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IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 12 Volume: 116

Published: 10.12.2022 <http://T-Science.org>

Issue

Article



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THE ROLE AND IMPORTANCE OF THE QUALITY MANAGEMENT SYSTEM FOR THE PRODUCTION OF PRIORITY AND DEMANDED PRODUCTS

Abstract: in the article, the authors, considering. The dynamics of market development in the last decades of the last century and at the beginning of the third millennium confirm the growing interest of consumer demand in the quality of domestic goods. With all the economic, social and political costs, humanity is getting richer, but wealth is distributed unevenly. Finances, as before, are concentrated in certain regions, however, just like the premieres of modern production. Analysts predict the course for the quality of goods confidently and everywhere. The consumer has realized the need to pay for the advantage of quality services and products. The line is behind the manufacturer, who must close the mind "greed" and "mortal sin" in order to burn greed. The most prominent economists unambiguously declare that the improvement in the quality of goods is not causally connected with an increase in prices. Positive changes in the quality of goods require qualitative changes in engineering, technology, organization and management of production. Production must improve, which does not mean becoming more costly in order to guarantee sustainable demand.

Key words: quality, priority, preference, demand, competitiveness, market, profit, demand, buyer, manufacturer, financial stability, preference, sustainable TEP, assortment policy, paradigm, economic policy.

Language: English

Citation: Barybina, P.D., Tikhonov, A.A., Prokhorov, V.T., & Volkova, G.Y. (2022). The role and importance of the quality management system for the production of priority and demanded products. *ISJ Theoretical & Applied Science*, 12 (116), 218-241.

Soi: <http://s-o-i.org/1.1/TAS-12-116-24> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.12.116.24>

Scopus ASCC: 2000.

Introduction

UDC 685.39:337.43

The criterion basis of human behavior includes those stable characteristics of his personality that

determine the choice, decision-making by a person about his behavior. Naturally, these decisions are greatly influenced by the goals that a person pursues, the conditions in which actions unfold, his capabilities, the dynamics of ongoing processes, mood

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and a number of other factors. However, with all the variety of factors, the behavior of each individual person has a certain stability and predictability, certain principles of behavior inherent in him, criteria for selection and preference, taboos, and the like. Moreover, in exactly the same situations, if such situations exist at all, different people can make completely different decisions. And this will again be determined by that they have a different criteria base that sets their priorities and assessments of ongoing events. The criterion base of any person's behavior consists of his disposition towards people, events and processes, the totality of values shared by this person, the set of beliefs that a person adheres to, and the principles that he follows in his behavior. All these components of the criterion base of behavior are in close interaction, interpenetration and mutual influence. However, despite their strong interdependence, they can be considered as relatively separate characteristics of a person's personality that affect his behavior. The disposition of a person to people, individual processes, the environment, his work, organization as a whole plays a very important role in establishing normal interaction between the person and the organizational environment. One and the same phenomenon or action, which has exactly the same manifestation and has the same effect on people, can cause a different reaction due to the fact that people have a different disposition towards this phenomenon or action. Reflecting a person's feelings towards a particular object, the location makes his decisions and actions individual. At the same time, it is important to emphasize that usually a person has a certain disposition towards each object or phenomenon that he encounters in life. The location is characterized by the fact that it: that people have a different disposition to this phenomenon or action. Reflecting a person's feelings towards a particular object, the location makes his decisions and actions individual. At the same time, it is important to emphasize that usually a person has a certain disposition towards each object or phenomenon that he encounters in life. The location is characterized by the fact that it: that people have a different disposition to this phenomenon or action. Reflecting a person's feelings towards a particular object, the location makes his decisions and actions individual. At the same time, it is important to emphasize that usually a person has a certain disposition towards each object or phenomenon that he encounters in life. The location is characterized by the fact that it:

- firstly, it is invisible, since it is contained in man. On the "surface" only its consequences are visible;
- secondly, the location stems from the feelings that a person has for an object;
- thirdly, the location is, as it were, a point located on the axis with the poles "like" - "dislike";
- fourthly, the location affects the behavior of a person and is manifested in the fact that he behaves in

accordance with an a priori positive or negative attitude towards a phenomenon, object, process or person.

Main part

A specific cultural picture is emerging in the market, which is difficult to understand. The state is not seriously interested in the culture of the buyer. The former experience of cultural enlightenment and upbringing was banished. "A holy place is never empty" and instead of the state came organizations from the structure of civil society, which have neither official powers, nor effective mechanisms, nor the required financial resources. Scientists economists convince entrepreneurs that it is necessary to cut off everything that is not directly included in production, reducing costs, increasing profitability. In doing so, entrepreneurs are driving themselves into the trap of spontaneity and the vagaries of the market element, abandoning the levers of demand management.

"Prudent economy", which is replacing the current irrationally organized mass production, focused on the absolute freedom of choice of goods by the consumer, when the assortment must satisfy the request here and now, otherwise the seller will lose customers and call into question the continuation of his business, is "tied" to knowing the needs of a particular buyer. Of course, such knowledge is specific, it is indicative, relative, conditional, more like knowledge, an assumption, but still knowledge, unlike an abstract attitude like: the buyer came for the goods and he must buy it, but we are obliged to help him. How specifically? We do not know, therefore we initiate his desire with an assortment. There is a certain logic and ethics in such reflections. The price of this logic is holding back from support - the high level of costs and pressure on the natural environment. After all, they will not be written off, they will be distributed among consumers, increasing the purchase price.

"Product priority" can become a magnet that initiates the interest of the buyer. No wonder V.I. Dal interpreted "attractiveness" as "attractiveness", "magnetism". The economic system is formed by production relations, there will be no radical transformations of the existing system of the economy, therefore, there will be no restructuring, a reboot that changes not the system, but the order of the system's functioning, the vector evolution of economic policy. The economic system will be optimized by rationalizing costs, minimizing the cost of assortment.

Does the consumer win? Apparently, yes, provided that manufacturers and sellers are not stingy with research work on consumer demand. Here, the simplest research is not enough, it will require a deep analysis and integration of different approaches - economic (marketing), sociological, cultural, ergonomic, sanitary, focusing scientific research on

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regional, national characteristics. The prospect of real participation in the process of students of different levels will open, accelerating their qualification formation.

The transition from good to better in any field of activity is associated with an increase in the costs of its implementation, including the financing of risks. In our view, the analyzed transition to the new economic policy should justify the expectations - lead to a reduction in costs, losses, environmental burden, but the result will largely be determined by the construction of scientific, technical and educational policies. Good intentions often end up with worse results due to poor management.

The bad experience of the past is described even in the sacred books. The modification of the economy of mass production in lean production involves the mobilization of a scientific and technical initiative, the maximum involvement of cultural assets and the implementation of the Soviet experience of educational work in the environment of the immediate needs of the final product. It is illogical to improve the principles and forms of organization of production, designed for mass consumption, without appropriate training of consumers. The adjective "mass", regardless of desires, indicates the inclusion of activities in the political process, which also requires a political scale of participation. Change of course within the economic system is a political process with the specificity that it begins in the economy.

The time has come again to temporarily disconnect from the production of goods and, following the example of K. Marx, focus on the cell of the modern economic organism - the product, but, unlike the author of Capital, put the product not into production, but try to fit it into the subsystem of market relations. Capital without circulation is not capital. Capital is a process. The process of reproduction of capital is a characteristic mode of its existence. The market ensures the reproduction of capital, creating conditions for the sale of marketable products. For production, initial capital in financial form is required, for implementation, as a condition for reproduction, the demand for goods is required, which the market must provide - a condition that connects the producer with the consumer. Everything, as we see, rests not even on the characteristics of the goods, but on the organization of the market. Of course and the properties of the product are important here. The Doctor is able to reanimate a dying person, but is unable to revive a corpse. The same can be said about the market.

