) knowledge of non-verbal communication code.

The classification of KM Abisheva indicates the background knowledge necessary for communicants of intercultural communication. And since we are talking about intercultural communication, but in our opinion, one should focus on psychological-cognitive, pragmatic knowledge (value principles, norms, patterns) regulating communication between representatives of different linguistic cultural communities, as background cultural knowledge alone is clearly not enough actualization of such communication. The teacher should fill a gap in his knowledge about the patterns and rules of intercultural communication, make sure that students traveling abroad are ready for communication with foreign partners abroad, reached an understanding with him. In addition, the teacher should improve the skills and skills of intercultural communication, prepare himself for training with students, representatives of various linguocultural communities in conditions of contact with them.

The effectiveness of intercultural communication also depends on the teacher's availability of communicative, gnostic, expressive, strategic skills. In the context of intercultural communication, communicative skills are divided into four groups: communicative skills proper, skills for transferring intercultural knowledge to students, helping to learn the skills of intercultural communication, the ability to contact people, didactic skills.

7.3 Personalized personality in conflict situations

Clutteriness or predisposition to conflict conflicts with other people creates individuality and individuality. You can opt-in to this group:

1. Nalichie is a person of internal conflicts.

It's a conflict (exposed ones) are projected on the relationships between people and they are exposed to excitement, inadequate reactions to exclusion, which count inaccessible, and in the conflict areas they have a very important subjective value. Harmonious personality does not conflict with the fact that it does not come into existence by the individual structure, but if the harmony is disturbed, then the unnecessary movements can melt the subtle negative reaction.

2. The acceleration characteristic. Accentuation as a matter of fact, a pragmatic development of a characteristic of the character is in the other, the person does not behave indefinitely, the more important it is, the contribution of the charity, but not the satisfaction of all human beings. The most conflicting types are:

- Demonstrative with this tendency to be present at all times, and if it is not possible to spark a negative reaction through its inducing call, to unwavering maneuvers, to enjoy the work of singing and singing in the work;

- Hypertext with its sophistication and sophistication in populous companies;

- an outrageous frenzied character with a distinctly sexy sexual depravity;

- Exalted with a deep sense of sensitivity, starting with the intriguing hits and extreme extreme sports and scandalous scandals in the work and work;

It is a stunned, self-sacrificing spirit with the help of the Angels.

Alternatively, the characteristic of the conflict, the characteristic of which is:

- unsatisfactory self-actualization with its own possibilities and possibilities, which can be avoided as it is;

- Stimulation of dominating the fact that there is a whole lot of things in it, where it is possible and inexplicably;

- conservatism, exacerbation, misery, disillusionment;

- Impressive principle and strictness in diminution and publishing, stirring up in what is so stalo to say the truth in the glaze;

- a critical setting, particularly inexplicable and argumentative;

- Determine the emotional quality of the individuality - stress, aggressiveness, persistence, irritability.

3. Polovozrastnyn osobenosti. По данным Н. В. Grishina, for women, is characterized by the fact that most conflicts are related to personality needs (malpractice, divorce), men are more predisposed to conflicts, connected with unexpected work with hard work (organizational work, definition of trudy functions).

With increasing wages in the workplace, a large number of conflicts that are connected with the characteristic character of the workers, are continually aggravated by conflicts, with the problem of adapting the workers to the working team (the disadvantage of the labor disadvantage, lack of demand).

7.4 The ways of conflict resolution

The ways of conflict resolution Conflict resolution is possible at several levels, the most important of which are conflict management and conflict resolution. Conflict management is a targeted action to eliminate (minimize) the causes that gave rise to a conflict or to correct the behavior of conflict participants. The solution of the conflict is the elimination of all or part of the causes that gave rise to the conflict, or a change in the objectives of the parties to the conflict. Chumikov A. defined the actions to manage the conflict in the following sequence: - Institutionalization is the establishment of components of the conflict as well as norms and rules for resolving the conflict; - Legitimization is clarification of whether the majority of participants in the conflict have a voluntary willingness to comply with the proposed rules and regulations; - Structuring of conflicting groups which involves identifying individual and collective actors , the

