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An ontological approach to the disclosure of a person's personal potential

Abstract

The main problem: In the latest Messages of President Kassym-Jomart Tokayev to the people of Kazakhstan, it is indicated that "the systemic problems of our economy are well known. These are commodity dependence, low labor productivity, insufficient level of innovation, and uneven income distribution. Of course, all these are difficult problems, but there are specific ways to solve them. These are macroeconomic stability, economic diversification, digitalization, the development of small and medium-sized businesses, human capital, and ensuring the rule of law. However, there is still no tangible progress on these issues. Obviously, new approaches are needed" [1]. New approaches include methods and conditions for the disclosure of a person's personal and professional potential as the main value and supreme asset of any organization striving to maintain competitiveness in the market for as long as possible, which means jobs and the prospect of a decent life. As an alternative, Sayasat Nurbek believes, offering an Atlas of new professions, the country needs it first of all, because the higher education system has become detached from the real needs of the economy [2]. "For 30 years, we have not been able to create a simple applied tool for professional diagnostics and, in general, an understanding of the labor market, which professions will be in demand, and which ones will now leave the labor market or what they can transform into. Meanwhile, the stagnation in the public procurement system of Kazakhstan is failing, as the world has undergone a transformation of the labor market – digitalization is changing it. Thousands of people will be out of work because its structure and qualifications are evolving. The advent of artificial intelligence threatens the human monopoly on mental labor, which will be replaced by machines. People may cease to be in demand due to the creation of new "technological personalities (robots)" based on algorithms in mature markets, these are the forecasts of many experts" [2]. The authors of the article substantiate innovative approaches to the growth of a personality with a strong civic position, with high intellectual potential, with communicative and reflective abilities. Using an ontological approach to disclose a person's personal potential.

Purpose: substantiation of the method (conditions) for the disclosure of a person's personal potential.

Methods: the method of ascent from the abstract to the concrete, the method of converting concrete images of objects based on their abstract essence, the speculative language of schematic images of thought.

Results, their significance: in relation to life and the world of activity, a person's personal potential is manifested in actions in the positions of "individual", "student" and "subject". The use of motion vectors in the logic of descent from the concrete to the abstract, ascent from the abstract to the concrete, as well as in their combination, gives certainty to thinking. As an example, the use of methods (AAC, LSI) is shown. Description of the cycle of personal potential disclosure, considered as a transformation in educational activity into a subject, where the personal potential of a person with sufficient ways and abilities is revealed to use them both in professional activities and in life. A sufficient prerequisite is the acquisition by subjects of appropriate reflexive thinking abilities for self-determination, self-organization, self-regulation, and so on.

Keywords: ontological unit, thinking, ascent from the abstract to the concrete (AAC), individual, student, subject, personality, language of schematic images (LSI), activity.

Introduction

The current situation in the world is characterized by a high degree of uncertainty in almost all areas. The social sphere has the least certainty, the effectiveness of which depends on changes in the fields of education, management and economics. Many tasks that were traditionally considered engineering and technical are now becoming sociotechnical, which radically changes the approach to

solving them. It is gradually becoming clear that it is not profitable for a business, for example, to consider employees as an object of exploitation. He can count on something much more if he makes employees (and not employees at all) his business partners. And partners need leaders, not bosses. It so happened that the Japanese were the first to think of this. And not only did they think of it, but they also implemented it practically. We know the result [4].