As for the cultural organization of the market, it is rational to make its core work with the buyer and the producer, the real subject (object) of relations, which is the product, as a set of properties that can satisfy all market participants. The goods will pass from the property of one to the property of another only if there is a consensus. Consensus is designed to

ensure the market. Consensus is a measure of market culture.

When the market shifts from the notion of consensus to the understanding of consensus, the market will acquire the status of a "cultural organization". Can this process be accelerated? Undoubtedly. We need to organize work on both fronts. Both the buyer and the seller must be prepared culturally for a meeting in the market. The fulfillment of the real mission of the market is determined by the quality of its information and scientific equipment.

The social function of the market is to satisfy the socio-cultural and natural needs of the mass buyer, thereby contributing to national development and political progress. The economic task of the commodity market is to involve the financial reserves of the country's population in production, and they are considerable, actually comparable to the annual budget of Russia.

It is possible to control the market. Japan and China are economically different, however, despite this, they successfully manage both production and the market. Market management is different from production management. The market is more complex and reacts differently to the desire to restore order. The orders are also not uniform. In the theater there is one order, at the races - another, in the barracks - the third. It is possible (and desirable) to manage the market economically.

The final stage of market relations is the sale of goods, therefore, the market should be managed through the conditions for the sale of goods, creating favorable conditions for the demand for goods. Such management is effective both in relation to the consumer and the producer. Building a market according to the principle: "here and now the buyer must satisfy his request", saves time and possibly insignificant financial resources of the consumer, but it is unnatural, because it is wasteful for society and nature. This is "foppery" due to political myopia. Do not give it up, society will put the next generations of people in a responsible position, the future of the country, the people will be in question.

The transition to production oriented by the market to the structure of specific consumption can be seen as a way to resolve the growing contradiction between growing socio-cultural needs and natural sources. And in this sense, there are sufficient grounds to speak of an objective regularity in the development of reproduction. The center of concentration of activity is shifting to the territory of the market, its scientific potential is being updated. Question number 1 lean production: is the market ready for an increase in funding for research on the structure of the needs of the mass buyer? Individual examples are not difficult to find. At the end of June 2021, Google conducted a survey of the culinary preferences of Russians in order to rank the basic 20 products and the same number of dishes. The taste of Russian consumers reassured

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marketers and horrified nutritionists. Nonetheless, experts are convinced that there will be no changes in two or three years. The production that provides the food market received the necessary information to think about the directions of investment in production. Now it is important to avoid a rush restructuring, to agree on quotas within the relevant unions, associations and other associations of producers.

We were interested in the study of a well-known company in the context of general problems, since it highlighted several characteristic reasons for thinking. The first and, probably, the most important thing leads to the conclusion that the theoretical economists were again late and, instead of forecasting, fixed the real fact of the existing reality. A market that meets the needs of the mass buyer has not been and it is not clear when it will match the models of marketers. It forms itself, adapting to the realities of production.

The domestic buyer put a chicken egg in the first place, sent pork in the middle and milk even further. The production of chicken meat and eggs was established back in the 70s and 80s, lost in the 90s, saving American farmers, later returned to their own farm, quickly restored in the required volumes. The market is reliably provided with this product in assortment. Prices are kept, the manufacturer, sellers cannot overestimate them - there is no shortage, a network of stores has been created by manufacturers. A diverse assortment, its timely replenishment, quality, affordability of products form the buyer's interest in them. Pork production also began to be increased back in the pre-reform period, the originality of growing a pig herd allows solving problems relatively quickly.

The hardest thing is with milk. Market liberalism hit hardest on the weakest link in agricultural production - the dairy herd. Until the nineties, it was in a state of disrepair. Collective farms were abolished, farming, designed to increase production, did not take place as planned. The biology of cattle is such that the required volume of a herd of animals with satisfactory characteristics should be expected for at least 10 years. Huge investment required! The West is not interested in us as a competitor. All of the above are conditions of instability and scarcity. The market oriented itself to the deficit and brought its own price order in cooperation with dairies. Milk, affordable and of high quality in the difficult Soviet years, has become both of poor quality and inaccessible to the average mass buyer. Especially milk products. The market has weaned the consumer away from milk. The question arises. Why? The market must be interested in the buyer. That's right, but not stupid people work in production and in the market. They understand that the herd of cattle will be formed for a long time. An indefinite time to get the result is enough to take the largest margin, and it is not necessary to count on the mass consumer.

Second, natural and socio-cultural needs are formed spontaneously only in the most general, abstract form. They are concretized in the real conditions of national reproduction, on the results of economic policy. The state is able to influence this process through control over production and consumption, of course, in accordance with the laws of the economy. With this in mind, we can try to formulate a definition of what a location is. At the same time, it must be borne in mind that there are several different views on what an arrangement is, and it is impossible to give an unambiguous and completely clear definition of this personality trait. In general terms, location can be defined as an a priori attitude towards a person, a group of people, phenomena, organizations, processes and things, which determines a positive or negative reaction to them. Location has three components:

firstly, this is the part that reflects the feelings of a person in relation to the object: whether he likes it or not. This part is called the influencing part of the arrangement;

secondly, it is knowledge about the object that a person has;

thirdly, it is the intention about how to behave towards the object.

Combining together, these three parts form a person's disposition towards an object, in which they find a dynamic linkage between a person's knowledge of an object, his feelings towards this object, and his intentions towards this object. The location of a person in relation to phenomena, processes and people is formed on the basis of learning based on life experience. Usually, a positive or negative attitude towards an object is formed as a result of whether this object caused satisfaction or not. At the same time, the formation of disposition occurs both by assessing the experience (satisfaction - dissatisfaction) of interaction directly with the object, and by correlating the object with other objects, in relation to which a certain disposition has been formed.

The relationship between behavior and location is ambiguous. From the fact that a person does not like something, it does not follow one hundred percent the fact that he will not accept it completely. However, nevertheless, in most cases, human behavior is influenced by location. In this regard, an important task of management is the formation and change, if necessary, of the location of the members of the organization. Three types of location are important for effective management and good relations in an organization:

- job satisfaction;
- passion for work;
- organization commitment.

The extent to which these dispositions are developed among employees significantly determines the results of their work, the number of absenteeism, staff turnover, etc. Job satisfaction has a very strong

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influence on a person's feelings about work, so it can be attributed rather to the influencing component of location. The degree of job satisfaction depends on many factors, both internal and external to the person. However, with a wide variety of factors and different directions of their influence on a person, eight characteristics of work are distinguished, on which the degree of job satisfaction depends quite steadily:

- the nature and content of the work;
- the amount of work performed;
- the state of the workplace and its environment (noise, lighting, comfort, air temperature, etc.);
- colleagues;
- leadership (bosses, leadership style, participation in management);
- payment for work (all forms of compensation);
- job advancement opportunities;
- routine, rules of conduct, etc.

These characteristics are quite general. With regard to each real work, they can be specified or supplemented depending on the nature of the organization's activities, its characteristics, etc. Practice also shows that the priority of these characteristics can also vary significantly both for individual members within the organization and for different organizations. And finally, due to the stable satisfaction with individual job characteristics, new or previously insignificant job characteristics may begin to influence job satisfaction over time. Therefore, in order to successfully manage and create a positive attitude towards the organization, it is necessary to conduct regular surveys to determine the degree of employee satisfaction with the organization with their work. The nature and content of work has a consistently great influence on increasing job satisfaction. Therefore, let us consider in more detail the influence of the individual components of this factor.