bearers of existing problems; - Reduction of the conflict is gradual weakening due to transfer to another level. Chumikov A. proposes to determine the predicted difficulties (socio-psychological research or official investigation), hazard testing (verification of conflict level), neutralization of conflict potential (work with the appropriate communication flows). The next block of conflict management activities includes local techniques and mechanisms capable of enriching the circuit-cycles and making a positive impact, provided they clearly understand their place and the general concept of management actions. First, it is the elimination of undesirable opposition. And often this can not be achieved by the opponent's resignation, counter criticism and even well-reasoned justifications. The best effect is given to the oppositionist's involvement in any leading positions or bodies in the structure criticized by him. Receiving some status and rights, he takes upon himself a share of responsibility, as a result of which opposition manifestations, as a rule, are increasingly weakened. Secondly, you can use the positive compensation mechanism. If employees of the organization meet some innovation "with hostility", then it is possible to compensate for it on the basis of its positive aspects: wage increase, charity, improvement of public opinion, etc. Thirdly, the mechanism of pre-emptive attack is effective. Realizing that any leader will always be at least to some extent criticized, experts planned levels and positions of acceptable criticism, and then deliberately laid them even in separate positive materials. As a result, the conflict management process turned out to be natural and did not get out of hand. Fourth, the reception of the translation of the "arrow" of the conflict in another direction. For example, show the personal interest of the conflicting party. Fifthly, it is useful to use the method like "what prevents us - that will help us" To do this, you need to find the positive sides in the subject of the conflict and make them work. Sixthly, if there is information about a brewing conflict then it can be weakened by pseudo-conflicts that are initiated specifically to distract people from the main conflict. Before proceeding to resolve the conflict, it is important for the manager to sincerely answer himself to the following questions: - If he wants a favorable outcome; - What you need to do to better to manage your emotions; - In what way he would feel in the place of the conflicting parties; - Do you need an intermediary to resolve the conflict? - In what atmosphere (situation) people could better open up, find a common language and work out their own solutions. There are several groups of methods for reducing conflict: • structural, that is, methods for eliminating organizational conflicts; • interpersonal methods; • intrapersonal, i.e. methods of influence on an individual. Structural methods, such methods as influence to mainly on organizational conflicts that arise from the misallocation of powers, organization of work, the adopted incentive system, etc., include: clarification of job requirements, coordination and integration mechanisms, the use of

labor incentive schemes. - Clarifying the requirements for work is one of the effective methods of managing and preventing conflicts. Each specialist should clearly know what results are required, what his duties are, responsibility, limits of authority, stages of work. If the powers are misdirected or so perceived it is necessary to explain to the employees, according to what reasons this has been done, and what consequences of the result will be. If this can not be done for any reason then the requirements for work will be needed to be reviewed. - Coordination mechanisms are the use of structural units in the organization which can intervene and resolve disputes between them. Establishing a

hierarchy of powers streamlines people's interaction, decision-making and information flows within the organization. If two or more

In addition to background knowledge, one should master linguistic and cultural competence. Under *lingvokulturologicheskoy* competence KM. Abisheva understands competence in the knowledge of cultural standards, in the ability to perform actions with cultural artifacts, in mastering cultural meanings contained in subjects of local culture. Cultural artifacts also have absolute and relative meaning. Absolute cultural meaning is inherent in all norms and orientations of ethnoses. It denotes the universality of meanings in different cultures, their universality, common in them. Relative cultural meaning denotes the relativity of norms of value orientations, inadequacy and dissimilarity of orientations, norms, functions of cultures of different ethnoses. Descriptiveness and specificity of cultural meanings is the result of the reflection in the consciousness of ethnoses of a particular socio-cultural experience accumulated by generations of people living in a certain ecological and socio-historical landscape, in the process of occupying certain labor activities, as well as value orientations towards them, manifestations of inadequate symbolizing ability of people to attribute elements of culture to meanings. Therefore, the presence in different cultures of relative meanings of artifacts leads to a conflict of interpretations and value orientations. So, қып "has a sacred meaning for Kazakhs:" қып "symbolizes Tengri (Тәңірі); therefore, Kazakhs say қып жарылқасын, қып соққыр, қып қасқа (sacrifice to the gods); horse, ram, camel, cow - тұрт т%өлік, қасиетті жануарлар. And in Russian culture, the "sheep-баран" is regarded as a stupid animal, cf. : as a ram in front of the new gate, the horse is also perceived disapprovingly: a "mare", healthy as a horse, is a negative orientation towards the horse.

Communicative skills of coming into contact with representatives of another linguistic and cultural community are based on the ability to show tolerance for a foreign partner, ability to listen to it, tactfully correct mistakes, and ability to maintain contact with a partner.