And it is also necessary to identify five main systems for creating relationships between a person and an organization. The first is a lifetime employment system. Lifelong hiring is just the first step towards turning an employee into an employee, but how else to make him loyal to the organization. Firstly, it is the system of on-the-job training, i.e. continuous training as part of the technological process. The work becomes much more interesting, which ensures a rapid increase in qualifications. There is an incentive to study, which leads to personal improvement. Prerequisites are being created for mastering related or new professions. All together, it significantly affects the quality of working life and the capabilities of employees. Thirdly, it is the rotation system. Rotation, performed as planned, broadens horizons, helps to connect related processes, helps an employee become a "person of the company", and creates informal friendships that can help in the event of inter-functional problems. This makes it much easier to instill process thinking in a person, without which the process approach slips. Fourthly, the system of advantages is an opportunity for a person to better understand what his strengths and weaknesses are, what needs to be worked on, and whether it is worth changing the role. Fifth, this remuneration system is very important, very complex, but, unfortunately, too extensive a topic and one of the key mechanisms is based on the principles of participatory management. Simply put, remuneration is clearly and understandably linked to the successes or failures of the entire company and the team in which the employee works. Creating something new is not so much about making changes, but rather about what happens afterwards. Working on something new today, you should be ready to further improve it tomorrow. The faster the improvement begins, the fewer improvements will be required, the higher the level of training of specialists and the higher their labor efficiency [5]. It is obvious that the main responsibility for the formation of a holistic worldview, personal, civic and professional self-determination rests with a person.

On the other hand, personal self-determination will require systematic pictures of what is happening with evidence of cause-and-effect relationships between various social, economic, natural and other phenomena, the formulation of root problems and the justification of ways to solve them. In turn, the nature and quality of personal potential disclosure are determined by the chosen coordinates of thinking, as well as the level of logic, certainty and unambiguity of the means used, i.e. the paradigm of thinking [3].

As practice shows, many public figures, philosophers, educators, historians, political scientists, sociologists, lawyers, economists, and civil servants not only do not pay attention to the disclosure of a person's personal potential, but many do not realize their negative impact on the quality of analysis and declared conclusions. The cycle of revealing the potential of a person's personality is based on an ontological basis [3].

The main part

1. As a sample of the "source material in the study, the latest Messages of President Kassym-Jomart Tokayev to the people of Kazakhstan are considered. The problem areas are given:

- "lack of proper interaction between citizens and the state;
- the functions of the state apparatus are not focused on the needs of education, science and production;
- there is a substitution of concepts: human capital, personal potential, personality, subject, object, individual and others.

These concepts are not presented in the form of specific models and implementation mechanisms.

Another typical example of analytical and managerial practice is the study and use of a quantitative and digital approach, for example, the Atlas of New Professions. Where 9 main directions are clearly indicated, 12 new professions are painted, etc.[2]

As you can see, this analysis does not contain an answer about the deep, qualitative reasons for the growth of these areas and certain professions for our country, therefore, measures for their development remain uncertain.

In the study of the ontological principle of genetically meaningful logic, the method of converting concrete images of objects based on their abstract essence (MCOAE), the method of ascent

from the abstract to the concrete (AAC), the speculative language of schematic images of thought (LSI) and the language of methodological theory of activity.

The fundamental problems of creating a socio-natural world are related to the thinking of subjects - the process of non-random construction of images and functional schemes of activity. In this regard, the choice of coordinates and methods of thinking is of key importance. Coordinates determine the understanding of the location of the subject and the object under study in the space of thinking. Depending on the issues and tasks to be solved, astronomical, geographical, temporal, digital, geometric, physical, chemical, historical and other coordinates are selected. The coordinates of the universe are common to all types of coordinates, which is understood as the conditional functional and system framework of the universe [3]. All objects of the micro- and macrocosm are changeable. According to Heraclitus, Plato, Aristotle and other philosophers, "everything flows, everything changes" [4, 5, 6]. For the evidence-based derivation of methods and models of social transformations, according to the ontological approach, an abstract point object is accepted as the starting point, potentially containing all the variety of existing and possible objects. Accepting the axiom of the universal variability and mobility of all real bodies, we state that when a point object approaches the observer, the trajectory of its movement (line) is first fixed.