A long time of standardization and specialization of work have been considered and in practice acted as strong sources of productivity increase in work. The higher the standardization and specialization, the higher the productivity at work. However, the relationship between satisfaction with it, and its standardization and specialization is of a different nature. If the work is absolutely not standardized, then job satisfaction is low. As specialization and standardization increase, it begins to rise, but up to a certain point, after which it begins to decline rapidly. With complete standardization, satisfaction falls to the same low level as if the work were not standardized at all. Therefore, management should think about how to reduce the negative impact on job satisfaction, generated by excessive specialization and standardization. The two most common ways of doing this are rotation (moving an employee from one job to

another) and expanding job responsibilities by assigning additional tasks to the employee.

Clarity of job content, clarity of role (especially regarding the content of other roles), the presence of clear feedback informing the individual about the results of his work in certain circumstances, can lead to increased job satisfaction. This is most evident when there is a clear and formal delineation of roles in the organization. The presence of challenge elements in work, such as creativity, the ability of an individual to use their original or unique abilities, the complexity of tasks, etc., leads to an increase in job satisfaction. At the same time, boring work, as studies show, usually reduces job satisfaction.

Enthusiasm for work is one of the strongest dispositions that determine how a person approaches his work, his participation in the process of collaborative work. Two types of work engagement develop. One type is a love of work in general, with little or no regard for what exactly to do. People with this type of passion are called workaholics. people who work, who love to work and who want to work. This type of disposition is formed by upbringing from childhood, although at a later age there are cases of the development of this disposition. Another type is love for the specific work that a person performs in an organization. Both these types do not necessarily accompany each other, although there is a great interdependence between them. There are three aspects to job satisfaction:

firstly, this is the extent to which work occupies a significant, central place in a person's life (the importance of work);

secondly, how much the work itself attracts a person (labor force);

thirdly, to what extent a person identifies his personality with the work he performs (work attribution).

Analysis in these three areas allows you to determine the degree of a person's enthusiasm for their work. At the same time, it is necessary to take into account that each of these aspects of the enthusiasm for work is relatively independent and, depending on the personality characteristics of a person, can affect his enthusiasm for work to varying degrees..

Organization Commitment is a disposition that is substantially broader than job engagement or job satisfaction. In modern conditions, when more and more organizations are trying to look at a person not as an employee doing a specific job, but as a member of the organization, striving, together with the rest of its members, to lead the organization to achieve goals, the significance of this location becomes extremely high. The commitment of the organization is made up of the following components:

firstly, a member of the organization shares and owns the goals of the organization and its values;

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secondly, a member of the organization strives to remain in the organization and retains this desire even when it may be unprofitable for him;

thirdly, a member of the organization is ready not only to try for the organization, but also, if necessary, to sacrifice his personal interests to organizational interests.

Commitment to the organization is a personal feature of each individual. However, this does not mean that management cannot develop or enhance this disposition. There are a number of ways to help this. And the most successful modern management systems are based to a very large extent on the fact that they develop in employees a strong commitment to the organization and achieve very great success through this.

Values as well as location, have a strong influence on the preferences of a person, on his decisions and behavior in a team. However, there is a huge difference between values and locations. If the latter determine the attitude of a person to an object according to the principle “like - dislike”, “love - do not like” and always refer to a particular object, then values set a person’s preference according to the principle “acceptable – unacceptable”, “good – bad”, “useful - harmful”, etc. At the same time, values are quite abstract and generalizing in nature, they live an “independent” life, regardless of a particular person, they are formulated in the form of commandments, statements, wisdom, general norms and can be shared by large groups of people. Therefore, if the location is always purely personal, then the carriers of values are groups of people (for example, values of the middle class), and each individual person accepts some set of values, which he can change, but which he follows at any particular moment in time. Values can be defined as a set of standards and criteria that a person follows in his life. This is manifested in the fact that through an appropriate assessment of the phenomena, processes and people around him, a person makes decisions and carries out his actions. Values are at the core of a person's personality. They are quite stable over time and there are not so many of them. Usually, values are considered as the normative base of morality and the foundation of human behavior. Values are of two types: Values can be defined as a set of standards and criteria that a person follows in his life. This is manifested in the fact that through an appropriate assessment of the phenomena, processes and people around him, a person makes decisions and carries out his actions. Values are at the core of a person's personality. They are quite stable over time and there are not so many of them. Usually, values are considered as the normative base of morality and the foundation of human behavior. Values are of two types: Values can be defined as a set of standards and criteria that a person follows in his life. This is manifested in the fact that through an appropriate assessment of the phenomena, processes and people

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- values related to the purpose of life, desired results, outcome of action, etc.;

- values relating to the means used by a person to achieve goals.

The first type of values includes, for example, values related to the convenience of life, beauty, peace, equality, freedom, justice, pleasure, self-respect, social recognition, friendship, etc.

The second type of values includes values related to ambition, openness, honesty, goodwill, intelligence, commitment, responsibility, self-control, etc.

The set of values that a person follows constitutes his value system, by which others judge what he is as a person. The value system of a person is formed mainly in the process of his upbringing. A person receives many values under the influence of parents and other people close to him. The educational system, religion, literature, cinema, etc. have a great influence. The value system is subject to development and change even in adulthood. The organizational environment plays a big role in this. In organizations that seriously think about the harmony of human values and the values of the organization, serious attention is paid to the combination of these two value systems. In particular, a lot of work is being done to clearly formulate, explain and communicate to all members of the organization the value system, followed by the organization. Considerable attention is also paid to understanding what value orientations the members of the organization have. Very often a person makes decisions based on assessments of phenomena or conclusions about the qualities of these phenomena. If these estimates are stable enough and do not require appropriate evidence, then they turn into beliefs. In general, beliefs can be defined as stable ideas about a phenomenon, process or person that people use in their perception. Beliefs can change over time. However, at the moment when a person has some certain beliefs about an object, he usually perceives and evaluates the object in accordance with these beliefs. There can be many different beliefs about the same object, since usually beliefs refer to individual characteristics of an object. For example, about the same person there may be the following beliefs:

- reliable person;

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good specialist;
a person in poor health, etc.

Beliefs are developed on the basis of individual experience, as well as on the basis of information from external sources. Very often, beliefs are in the nature of a generalization of a single experience. Often they arise in a person as a result of the ability of other people to convince of the correctness of their judgment, their beliefs. Therefore, although a person accepts his beliefs as the truth, they do not always fully correspond to reality. Beliefs can be divided into two large groups.

The first group consists of beliefs that describe the absolute and relative characteristics of the object of belief that do not have an evaluative character. For example, a Zhiguli car is a comfortable car, or a Zhiguli car consumes less gasoline than a Volga car.

The second group includes those beliefs that are evaluative in nature. For example, a Zhiguli car is better than a Volga car. Beliefs have a significant impact on the location, especially on the component that is associated with knowledge about the object.