Intercultural contacts of an interpersonal nature are manifested in three forms: 1) dictate interpersonal contacts; 2) modal interpersonal contacts; 3) dictate-modal social contacts. The essence of the dictate contacts is that they are associated with one or another subjective impact (alignment of positions for the purpose of further joint activities, exchange with speakers of information relevant to intercultural communication). Modal interpersonal contacts are associated with clarifying the relationship. Their motive is to reach agreement. Dictal-modal interpersonal contacts are characterized by a combination of elements of dictation and modal communication. These features are manifested in communication both horizontally (between employees of one hierarchical level, neighbors, friends, etc.), as well as vertically (between employees and subordinates).

Interpersonal social dictate-modal contacts in the process of pedagogical communication are characterized as vertical intercultural dictate-modal contacts between the teacher and students, during which they enter into formal relations within the framework of social institutions (educational institutions). In this case, pedagogical communication is professional, formal-personal (teacher-student) or unofficially personal proceeding in an informal setting.

Intercultural interpersonal contacts in most cases are characterized as direct, when there is a direct information exchange. Partners at the same time have an emotional impact on each other, express their feelings. Such contacts are based on the situation, kinetic, spatial, temporal characteristics of the interaction. In the opinion of OM Kazartseva, in the overwhelming majority of communication begins with the establishment of contact. The goal of the initiator of communication in this case is the desire to establish and maintain contact by various means (by sight, intonation), and also with the help of speech and deictic expressions (contacting and contacting words and sounds) that people say when they listen to someone in an informal setting.

Communicative skills are characterized as "communicative competence", which has a clear structure. D. Heimes singled out grammatical, sociolinguistic, strategic and discursive competences in it.

Communicative competence is necessary for the teacher at a level that, on the one hand, would ensure the readiness and ability of the teacher to communicate with a foreign learner, and also ensure the readiness of trainees related to his native linguistic culture community, readiness to communicate in a foreign language, was self-sufficient for further self-improvement in the field intercultural communication. Grammatical competence assumes knowledge of grammatical material and lexical units at the advanced level in the volume of 4000 common words and 3000 units of special vocabulary as an integral part of communicative competence.

Communicative skills in the field of communication suggest the formation of the following skills and skills. In dialogical and monologic speech: to present reports, to consider alternative positions, to criticize, to give instructions, recommendations and advice, to present information in various graphic images, in the form of digital and statistical data, to request explanations, to draw and present conclusions;

The affective component of intercultural pedagogical competence includes: a) the manifestation of gnostic skills, empathy, tolerance; 2) Ability to overcome barriers of perception.

In the context of intercultural communication, the main task of the teacher is to foster readiness for intercultural communication. In this regard, it is important to develop both in the teacher himself and in the students the skills of tolerant behavior, based on the principle of tolerance. Tolerance is a category

that regulates the process of communication. According to psychologists, tolerance implies the absence or "muffling" of the subject's emotions.

The opposite is intolerance or intolerance, which is based on the belief that your group, your system of views, your way of life are above all others. It manifests itself in a wide range of forms of behavior - from impoliteness, disdainful attitude to ethnic cleansing and genocide, deliberate and purposeful destruction of people. The main forms of manifestation of intolerance are:

- insults, ridicule, expressions of neglect;
- negative stereotypes, prejudices, prejudices based on negatives and qualities;
- ethnocentrism;
- discrimination on various grounds in the form of deprivation of social benefits, restriction of human rights, artificial isolation in society;
- racism, nationalism, exploitation, fascism;
- xenophobia;
- desecration of religious and cultural monuments;
- exile, segregation, repression;
- religious persecution.

In the process of intercultural communication, tolerance to the behavior of the partner is manifested:

1) To prevent ethnic prejudice towards the partner, in the non-recognition of certain groups of people (national minorities); 2) in the manifestation of political correctness both in relation to the trainee, in relation to the external characteristics of the subject (sex, age, race, social status), in relation to internal properties (human feelings, preservation of his dignity, good mood). Political correctness is a cultural-behavioral and linguistic tendency, expressed in the desire to find new ways of expressing language in return for those that hurt the feelings and dignity of another partner.