By reflexively tracking the beginning and end of the trajectory, the direction of movement indicated by an arrow is recognized. In the reflection of the directional movement of real objects, single expanding and contracting cycles are recognized. Eventually, the following typical trajectories of movement of a point object appear, reflecting its properties:

- point – everything (universe);
- line – everything changes, moves (chaos, disorganization);
- arrow – everything moves in a directional direction (certainty, direction);
- cycles – everything moves cyclically, expanding or contracting (cyclicity);
- vectors of the object's approach to the observer and distance from it – everything moves, approaches the observer in the logic of the AAC and moves away in the logic of the DCA (descent from the concrete to the abstract);
- spirals of object movement in a cycle ACA – everything rotates in conical spirals in the logic of the AAC-DCA, with an inversion in the position of the observer;
- spirals of object movement in the cycle AS – everything rotates in conical spirals in the logic of the DCA-AAC, with an inversion in the position of the observer.

As a result, four objective methods of self-movement of matter are consistently manifested: AAC, DCA, ACA and CAC [6].

In order to simplify the application, the volumetric conical spirals of the DCA and AAC are depicted as projections on a plane – twisting (DCA) and unwinding (AAC) cycles. Moreover, the direction of movement of the cycles is opposite. The AAC method reveals the content of an initially indeterminate abstract object, therefore it has a positive status, indicated by a clockwise movement cycle. Accordingly, the DCA technique has a negative status, indicated by a counterclockwise movement cycle.

The CAC method, schematically formed by a three-dimensional spiral or cycles of DCA and AAC on a plane, contains the fundamental philosophical ideas of Pythagoras, Heraclitus, Plato, Aristotle, Hegel and others [7, 8].

Coincidentally, the abbreviation of the method name CAC corresponds to the interrogative pronoun "how". Questions using this pronoun are most relevant in practice, since they directly address the method of transformation (how, in what way) of any material, situation, mechanism of restructuring, improvement of a particular technology, prevention or elimination of negative social phenomena. Using the HOW method, it is possible to build logical, unambiguous answers to topical issues of social development – how to build knowledge, how to make error-free state laws, management decisions, how to organize the sustainable functioning and development of society, how to ensure the competitiveness of the country and more.

The CAC method demonstrates the logic of transformation of the DCA (-) cycle into the AAC (+) cycle. According to the ontological approach, guided by the value of development, we accept as the initial "cell" a model of a system object with a function unfolding in the logic of the AAC. The resulting spiral is a mechanism for the consistent manifestation and combination of functional form, functional morphology and functional integrity of the object (combined state of form and morphology) [9].

An individual, a student, a person who does not have a complete picture of the world, is not aware of the dialectical connections between paired categories. Sensually perceiving reality, in thinking he operates mainly with concrete images of real objects. Naturally, for him, the value of a phenomenon is higher than the value of its essence, the value of a part is higher than the value of the whole, the value of quantity is higher than the value of quality, the value of practice is higher than the value of theory, the value of the goal is higher than the value of means and ways to achieve it, etc. On the diagram of the cycle of personal potential disclosure, we see the main three positions "individual", "student", "subject".

This gives us the opportunity to reason about how a person's personal potential is revealed (not randomly, but logically deduced from the objective laws of being) from the abstract point of "personal potential" with the help of an arrow, we move to the position of "individual", where we face the difficulty of creating an image or scheme of revealing the potential of a personality, a way to overcome difficulties in the position of an individual, we turn to mental activity and, using loose foundations, we have dimly expressed contours of the image of the potential of a personality, which again is a difficulty, but it gives us the opportunity to move into the position of a student, where we can use and rely on culture in order to create an image or scheme of the potential of a personality, it is in the position of a student that questions how to overcome difficulties begin to receive information through educational activities and translate questions into answers, where the transition of information into knowledge takes place, transformation into self-development takes place, self-government, self-organization, self-regulation, etc.

As we can see, the development of activity presupposes the overcoming of difficulties by the subject through reflection and correction of his actions, appropriate self-change, i.e. the disclosure and realization of intellectual and professional abilities required in practice.