The second group of beliefs has a particularly strong influence. Therefore, given that beliefs do not always correspond to reality, in order not to form an incorrect location in relation to the object, which can adversely affect the interaction of a person with the environment, it is necessary to be critical and skeptical of one's beliefs and perceive the beliefs of others with sufficient caution. Principles play a very important role in the lives of many people, as they systematically regulate their behavior. The principles are embodied in stable norms of behavior, restrictions, taboos, stable forms of reaction to phenomena, processes and people. Principles are formed on the basis of a value system, they are a stable form of manifestation of a value system and the embodiment of beliefs in the form of certain standards of behavior. People do not necessarily realize what values and beliefs are embodied in particular principles. Often the principles are accepted by people as beliefs, and they follow them in their activities without questioning the justification for following these principles and why they follow them. Principles can be developed by people on their own. However, most often they are adopted from the environment along with education and other forms of cognition of the surrounding reality. The influence of a person's individuality on enterprise management for the effectiveness of its activities. However, most often they are adopted from the environment along with education and other forms of cognition of the surrounding reality. The influence of a person's individuality on enterprise management for the effectiveness of its activities. However, most often they are adopted from the environment along with education and other forms of cognition of the surrounding reality. The influence of a person's individuality on enterprise management for the effectiveness of its activities.

All people are alike in some way. And this allows us to talk about a person in general, to talk about his features, behavioral patterns, etc. However, no particular person is an impersonal "man in general". Everyone carries something that makes him unique, exceptional, i.e. a person with personality. It is such a person who enters the organization, it is such a person who performs a certain job and plays a certain role in the organization, it is such a person that needs to be managed, helping him to discover and use his potential in solving the problems of the organization, creating the necessary conditions for his successful work, interaction with the organizational environment and solving their own life problems. The individuality of a person consists of three principles:

Firstly, each person is somewhat similar to everyone else.

secondly, each person is in some way the same as some other individuals.

thirdly, each person is in some way not like anyone else.

Depending on how these "beginnings" are combined, the individuality of each individual person is reinforced. At the same time, no matter how this combination is built, one must always remember that a person always simultaneously has in common with the rest and is not like the others. Each person has a stable set of traits and characteristics that determine his actions and behavior. These features manifest themselves in a sufficiently long period of time, thanks to which it is possible to fix and feel the individuality of a person. A particular person is fixed by the environment according to his individuality, since the individuality of a person has a certain stability, people recognize each other and maintain a certain attitude towards each other. At the same time, it should be noted that under the influence of experience, communication with other people, upbringing and education there is a change in the individuality of a person, sometimes very significant. The individuality of a person is formed under the influence of three groups of factors.

The first group consists of heredity and physiological characteristics of a person. Heredity preserves and transmits the external features of a person. But not only. Studies conducted with twins show that heredity can also carry the transmission of some behavioral traits. Human physiology suggests that people have a lot in common that determines their behavior. In particular, the general adaptation syndrome, which reflects the physiological response to irritation, is the same for everyone.

The second group of factors that form a person's individuality are factors arising from the person's environment. In general, the influence of these factors can be considered as the influence of the environment on the formation of individuality:

Firstly, a strong influence on the individuality of a person is exerted by the culture in which he is

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formed. A person receives norms of behavior from society, assimilates certain values and beliefs under the influence of culture;

secondly, the individuality of a person is strongly determined by the family in which he was brought up. In the family, children learn certain behavioral stereotypes, develop their attitudes towards work, people, their duties, etc.;

thirdly, the individuality of a person is strongly influenced by belonging to certain groups of organizations. A person develops a certain identification that sets for him a certain type of individual with whom he personifies himself, as well as stable forms of behavior and, in particular, reactions to the impact of the environment;

fourthly, the formation of individuality occurs under the influence of life experience, individual circumstances, random events, etc. Sometimes it is this group of factors that can lead to a significant change in a person's personality.

The third group of factors influencing the formation of a person's individuality are the traits and characteristics of a person's character, his individuality.

That is, in this case, the situation with the formation of individuality is as follows: individuality influences its own formation and development. This is due to the fact that a person plays an active role in his own development and is not only a product of heredity and environment.

With all the depth of human individuality and its diversity, some areas of its characteristics can be distinguished, according to which individuality can be described. There are people who prefer to keep their distance from others, and this has a noticeable effect on their behavior in the team. People with an authoritarian character believe that there should be order and distinction in the status and position of people, strive to establish a hierarchy of relations and use forceful methods in decision-making and management, readily recognize power and highly value conservative values. Love and faith in people as an individual character trait have a strong influence on a person's interaction with others. This is especially evident in the willingness to participate in group activities, to promote the development of contacts, interactions and mutual support. Sensitivity to other people is manifested in the ability of people to sympathize with others, to take their problems to heart, in the ability to put oneself in the place of another, etc. People with such personality traits are well perceived in the team and strive to communicate with people.

Stability in behavior a person plays an important role in establishing his relationship with the environment. If a person is stable, responsible and generally predictable, then the environment perceives him positively. If he is constantly unbalanced,

capricious and inclined to take unpredictable steps, then the team reacts negatively to such a person.

Self-esteem, those. how people look at their behavior, capabilities, abilities, appearance, etc., has a strong influence on human behavior. People with higher self-esteem tend to achieve more in life as they set higher goals and strive to take on more challenging tasks. At the same time, people with low self-esteem very often put themselves in a dependent position and easily obey people with higher self-esteem.

Risk perception is an important behavioral characteristic that clearly reflects the individuality of a person. Risk-averse people spend less time making decisions and are willing to make decisions with less information. At the same time, the results of the decision are by no means necessarily worse than those who carefully prepare the decision and collect all the necessary information.

Dogmatism is usually a character trait of individuals with a limited view. Dogmatists see the environment as a concentration of threats, refer to authorities as absolutes, and perceive people by how they relate to dogmas and absolute authorities. Usually dogmatists are people with authoritarian traits. Dogmatists are not inclined to search for a large amount of information, they are quite quick in making decisions, but at the same time they demonstrate a very high level of confidence in the accuracy and correctness of the decisions made. It is noted that dogmatists prefer to work in well-structured groups, regardless of their position in the group. It is also noted that dogmatists are poorly aware of how they spend their time when doing work, and that they are poorly coping with managerial work.

Complexity of awareness phenomena as a characteristic of a person's individuality reflects his ability to decompose a cognizable phenomenon into parts and integrate, synthesize general ideas or conclusions about a conscious phenomenon. People with high complexity of awareness exhibit greater information processing abilities, consider more alternatives, and make more complex decisions than people with low complexity of awareness. It is noted that managers with a high complexity of awareness in situations with a large variety of environments cope better with their duties, that this type of leaders is more prone to extensive contacts with people than leaders with a low level of complexity of awareness, and that these leaders tend to use variety of resources for problem solving.

Sphere of Control reflects how the individual looks at the source of the factors that determine his actions. If a person believes that his behavior depends on himself, then in this case he is characterized by the presence of an internal sphere of control (introverts). If he believes that everything depends on the case, external circumstances, the actions of other people, then it is believed that he has an external sphere of control (extroverts). Introverts are more in control of

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their actions, more focused on achieving results, more active, more satisfied with their work. They like the informal style of management, they like to influence others, but they do not like to influence themselves, they like to take leadership positions. Extroverts, on the other hand, prefer formal structures, prefer to work under directive guidance. If they are in leadership positions.

There are a large number of tests and other tools that allow you to determine the characteristics of a person's personality. In modern management, these issues and this type of activity are given great attention. And this is primarily due to the fact that the success of an organization directly depends on how successfully it can use all the human potential at its disposal. The need to study the individuality of a person is also caused by the fact that many incorrect conclusions are usually made about people, about their characteristics, their individuality. This is due to the fact that people, when cognizing others, rely on stereotypes, prejudices, unreasonable generalizations. Drawing wrong conclusions about the individuality of people, we create the basis for harmful conflicts, scandals, gossip, difficulties in communication and interaction between people.