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In the process of intercultural communication, tolerance to the behavior of the partner is manifested:

1) in preventing ethnic prejudice towards a partner, in non-recognition of discrimination of representatives of certain groups of people;

2) in the manifestation of political correctness. Political correctness is a cultural-behavioral and linguistic tendency expressed in the desire to find new ways of expressing language instead of those that hurt the feelings and dignity of the individual, infringe upon his human rights with habitual language tactlessness and / or straightforwardness with respect to the racial and gender, age, state of health, social status, appearance, etc.

In addition to the language tact, the teacher also requires an expression of pedagogical tactics based on benevolence, sensitivity, and responsiveness. The teacher shows tact and patience with respect to the slow learner, does not mock at him, does not treat his speech ironically, but tactfully corrects his mistakes in pronunciation, in case of misunderstanding of meanings of words and expressions. EP Ilyin proposes to take into account the following signs that distinguish the pedagogical tact from tactlessness, such as: naturalness and ease of treatment without familiarity, trust without connivance, seriousness of tone without tension, irony and humor without mockery, exactingness without pettiness, rudeness, benevolence without rash, business tone without irritability, timeliness of educational impact without haste, adherence to principle and perseverance without obstinacy, attentiveness and sensitivity to students b e emphasizing this, giving orders without asking, teaching without emphasizing one's superiority in knowledge and skills, listening without expression of indifference.

In the process of forming the intercultural competence of the teacher, it is very important to form a psychocognitive competence: knowledge of the mechanisms of perception of the other, the removal of barriers to perception. In the situation of intercultural communication, the main ones are: not the factor of the first impression, the factor of "superiority" and the attractiveness factor, but the factor of relation to us and to the partner, the social perception as the formation of the image of another person, his evaluation. In this case, attention should be paid to the objective and subjective characteristics of a person. In this case, observed, according to AA. Bodaleva, nine cases of social perception:

- 1) direct interaction and availability of only current information about a person - the situation of the formation of the first impression;
- 2) direct interaction and experience of reflection - the perception of a friend;
- 3) interaction and prediction - prediction of behavior;
- 4) interaction in the past, and actual was the perception - the situation of memories of a man from the first impression;
- 5) the interaction in the past, with some experience reflecting the memories of the acquaintance;
- 6) interaction in the past, the forecast is topical - the concept (about the proper, or expectations, requirements);
- 7) interaction is mediated, obtaining of current information (perception of the "model") - formation of the model of the person;
- 8) indirect interaction, the presence of reflection experience - the idea of a typical person by his "mock-ups" (for example, the idea of the hero of a work of art);
- 9) the interaction is mediated, the forecast-ideal of a person in one or another respect is actual.

Formation of the image of the second partner in the process of intercultural communication occurs in a certain sequence: 1) focusing on the appearance of a person and extracting from memory information about people similar to him and their psychological characteristics; 2) the image of the familiar person is projected onto the "formed image", but in the mind of the first partner there is no information, so he attributes to him the features of a familiar image; 3) the image of the partner is formed on the basis of already formed stereotypes. R.S.Nemov and I.R. Altunina call a number of factors that interfere with correct perception, such as: 1) "the presence of stereotypes already formed" (prejudices and prejudices), according to which the observed people in advance refer to a certain category of people,

1) focusing on the appearance of a person and extracting from memory information about people similar to him and their psychological characteristics; 2) the image of the familiar person is projected onto the "formed image", but in the mind of the first partner there is no information, so he attributes to him the features of a familiar image; 3) the image of the partner is formed on the basis of already formed stereotypes. RSNemov and IR Altunina call a number of factors that interfere with correct perception, such as: 1) "the presence of already formed stereotypes" (prejudices and prejudices), according to which the observed people in advance refer to a certain category by a person who evaluates, and he is forming an installation that directs attention to the search for signs that confirm his stereotypes (prejudices, prejudices); 2) the absence of changes in the perception and assessment of people that occur over time. This refers to the case when once expressed judgments and opinions about a person do not change, in spite of the fact that in the course of time new information about him accumulates.

To overcome the perception of "rejection" it is necessary to actualize such perception as "adaptation", to know the basic laws of dependence of the image of a person:

1) Dependence of the image of a person on the characteristics of the situation in which his perception takes place;

2) Dependence of the image of a person on the psychological characteristics of the perceiving person;

3) Dependence of the image of a person on his own psychological state at the moment of perception.