Obviously, in this cycle, the effectiveness of the subject is determined not only by the quality of thinking, but also by the quality of the paradigm used – the level of its logic, constructiveness and other characteristics. The least reliable is a subjective semantic paradigm, arbitrarily formed by the subject himself under the influence of heterogeneous information coming from outside. The paradigm of natural science disciplines (mathematics, physics, computer science, chemistry, and others) is characterized by the highest degree of formalization and corresponding unambiguity. In this regard, the implementation practice of engineers, designers, technicians and others demonstrates high efficiency. The paradigm of the humanities (philosophy, law, history, economics, and others) is characterized by insufficient certainty and declarativeness, giving rise to ambiguous interpretations. For example, economists use a quantitative, digital paradigm that allows them to record only the superficial attributes of activity (cost, production volumes, labor productivity, etc.). However, they do not have an unambiguous, constructive paradigm that demonstrates the underlying causes of inflation, corruption, and financial crises. The looseness of most pedagogical, analytical, and economic terms generates declarative, opportunistic and ideological management texts that do not, as a rule, contain constructive mechanisms for their implementation.

In this regard, the development and application in professional practice of the methods the ACC, the CAC as the language of schematic images and constructive activity paradigm, is relevant. Thanks to their use, all vague, ambiguous concepts and categories of humanitarian disciplines can be transformed into functionally logical - constructive and unambiguous [9]. Thus, the concept of development is associated with difficulties and changes in human thinking in connection with the paradigm being updated with the help of methodological tools and used. However, the presence of a paradigm is just a theoretical component containing methods, a necessary but not sufficient prerequisite for making adequate decisions. A sufficient prerequisite is a person's thinking, reflexive-criterion abilities – the main condition for the conscious cultivation of abilities for self-determination, self-organization, self-analysis, self-criticism, self-esteem, self-problematization, self-regulation, self-education, self-change, self-realization and self-sufficiency. Together, these abilities determine intellectual immunity, trigger the mechanism of continuous human self-development throughout life [10].

Discussion

The main theses and conclusions of the study were presented and received full approval at weekly seminars of novice analysts under the guidance of methodologist, c.t.s. Tsoi V.I.

Conclusion

The movement takes place in the coordinates "abstract – concrete". Abstract and concrete are markers of movement as such. These are the names of contours, images of the same object located at

different distances from the conditional observer. The image of a real or conditionally remote, point-like (abstract) object is clarified (concretized) when approaching. Conversely, the concrete image of any object is abstracted when it is removed from the observer. The subject itself remains substantially unchanged. The layman operates in thinking mainly with concrete images of directly contemplated objects, intuitively avoids a theory containing mainly generalized, abstract ideas about the world. But an amateur can become a professional if he begins to gradually master the culture of intelligent thinking in abstract-concrete coordinates. Then he begins to understand the logic of abstract-concrete transformations of all objects of the universe. In the simplest version, the understanding of these transformations comes when establishing logical connections between known paired categories.

When it becomes clear that one of the categories in a pair has the status of abstract, and the other - concrete, that both concrete images are derived from abstract ones, and parts are derived from the whole, the external from the internal, the effect from the cause, practice from theory, the goal from the means, structure from the system, etc.

In this case, an understanding of the essence of dialectics, dialectical contradictions, and methods of their resolution comes. Thus, it is argued that the abstract (A) and the concrete (K) are ontological, universal coordinates of universal motion. In relation to life and the world of activity, they can be specified by coordinates: "individual", "student", "subject" or "quality - quantity", "whole-part", "form-morphology", etc. The use of different but interrelated coordinates determines the possibility of revealing the potential of a person's personality.

As a result of the research, the following conclusions were made: the choice of coordinates, methods for revealing the potential of a person's personality, the concepts of abstract and concrete – ontological, universal coordinates of universal movement, the use of motion vectors in the logic of the DCA, the AAC, as well as in their combination – logic of the CAC, gives greater certainty in revealing the potential of a person's personality.

Summarizing, we draw conclusions: it is necessary to know how to reveal personal potential, what methodological tools to use, what innovative conditions are needed, and most importantly, to transfer all educational institutions to playgrounds for playing these positional and functional portraits.