The need for a thorough and regular study of the individual characteristics of the members of the organization is beyond doubt. However, recognizing the significance and usefulness of this type of management activity, it is necessary to remember that the individuality of a person's behavior depends not only on his personal traits, but also on the situation in which his actions are carried out. Therefore, the study of man must always be carried out in conjunction with the study of the situation. Finally, when studying the individuality of a person, it is necessary to take into account his age. A person goes through various stages in his life, which correspond to a different state of his individuality. Therefore, when drawing conclusions about the character of a person, his personalities, it is necessary to proceed from the fact that his behavior is very much determined by the age stage he is in. Only taking into account all these factors in the aggregate can give the key to understanding the individuality of a person, and, consequently, to managing a person. As mentioned above, the organization expects a person to perform in a certain way the role for which it accepts him. A person also looks at the organization as a place where he gets a certain job, performs it and receives a corresponding reward from the organization. However, the interaction between a person and an organization is not limited to role interaction. It is much wider. A person performs work in an environment of people, in interaction with them. He is not only the performer of a role in the organization, but also a member of the group within which he operates. At the same time, the group has a huge impact on human behavior. And the behavior of a

person, his actions make a certain contribution to the life of the group.

There is no canonized definition of a small group, since this is a rather flexible and subject to the influence of circumstances phenomenon. However, a fairly general, well-established view of a small group (hereinafter, the term "group" will always be used in this sense) is widely accepted as a relatively isolated association of a small number of people (usually no more than ten to twenty-five) who are in fairly stable interaction and carry out joint actions. over a sufficiently long period of time. The interaction of group members is based on a certain common interest and may be associated with the achievement of a common goal. At the same time, the group has a certain group potential or group capabilities that allow it to interact with the environment and adapt to changes taking place in the environment.

firstly, the members of the group identify themselves and their actions with the group as a whole and thus, in external interactions, act as if on behalf of the group. A person does not speak about himself, but about the group as a whole, using the pronouns we, ours, ours, us, etc.;

Secondly, interaction between members of the group is in the nature of direct contacts, personal conversation, observation of each other's behavior, etc. In a group, people communicate directly with each other, giving formal interactions a "human" form;

third, in a group, along with the formal distribution of roles, if any, there is necessarily an informal distribution of roles, usually recognized by the group.

Individual members of the group take on the role of generators of ideas, others tend to coordinate the efforts of group members, others take care of relationships in the group, maintain a good climate in the team, fourth make sure that there is order in work, everything is done on time and brought to end. There are people who play the role of structurizers, they set goals for the group, monitor the influence of the environment on the tasks solved by the group. These and other roles of group behavior are performed by people in accordance with their abilities and inner calling. Therefore, in well-functioning groups, opportunities are usually created for the person to behave in accordance with his abilities for group action and his organically defined role as a member of the group. There are two types of groups: formal and informal.

Formal groups usually stand out as structural units in an organization. They have a formally appointed leader, a formally defined structure of roles, positions and positions within the group, as well as formally assigned functions and tasks. Formal groups may be formed to perform a regular function, such as accounting, or they may be created to solve a specific

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task, such as a commission for the development of a project.

informal groups are created not by executive orders and formal regulations, but by members of the organization in accordance with their mutual sympathies, common interests, the same hobbies, habits, etc. These groups exist in all organizations, although they are not represented in the diagrams that reflect the structure of the organization, its structure. Informal groups usually have their own unwritten rules and norms of behavior, people know well who is in their informal group and who is not. In informal groups, a certain distribution of roles and positions is formed. Usually these groups have an explicit or implicit leader. In many cases, informal groups can exert an influence on their members equal to or even greater than formal structures.

Why do groups arise, what makes people form and join groups? These questions are very important for understanding human behavior in an organization. It is obvious that groups arise in an organization and function as separate structural units due to the fact that, as a result of the division of labor, separate specialized functions are distinguished that require for their performance a certain set of people with certain qualifications, having a certain profession and ready to perform in the system of joint activities. a certain job. A similar situation is observed in the formation of groups designed to solve targeted problems.

But this is only one side of the process of the emergence of groups in the organization. It usually leads to the formation of formal groups. Another important reason for the formation of groups is the natural desire of a person to unite with other people, to form stable forms of interaction with people. The group gives a person a sense of security, from the group he expects support, help in solving his problems and warnings. In a group, it is easier for a person to achieve a "reward" in the form of recognition, praise, or material incentives. In a group, a person learns by adopting the experience of others, better aware of his capabilities and potential. The group gives a person more self-confidence in external interactions, contributes to the development of his identity.

Finally, the group provides a person with the opportunity to spend time in a pleasant environment for him, the opportunity to avoid loneliness and the state of loss, uselessness. Each person strives to be loved by someone, needed by someone, belong to someone, and the group can be a source of solution to these problems of a person. Regardless of the type of group, in which organization it is formed and operates, and also who specifically belongs to the group, some general points and factors can be pointed out that characterize the construction of the group, its structure and the process of functioning of the group in its environment. The life of the group, its functioning is influenced by three factors:

- characteristics of group members;

- structural characteristics of the group;
- situational characteristics.

All these factors are not only in interaction, mutual influence, but also experience a strong feedback from the functioning of the group, since as a result of the life of the group, changes in the characteristics of a person occur, the structure of the group changes and changes in its environment are observed. The characteristics of group members that affect its functioning include the personal characteristics of a person, as well as abilities, education and life experience. Above, the personal characteristics of a person were considered in sufficient detail, so we will not dwell on them in this review. As for the other characteristics, it is noted that the ability of a person to perform work has a very large impact on the functioning of the group and on the performance of a person's role. The level of education of a person and his life experience also have a significant impact on the group. Structural characteristics of the group include:

- communication in the group and norms of behavior (who communicates with whom and how);
- status and roles (who occupies what position in the group and what they do);
- personal likes and dislikes between group members (who likes whom and who does not like whom);
- strength and conformity (who influences whom, and who follows whom, who is ready to listen to whom and obey whom).

The first two structural characteristics of the group are more related to the organizational side of the analysis of its functioning, so they will not be considered here. Further, only structural issues of interpersonal interactions in a group will be considered. Sympathy; and antipathies between people are mostly individual coloring and background. However, it has been found that several points have a significant impact on the establishment of friendly relations between people:

firstly, the personal characteristics of the interacting have an exceptionally great influence. People love those who like the same phenomena, things, processes that they like, i.e. people love those who are similar to them, who are close to them in spirit, taste and preferences. Naturally, there are exceptions. However, studies show that people are attracted to those who have the same or close race, nationality, education, system of views on life, and so on. Potentially, people with similar personality characteristics are more likely to form friendships than those with significantly different personality characteristics;

Secondly, the development and establishment of friendly relations between people, the development of mutual sympathy is greatly influenced by the presence of territorial proximity in the location of these people. The closer the workplaces of group members are, the

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higher the likelihood that they will establish friendly relations. The same applies to the proximity of their places of residence;

third, the establishment of friendly relations is directly dependent on the frequency of meetings, as well as on the expectation that these meetings will occur often enough in the future;

fourth, the relationship between members of the group, their mutual likes and dislikes, the atmosphere of friendliness in the group depend on how successful the functioning of the group is. In general, success leads to the development of positive attitudes among people to each other to a greater extent than the unsuccessful functioning of the group;

fifth, the development of friendly relations between members of the group contributes to the presence of one goal, which is subject to the actions of all members of the group. It is noted that if the members of the group are divided by the solution of individual problems, mutual sympathy and friendliness develop less often than if they work on the solution of a common problem for all;

At sixth, a positive orientation in relation to each other occurs when the group practices the broad participation of all members of the group in decision-making. The opportunity to influence the general group processes stimulates the development of a positive perception of the group among the members of the group.