To realize the perception of "adaptation", one must also understand human perception mechanisms, to which R.S.Nemov and I.R. Altunina refer: three particular processes, such as identification, comparison and reflection. Identification is the assimilation or identification of oneself with respect to other people. Through identification, a person concludes that he is like other people, and they in turn are like him. Comparison - the process associated with identification, as a result of which, a person, comparing himself with people

perceived by him, comes to the conclusion that in what he is similar or different from other people. Reflection is a process of a person's self-knowledge, based on his own perceptions and assessments of other people, usually without comparison with us.

For the correct perception of the other, it is necessary to realize such an affective component of communication as empathy. According to M. Bayram, empathy should be described as a transition from one's own vision of the world to the knowledge of the equal existence of experience and the worldview of another individual. It must take into account many factors: "personality, situation, belonging to a social group, national identity, age, gender, ethnic characteristics and regional affiliation of participants". In psychology, there is a tendency to refer empathy to emotional processes, when the partners sympathize and experience each other. Empathy is defined in this case as a special kind of emotion, the content of which is the empathy reflected by the person's relationship to objective reality, expressed in the same senses and demonstrated in forms of expression similar to the expression of the experiencer.

There are two mechanisms of empathy: infection and identification. P. Fress believes that it is necessary to distinguish between two types of infection by emotions. One of them corresponds to cases when the situation is caused by one, and then by several individuals, which causes the same reaction of fear, anger or joy. The other type is more specific and manifests itself in the fact that emotions take possession of us, although the situation itself does not intrigue us.

In the situation of intercultural communication, empathy is formed not by infection, but consciously, when one partner emotionally empathizes with the other. Empathy is understood as "emotional empathy for another person, based on the ability to correctly imagine what is happening in the soul of another person, as he assesses the world around him".

Specificity of empathy in the situation of intercultural communication is manifested in the fact that empathic experiences arise as a type of response emotions. The content of empathy can be considered the reflected attitude of the experiencer to anything. Such a reflection in the observer's partner in feelings identical to the feelings of this experiencing person. This is empathy. If a person experiences other feelings, in comparison with the object of perception, then it is about sympathy. In intercultural communication it is necessary to learn to perceive reality through the prism of several cultures simultaneously and empathically to live in the reaction of an inocultural individual.

The highest level of perception "to the other" is "adaptation". Adaptation is such a process, as a result of which the picture of the world expands so much that it can include, as permissible, natural models of the behavior of foreign culture and the underlying cultural values. Adaptation is a process of perception, when new models of perception are added to the existing models of

perception. "People at the adaptation stage use knowledge about their own and other cultures in order to move purposefully (our italics-AT) into the coordinate system of another culture". Such a state helps to come to an understanding with strangers.

The cognitive component of intercultural competence assumes the formation in the process of communication not only of empathy with other people's partners, but also the knowledge of the laws of "one's own" and "other's" perceptions, knowledge of the laws of categorization and attribution of the world within the framework of another culture, the manifestation of empathy and sympathy for it . Assimilation of this kind of knowledge is necessary because the process of perception by communicants of the objective world within the native and other culture is inadequate, since it is also culturally conditioned, as is the process of reflecting the world in different languages. The subject of intercultural communication therefore makes attempts to categorize the objects of the world from the angle of perception of another culture, finds adequate to the new and unknown (attribution), assimilates the social experience of the partner, acculturating to the principles and norms of the foreign linguistic culture community. To do this, he must know the rules of empathy.

To form the intercultural pedagogical competence of the teacher, it is important to address the question of the secondary linguistic consciousness of communicants. It is the difference in consciousness between communicants that leads to conflict of communication. To prevent this kind of conflicts, it is necessary to form a common linguistic cognitive base among the partners of the communication, because according to D.B. Gudkov, the cognitive basis of each ethnos, as well as the native speaker, is specific, since "the cognitive base is, on the one hand, the result of action specific for each language community models of perception and processing of language information, and on the other - protects, structures and defines these models, creates an opportunity for their intergenerational translation, is conditioned by Second language and culture of the members of this community. " The composition of the cognitive base is complicated. It includes "precedent names and knowledge, called schemes, frames".

The general linguocognitive basis of the consciousness of the partners of intercultural communication is the basis for a secondary linguistic picture of the world, formed on the basis of the secondary linguistic consciousness of communicants, general knowledge of the world, ways of processing information on more or less similar cultural scenarios. This linguistic cathrine of the world consists of linguocognitive structures of various configurations, represented in the mind in the form of cognitive models of various types (cognitive models, frames, schemes, scenarios) that are explicitly manifested in the linguistic picture of the world in the form of concepts, stereotypes, and

various images of representations. The language picture of the world is not a simple set of "snapshots", "photographs", objects, processes, etc., it covers not only the reflected objects, but also the position of the reflecting subject, his attitude to his objects, and the position of the subject - the same reality as the objects themselves.