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Адамның жеке мүмкіндіктерін ашуға онтологиялық көзқарас

Аңдатпа

Негізгі мәселе: Президент Қасым-Жомарт Тоқаевтың Қазақстан халқына арнаған соңғы Жолдауларында «Экономикамыздың жүйелі проблемалары белгілі. Бұл тауарға тәуелділік, еңбек өнімділігінің төмендігі, инновацияның жеткіліксіз деңгейі, Табыстың біркелкі емес бөлінуі. Әрине, мұның бәрі күрделі мәселелер, бірақ оларды шешудің нақты жолдары бар. Бұл макроэкономикалық тұрақтылық, экономиканы әртараптандыру, цифрландыру, шағын және орта бизнесті, адами капиталды дамыту, сонымен қатар экономиканың үстемдігін қамтамасыз ету. Дегенмен, бұл мәселелерде әлі де нақты ілгерілеушілік жоқ. Әлбетте, жаңа көзқарастар қажет» [1]. Жаңа тәсілдер нарықтағы бәсекеге қабілеттілікті мүмкіндігінше ұзақ сақтауға ұмтылатын кез келген ұйымның басты құндылығы және ең жоғары активі ретінде адамның жеке және кәсіби әлеуетін ашудың әдістері мен шарттарын қамтиды, бұл жұмыс орындары мен лайықты өмір сүру перспективасын білдіреді. Балама ретінде Саясат Нұрбек жаңа мамандықтар атласын ұсына отырып, ол ең алдымен елге қажет деп санайды, өйткені жоғары білім беру жүйесі экономиканың нақты қажеттіліктерінен ажырап қалды [2]. «30 жыл бойы біз кәсіби диагностиканың қарапайым қолданбалы құралын құра алмадық, жалпы алғанда, еңбек нарығын түсіну, қандай мамандықтар сұранысқа ие болады және енді қайсысы еңбек нарығынан кететінін немесе олар нені көрсетеді? Бұл ретте Қазақстанның мемлекеттік сатып алу жүйесіндегі тоқырау сәтсіз аяқталуда, өйткені әлемде еңбек нарығының трансформациясы – цифрландыру оны өзгертуде. Мыңдаған адамдар жұмыссыз қалады, өйткені оның құрылымы мен біліктілігі дамып келеді. Жасанды интеллекттің пайда болуы адамның ой еңбегіне монополиясына қауіп төндіреді, оның орнын машиналар басады. Жетілген нарықтарда алгоритмдерге негізделген жаңа «технологиялық тұлғалардың (роботтардың)» құрылуына байланысты адамдар сұранысты тоқтатуы мүмкін. көптеген сарапшылардың болжамдары» [2]. Мақала авторлары азаматтық ұстанымы жоғары, интеллектуалдық әлеуеті жоғары, коммуникативті және рефлексиялық қабілеттері бар тұлғаның өсуіне инновациялық тәсілдерді негіздейді.

Мақсаты: тұлғаның жеке мүмкіндіктерін ашу әдісін (шарттарын) негіздеу.

Әдіс-тәсілдері: абстрактіліден нақтыға өрлеу әдісі, олардың абстрактілі мәніне негізделген заттардың нақты бейнесін түрлендіру әдісі, ойдың схемалық бейнелерінің алыпсатарлық тілі.

Нәтижелер, олардың маңызы: өмірге және әрекет әлеміне қатысты адамның жеке потенциалы «жеке тұлға», «студент» және «субъект» позицияларында іс-әрекетте көрінеді. Қозғалыс векторларын нақтыдан абстрактілігіге түсу, абстрактіліден бетонға көтерілу логикасында қолдану, сонымен қатар олардың үйлесуі ойлауға сенімділік береді. Мысал ретінде әдістерді қолдану (AAC, LSI) көрсетілген. Оқу іс-әрекетінде субъектіге айналу ретінде қарастырылатын тұлғалық әлеуетті ашу циклінің сипаттамасы, онда тұлғаның кәсіби қызметте де, өмірде де пайдаланудың жеткілікті тәсілдері мен мүмкіндіктері бар жеке әлеуеті ашылады. Субъектілердің өзін-өзі анықтау, өзін-өзі ұйымдастыру, өзін-өзі реттеу және т.б. үшін тиісті рефлексиялық ойлау қабілеттерін меңгеруі жеткілікті алғышарт болып табылады.