Without a doubt, the presence of sympathy in relations between people, the presence of friendly relations between members of the group has a huge impact on the mood of people, on their satisfaction with their work, their membership in the group. However, it cannot be unequivocally said that friendly relations between group members have only a positive impact on the results of their work and the results of the functioning of the group as a whole. If people who have friendly relations with each other have a high motivation to work in a group, then the presence of mutual sympathy and friendship contributes to a significant increase in the results of their work and thus has a positive effect on the functioning of the group as a whole. If these people are poorly motivated to work, then the result will be completely opposite. They will spend a lot of time in useless conversations, smoke breaks, tea parties, etc., constantly being distracted from work and sharply reducing the effectiveness of their work. At the same time, they can distract others from the work, creating an atmosphere of idleness and relaxation in the group.

Mutual support based on sympathy and friendship, contributing to the cohesion of the group, can generate a synergistic effect that significantly increases the effectiveness of the group. Modern management practice more and more confirms the undoubted advantages of a group form of labor organization over an individual one. A clear

illustration of this can be, in particular, the so-called Japanese type of management.

However, with an undoubted advantage over other forms of work organization, the group form can also carry a number of negative aspects for the organization. One of these negative manifestations is group action, which develops mainly on the basis of close relations between members of the group, provided that, on the whole, the management of the group is incorrectly set and its functioning in the organization is incorrectly organized. Groupism is manifested in the fact that the group closes in on itself, weakly and incorrectly reacts to external signals, denies criticism, etc. All this translates into:

firstly, in the group there is a tendency to moralize processes, naturally, accompanied by the presentation of oneself and one's actions in the best light from a moral point of view;

secondly, the group begins to feel invulnerable and even invincible in conflict clashes;

thirdly, an atmosphere of conformism develops in the troupe, the desire to force everyone to agree with a single opinion, unwillingness to listen and discuss other opinions and points of view, etc.;

fourthly, unanimity develops in the group. People are starting to think more and more like the rest. And even if they have other opinions, they do not express themselves, because they themselves doubt them, believing that the general opinion is true;

fifthly, the group ceases to perceive and refuses to consider opinions from outside if they do not coincide with the opinion of the group.

Strength and Conformity in the relationship between members of the group are manifested in the form of the so-called social influence on a person. The group puts pressure on a person, demanding from Him to follow group norms, rules, requiring submission to the interests of the group. A person can resist this pressure, or he can give in to the group - to obey, i.e. be a conformist. It is impossible to state unequivocally that one type of relationship between a person and a group is correct and another is not. Obviously, conformism can lead to the fact that a person, even realizing the wrongness of his actions, carries out them, because the group does it. Conformity can turn a person into a wordless appendage of the group. The history of mankind knows a lot of negative examples of how the "herd instinct", or, in other words, unconditional conformism, lay at the basis of terrible crimes against individuals and humanity as a whole. She knows examples of how a group completely erased a person's personality, turning him into a cog in a group mechanism. At the same time, it is obvious that without conformism a cohesive group cannot be created, a balance cannot be established in the relationship between a person and a group. If a person takes rigid non-conformist positions, then he will not be able to become a full-fledged member of the group, and at a certain stage in the development of the

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conflict between him and the group he will be forced to leave the group, since conformity in the relationship of a person with a group: that without conformity a cohesive group cannot be created, a balance cannot be established in the relationship between an individual and a group. If a person takes rigid non-conformist positions, then he will not be able to become a full-fledged member of the group, and at a certain stage in the development of the conflict between him and the group he will be forced to leave the group, since conformity in the relationship of a person with a group: that without conformity a cohesive group cannot be created, a balance cannot be established in the relationship between an individual and a group. If a person takes rigid non-conformist positions, then he will not be able to become a full-fledged member of the group, and at a certain stage in the development of the conflict between him and the group he will be forced to leave the group, since conformity in the relationship of a person with a group:

on the one hand, it acts as a condition for the integration of an individual into a group;

on the other hand, it can give rise to negative consequences, both for the environment and for the group as a whole, and for this individual in particular, it is important to find out what factors and to what extent require a member of the group to make concessions to social influence.

The nature of the tasks to be solved has a significant impact on the degree of conformity in human behavior. If the tasks are not clearly defined, if they do not have an unambiguous answer, then they make the person performing them more susceptible to the influence of the group. The degree of conformity also depends on whether the member of the group made public commitments regarding the problem being solved or not, and also on the stage at which he announced his commitments in the decision. Public and early statements make a person more susceptible to public influence. Conformism in human behavior develops payment based on the results of group work.

Group characteristic also has a great influence on the development of conformism in a person in relation to the requirements of the group. Unanimity in group behavior increases the degree of influence of the group on the individual. It is easier for a person to object or disagree if someone else in the group has an opinion that is different from the group. Conformity in human behavior in a group is influenced by the size of the group. If there are five people in the group, then unanimity begins to have a strong influence on the individual. Further growth in the size of the group has little effect on the increase in the influence of the group on the person. The degree of conformity in the behavior of a person in a group also depends on the proximity of the leadership in group activities and the frequency of contacts with the leadership. If the boss is often present and participates in decision-making by

a member of the group, then this leads to an increase in conformity in the behavior of the subordinate.

The desire to submit to the influence of the group directly depends on the personal relations between the members of the group, their likes and dislikes, friendship, etc. The better the personal relations between the members of the group, the higher the degree of conformity in their behavior in the group and the higher the possibility of social influence on the members of the group. The situational characteristics of the group depend little on the behavior of the members of the group and the group as a whole. These characteristics are related to the size of the group, its spatial arrangement, the tasks performed by the group, and the reward system used in the group.

In small groups, it is more difficult to reach an agreement, and a lot of time is spent on clarifying relationships and points of view. Finding information is difficult in large groups, as group members tend to be more reserved and concentrated. It was also noted that in groups with an even number of members, although there is more tension with the decision-making than in groups with an odd number of members, there is nevertheless less disagreement and antagonism between group members. Group size also has an impact on job satisfaction. Some studies show that people are more satisfied when they work in a medium-sized group (5-6 people). Small groups generate a lot of tension in the relationship between its members, and in a large group there is not enough time for each member of the group.

Spatial arrangement of members group has a significant influence on their behavior. It is one thing when a person has a permanent location, another thing is when he looks for this place every time. People during work can look at each other, and can be located with their backs to each other. And this will also influence their work and their behavior in the group. There are three important characteristics of the spatial arrangement of the individual, on which the relationship between the individual and the group depends:

firstly, is the presence of a permanent or definite place or territory. A person knows: this is my table, this is my machine, this is my workplace. The lack of clarity in this matter generates many problems and conflicts in interpersonal relationships, and also significantly reduces job satisfaction;

Secondly, this is a personal space, i.e. the space in which the body of only a given person is located. Spatial proximity in the placement of people can give rise to many problems, since people do not perceive the proximity of other people to them, regardless of age, gender, etc.;

third, it is the relative position of the places. It is noted that if the workplaces are fenced off from each other, then this contributes to the development of formal relations. The presence of the workplace of the group leader in a common space contributes to the

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activation and consolidation of the group. If a person takes a workplace at the head of the table, then this in the eyes of other members of the group automatically puts him in a leadership position. Management, knowing these and other questions of the location of group members, can achieve a significant effect and increase the effectiveness of the group's work only through the correct placement of jobs.