Therefore, to form a secondary lingua-cognitive base of communication partners, it is necessary to have the following ideas: 1) the cognitive structures involved in this base (cognitive models, frames, scenarios); 2) on linguistic structures (words, phrases); 3) about the mental images behind the bodies of signs (cultural representations, stereotypes, values of ethnos); 4) on the subjective attitude of representatives of other ethnos to those or other fragments of the world picture (assessments, subjective attitude).

In the course of intercultural communication, it is a question of the general linguopsychocognitive base of partners, since communication partners should have not only representations about the picture of the world of another people, its values and orientations, assessments but also must know postulates and rules, strategies for interpersonal interaction and perception of each other .

The structure of intercultural pedagogical competence includes linguistic and strategic competences. Sociolinguistic competence is the knowledge of the socially differentiated use of language depending on the situation of communication, social status, role and social relations, the nature and purpose of social activities in social spheres. Personality should also have an idea of the social norms adopted in this or that socium, know the factors of stratification and situational variables. Personality, entering into communication in the process of communication, should demonstrate his "social history" (perform a certain social role, show his status, enter into relations: "boss-subordinate", "lawyer-client", "leader-follower"), know postulates of communication and organizational principles of dialogue interaction (principles, cooperation, courtesy, cooperation, saving of language facilities, relevance, etc.), since speech activity is regulated by socio-cultural factors that exercise communication with social control.

how and how to create the students' skills of intercultural communication so that they can communicate freely at the intercultural level.

INDEPENDENT WORK OF STUDENTS

Theme 1 .Management as a special type of management.

Concept anagement as a special type of management.

Concept and essence of management. Typological signs of management. The problems of management (a set of key problems). Priorities characterizing management. Infrastructure management: the mentality of society, the level of scientific consciousness, the social environment.

Theme 2. Typology of management.

Selection and combination of types of management in practice.

Theme3. Dynamics of management: management processes.

Intensification of management processes

Theme4 Motivation of activities in management.

Substantive and procedural theories of motivation (the concept of the hierarchy of needs of A. Maslow, the three-factor model of D. McClelland's needs, the two-factor model of F. Herzberg's motivation, the theory of W.Vrum's expectations, D.Adams's concept of justice, the complex motivation theory of L.Porter and E.Louler; features of application in management practice.

Theme5 Communication in management.

The role of communications in human activities.

Theme 6 Management: differentiation and integration of activities. Management as the integration of activities: goals, resources, functions and roles of managers.

Theme7 Innovative and creative management potential. Overcoming resistance to change. The role of creativity in the activities of modern man.

QUESTIONS FOR CONTROL

1. Management as a special type of management: concept, essence, basic features, priorities. Management infrastructure.
2. The concept of management and the basic management paradigms.
3. Russian management, typological features and features. Practical manifestation of the peculiarities of Russian management.
4. Types of management, their development and use in practice.

5. Management mechanism: means and methods of management, their interrelation. Principles of the formation and use of the management mechanism.
6. Socio-psychological, economic, organizational management mechanisms. Combination and features of use.
7. Management processes: content and properties.
8. . Management: differentiation and integration of activities.
9. Potential and sources of management integration.
10. Main factors of management integration: goals, resources, functions and roles of managers
11. Management methodology: ways, means and opportunities to achieve the goal.
12. Methodology and organization of management: interaction, correspondence, contradictions.
13. Evaluation and measurement of management effectiveness. 14. Professionalization as a trend of management development. Features of professional activities of the manager. The role of professional qualities and intellectual potential of the manager in the development of the organization.
15. Definition of quality and its role in management
16. Mechanism, system and technology of quality management
17. The essence and principles of creative management.
18. Creative and innovative management potential: the formation and conditions for implementation.
19. Crises and cyclicity in the development of the organization.
20. Types of crises. Methods of anti-crisis management.
21. Anti-crisis management: principles and technologies.

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Nagymzhanova Karagat
Aikenova Ryskeldy

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*Редактор Мансуров К.Ж.
Дизайн Айтжанова А.Е.*

Университет «Туран-Астана»
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