Түйін сөздер: онтологиялық бірлік, ойлау, абстрактіліден нақтыға өрлеу (АНӨ), жеке тұлға, студент, субъект, тұлға, схемалық бейнелер тілі (СБТ), белсенділік.

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Онтологический подход к раскрытию личностного потенциала человека

Основная проблема: В Послании Президента Касым-Жомарта Токаева народу Казахстана говорится: "системные проблемы нашей экономики хорошо известны. Это зависимость от сырья, низкая производительность труда, недостаточный уровень инноваций и неравномерное распределение доходов. Конечно, это все серьезные проблемы, но есть определенные способы их решения. Это макроэкономическая стабильность, диверсификация экономики, цифровизация, развитие малого и среднего бизнеса, человеческого капитала и обеспечение верховенства закона. Однако значительного прогресса по этим вопросам пока нет. Очевидно, необходимы новые подходы "[1]. Новые подходы включают методы и условия раскрытия личного и профессионального потенциала человека как главной ценности и наивысшего актива любой организации, стремящейся как можно дольше сохранить свою конкурентоспособность на рынке и, следовательно, перспективы трудоустройства и достойной жизни. Кроме того, политика Нурбек, представляя АТЛАС НОВЫХ ПРОФЕССИЙ, в первую очередь необходима этой стране, поскольку система высшего образования отошла от реальных потребностей экономики [2]. "За 30 лет мы не смогли создать простой прикладной инструмент для профессиональной диагностики и понимания рынка труда в целом, какие профессии будут востребованы, а какие сейчас покинут рынок труда или что они могут изменить. Вместе с тем, стагнация в системе государственных закупок Казахстана терпит неудачу, так как в мире произошла трансформация рынка труда – цифровизация ее меняет. Тысячи людей остаются без работы, поскольку его структура и квалификация развиваются. Появление искусственного интеллекта угрожает монополии человека на умственный труд, который заменяется машинами. Люди могут подавить спрос из-за создания новых "технологических личностей (роботов)" на основе алгоритмов на зрелых рынках, что является предположением многих экспертов" [2]. Авторы статьи обосновывают инновационные подходы к воспитанию личности с сильной гражданской позицией, высоким интеллектуальным потенциалом, коммуникативными и рефлексивными способностями. Использование онтологического подхода для раскрытия личностного потенциала человека.

Цель: обоснование метода (условий) раскрытия личностного потенциала человека.

Методы: метод восхождения от абстрактного к реальному, метод преобразования реальных образов объектов на основе их абстрактного значения, умозрительный язык схемных мыслительных образов.

Результаты и их значимость: личностный потенциал человека по отношению к жизни и миру деятельности проявляется в действиях по позициям "индивид", "ученик" и "субъект". Использование векторов движения в логике перехода от бетона к абстрактному, при подъеме от абстрактного к бетону, а также в их сочетании дает уверенность в мышлении. В качестве примера показано использование методов (AAC, LSI). Характеристика цикла раскрытия личностного потенциала, рассматриваемого как превращение в предмет, в котором раскрывается личностный потенциал человека, обладающего достаточными способами и способностями для использования в учебной деятельности, как в профессиональной деятельности, так и в жизни. Достаточной предпосылкой для самоопределения,

самоорганизации, саморегуляции и т.д. является овладение субъектами соответствующих способностей рефлексивного мышления.

Ключевые слова: онтологическая единица, мышление, переход от абстрактного к реальному (AAC), личность, ученик, субъект, личность, язык схематического представления (LSI), активность.

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