The influence of the tasks solved by the group on the functioning of the group and on the behavior and interaction of group members is obvious. However, it is very difficult to establish a relationship between the types of tasks and their impact on the life of the group. It is noted that the solution of formal problems, for example, mathematical ones, contributes to the development of relations between group members to a lesser extent than the solution of problems of a humanitarian profile. It is known that the tasks and functions performed by the group affect the style of leadership, as well as the style of communication between people. In the case of loosely structured or unstructured tasks, there is more group pressure on the individual and a greater interdependence of actions than in the case of well-structured tasks. Several characteristics of the task can be pointed out that are important to pay attention to in order to try to determine whether

firstly, it is necessary to determine how many interactions will occur between members of the group in the process of solving the problem and how often they will communicate with each other;

Secondly, it is necessary to find out how the actions performed by individuals are interdependent and have mutual influence;

third, it is important to establish how the problem being solved is structured.

reward systems, Considered in isolation from the nature of relationships in the group, they cannot in themselves give an answer to the question of the extent to which this or that system influences relationships in the group, the behavior of group members, and the functioning of the group as a whole. For example, it is not possible to estimate the impact on a group of individual piecework pay, collective piecework pay, or pay based on a fixed group budget, unless the nature of the group's activities is known. When analyzing the impact of payment, it is important to take into account two sets of factors at the same time:

how interdependent are the actions of group members;

How big is the difference in pay?

Four combinations of these factors are possible:

- low interdependence - low differentiation in pay;
- low interdependence - high differentiation in pay;
- high interdependence - low differentiation in pay;

- high interdependence - high differentiation in pay.

The first and fourth cases give rise to many problems in the relationship between the members of the group. On the contrary, the second and third cases can contribute to the successful functioning of the group and the development of favorable relations between group members.

The interaction of a person and a group is always two-way; a person through his work, his actions contributes to the solution of group problems, but the group also has a great influence on a person, helping him to satisfy his needs of security, love, respect, self-expression, personality formation, elimination of worries, etc. It is noted that in groups with good relationships, with an active intra-group life, people have better health and better morals, they are better protected from external influences and work more efficiently than people who are in an isolated state or in "sick" groups, affected by insoluble conflicts and instability. The group protects the individual, supports him and teaches him both the ability to perform tasks and the norms and rules of behavior in the group.

But the group not only helps a person to survive and improve his professional qualities. It changes his behavior, making the person often significantly different from what he was when he was outside the group. These influences of a group on a person have many manifestations. Let us point out some significant changes in human behavior that occur under the influence of the group:

firstly, under public influence, changes occur in such characteristics of a person as perception, motivation, sphere of attention, rating system, etc. A person expands the scope of his attention by increasing attention to the interests of other members of the group. His life is dependent on the actions of his colleagues, and this significantly changes his view of himself, his place in the environment and others;

Secondly, in a group a person receives a certain relative "weight". The group not only distributes tasks and roles, but also determines the relative position of each. Group members can do exactly the same job, but have a different "weight" in the group. And this will be an additional essential characteristic for the individual, which he did not and could not have, being outside the group. For many members of the group, this characteristic may be no less important than their formal position;

third, the group helps the individual gain a new vision of his "I". A person begins to identify himself with the group, and this leads to significant changes in his worldview, in understanding his place in the world and his destiny;

fourthly Being in a group, participating in discussions and developing solutions, a person can also give out suggestions and ideas that he would never give out if he thought about the problem alone.

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The effect of brainstorming on a person significantly increases the creative potential of a person;

fifth, It has been noted that in a group a person is much more inclined to accept risk than in a situation where he acts alone. In some cases, this feature of changing human behavior is the source of more effective and active behavior of people in a group environment than if they acted alone.

It is wrong to think that the group changes the person as it wants. Often a person resists many influences from the group for a long time, he perceives many influences only partially, he denies some completely. The processes of adaptation of a person to a group and adjustment of a group to a person are ambiguous, complex and often quite lengthy. Entering a group, interacting with the group environment, a person not only changes himself, but has an impact on the group, on its other members.

Being in interaction with the group, a person tries in various ways to influence it, to make changes in its functioning so that it is acceptable for him, convenient for him and allows him to cope with his duties. Naturally, both the form of influence and the degree of influence of a person on a group essentially depend both on his personal characteristics, his ability to influence, and on the characteristics of the group. A person usually expresses his attitude towards a group in terms of what he thinks. At the same time, his reasoning always depends on the position that he occupies in the group, on the role he performs, on the task assigned to him and, accordingly, on what goals and interests he personally pursues.

The interaction of a person with a group can be either in the nature of cooperation, or merger, or conflict. For each form of interaction, a different degree of manifestation can be observed. That is, for example, we can talk about a hidden conflict, a weak conflict, or an unresolvable conflict.

In case of cooperation a trusting and benevolent relationship is established between the member of the group and the group. A person considers the goals of the group as not contradicting his goals, he is ready to find ways to improve interaction, positively, albeit with a rethinking of his own positions, perceives the decisions of the group and is ready to find ways to maintain relations with the group on a mutually beneficial basis.

At the confluence of man with the group, there is an establishment of such relations between the person and the rest of the group, when each of the parties considers the other as an integral part of the whole with it, which is the group. A person builds his goals based on the goals of the group, to a large extent subordinates his interests to the interests of the group and identifies himself with the group. The group, in turn, also tries to look at the individual not as a performer of a certain role, but as a person completely devoted to the group. In this case, the group takes care of the person, considering his problems and

difficulties as his own, and tries to assist him in solving not only production problems, but also in solving his personal problems.

In case of conflict there is a juxtaposition of the interests of the individual and the group and the struggle between them to resolve this contradiction in their favor.

Conflicts can be generated by two groups of factors:

- organizational factors,
- emotional factors.

The first group of factors is associated with a difference in views on goals, structure, relationships, distribution of roles in the group, and the so-called. If the conflict is generated by these factors, then it is relatively easy to resolve.

The second group of factors includes factors such as distrust of a person, a sense of threat, fear, envy, hatred, anger, etc. The conflicts generated by these factors are hardly amenable to complete elimination.

The conflict between a member of a group and the group is wrong to consider only as an unfavorable, negative state of relations in the group. Evaluation of the conflict fundamentally depends on what consequences it leads to for the person and the group. If the conflict turns into an antagonistic contradiction, the resolution of which is destructive for a person or for a group, then such a conflict should be classified as undesirable and negative forms of relationship between a person and a group.

But very often the conflict in relations within the group is positive. And this is due to the fact that conflict can lead to favorable consequences:

First, conflict can increase motivation to achieve goals. It can cause additional energy to act, bring the group out of a stable passive state;

secondly, the conflict can lead to a better understanding of relations and positions in the group * to the members' understanding of their role and place in the group, to a clearer understanding of the tasks and nature of the group's activities;

thirdly, the conflict can play a creative role in the search for new ways of functioning of the group, the search for new approaches to solving the problems of the group, in generating new ideas and considerations on how to build relationships between members of the group, etc.;

fourthly, the conflict can lead to the manifestation of interpersonal relations, to the identification of relations between individual members of the group, which in turn can prevent a possible negative aggravation of relations in the future.

One of the main results of the interaction between a person and an organization is that a person, analyzing and evaluating the results of his work in an organization, revealing the reasons for success and failure in interaction with the organizational

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environment, analyzing the experience and behavior of his colleagues, thinking about the advice and recommendations of superiors and colleagues, makes certain conclusions for himself, which in one way or another affect his behavior, lead to a change in his behavior in order to adapt to the organization, in order to achieve better interaction with the organizational environment. Obviously, the perception and evaluation of one's experience, as well as the process of adaptation to the conditions and requirements of the organizational environment, are largely individual in nature. In the same environment, people behave differently. A person, as it were, has two degrees of freedom in constructing his behavior in an organization. On the one hand, he has the freedom to choose forms of behavior: to accept or not to accept the forms and norms of behavior existing in the organization, on the other hand, he may or may not accept the values of the organization, share or not share its goals and philosophy. Depending on the combination in which these fundamental components of behavior are combined, four extreme types of human behavior in an organization can be distinguished:

first type: Values and norms of behavior are fully accepted. In this case, a person tries to behave in such a way that his actions do not conflict with the interests of the organization. He sincerely tries to be disciplined, to fulfill his role completely in accordance with the norms and forms of behavior accepted in the organization. Therefore, the results of the actions of such a person mainly depend on his personal capabilities and abilities and on how correctly the content of his role is determined. This type of behavior can be characterized as the behavior of a dedicated and disciplined member of the organization;

second type: a person does not accept the values of the organization, but tries to behave, fully following the norms and forms of behavior adopted in the organization. Such a person can be described as an opportunist. He does everything correctly and according to the rules, but he cannot be considered a reliable member of the organization, since, although he is a good and diligent employee, he can nevertheless leave the organization at any time or take actions that may be contrary to the interests of the organization, but comply his own interests. For example, such a person will readily go on strike in order to get a pay rise;

third type: a person accepts the values of the organization, but does not accept the norms of behavior existing in it. In this case, a person can generate many difficulties in relationships with colleagues and management, he looks like an original. However, if an organization can afford to abandon the established norms of behavior in relation to its individual members and create a state of freedom of choice in the forms of behavior for such members,

they can find their place in the organization and benefit it;

fourth type: the individual does not accept either the norms of behavior or the values of the organization. This is an open rebel who constantly comes into conflict with the organizational environment and creates conflict situations. It would be wrong to think that this type of behavior is absolutely unacceptable in the organization and people who behave in this way are not needed by the organization. However, in most cases, "rebels" give rise to many problems that significantly complicate the life of the organization and even cause great damage to it.

Naturally, the organization is interested in its members behaving in a certain way. A possible approach to solving this problem is the selection of people with certain qualities that can guarantee the behavior of its members that is desired for the organization. However, it should be recognized that this approach is of limited use, since:

firstly, it is not always possible to find people with the necessary characteristics;

secondly, there is no absolute guarantee that they will behave in the way the organization expects;

thirdly, the requirements for the behavior of members of the organization from the organizational environment can change over time, entering into conflict with the criteria by which people were selected into the organization.

Second approach, which in principle does not exclude the first, is that the organization influences a person, forcing him to modify his behavior in the direction necessary for her. This approach is possible and is based on the fact that a person has the ability to learn behavior, change his behavior based on the awareness of his previous behavioral experience and the requirements imposed on his behavior by the environment. Behavioral learning can be defined as the process of changing a person's behavior over time, based on experience that reflects the actions of a person and the reaction of the environment to these actions. Behavior learning is characterized by the presence of several points:

firstly, learning can go both from one's own experience and from the experience of other people;

Secondly, behavioral learning does not necessarily concern only actual behavior itself. It may refer to potential behavior, i.e. such behavior that can be carried out by a person, but which is not carried out by him in his practice of behavior;

third, learning behavior is always expressed in changing a person. Even in the case when the immediate behavior has not changed, the person is already becoming different, as his behavioral potential changes;

There are three types of behavioral learning.

First type associated with the reflex behavior of a person, with what is called in the teachings of I.

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Pavlov a conditioned and unconditioned reflex. If, for example, the boss comes to his subordinates when he is dissatisfied with something, irritated and intends to reprimand them, then any appearance of the boss can cause fear in the subordinates, a desire to avoid this meeting, regardless of why he came to them. That is, the appearance of the boss develops a conditioned reflex of the desire to hide from his eyes.

The second type of learning behavior It is based on the fact that a person draws conclusions from the consequences of his previous experience, consciously corrects and changes his behavior. The theoretical description of this type of learning is primarily based on the research of B. Skinner, who created the foundations of the theory of engagement of implemented behavior depending on its consequences. The essence of this theory is that if a person sees that his behavior leads to favorable consequences, then he seeks to repeat this behavior, but if the consequences turn out to be negative, then the desire to behave in the same way will be significantly reduced, that is, human behavior is set conscious comprehension of the results of previous behavior.

Third type Behavioral learning is learning from observation of behavior. Usually it is the observation of someone else's behavior. A person, regularly observing how the people around him behave, automatically begins to adjust his own behavior to their behavior. He adopts their style and mannerisms, their operational skills, and so on. Often purposeful observation of someone else's behavior is carried out in order to learn something useful for oneself. With the development of means of video recording of an object, the possibilities of observation are expanding, and, in particular, the object of observation is expanding. Now a person can view records of his own behavior, which can also significantly influence the correction of behavior. Obviously, all three types of behavioral learning must be taken into account by the leadership of the organization in its attempts to correct and shape the behavior of the members of the organization.

What does a person learn in an organization, what aspects of his behavior are corrected or changed in the process of learning?

firstly Having come to the organization and further carrying out his activities in it, a person studies his functional role: what he should do to do his job better, how to work more efficiently, how and with whom to communicate in the process of work. At the same time, he learns to place emphasis in the work he does in terms of what is considered more important in the organization and what is less important in his activities, for which there is remuneration, which is included in the assessment of the quality of his work;

Secondly, in an organization, a person learns to perform formal and procedural actions, such as filling out various questionnaires and forms, filling out

applications, arranging and holding meetings, transmitting, receiving and responding to information received, temporarily leaving the workplace, coming and going from work, parking car, wearing a certain type of clothing, etc.;

third, a person learns to correctly understand and take his place in the organization. He learns the norms, values and informal groups and relations that have developed on their basis in the organization, learns to behave correctly with colleagues and management, determines for himself with whom to have close relations and from whom to stay away, whom to trust, whom to rely on and whom to be afraid of. ;

fourth, a person learns how to solve his own problems in the organization, how to achieve his goals. So, for example, he learns how to make a career in the organization. Or how to achieve certain incentives and rewards. A person can also learn how to use the capabilities of the organization or the capabilities of its individual members in order to solve their personal problems that are not related to the activities of the organization. The worker can learn how to avoid difficult and risky tasks, and even how to pretend that he is working hard by doing nothing.

In order to describe the process of conscious learning by a person to behave in an organization and indicate the connection of this process with the management of a person in an organization, we will consider in the most general terms several basic elements that determine human behavior in an organization. These elements will be considered in more detail when considering the issue of motivation.

Human activity is always connected and initiated by the presence of certain motivating principles in him. They force him to start doing something, to make some effort, i.e. carry out actions. Stimuli, which are external influences on a person, direct his activity in a certain direction, give this activity a certain orientation and boundaries. The behavioral reaction of a person is manifested in the fact that he chooses what and how to do it, and carries out specific actions that lead to a specific result. His reaction is strongly related to stimuli. However, it has an individual character, as it reflects the different degree of influence of incentives on the behavior of different people. A person's reaction can manifest itself both in the form of his specific actions, and in the form of developing a certain disposition by him. Depending on the consequences for a person, his behavioral reaction is fixed in order to strengthen it and make it stable, or it is abandoned. The consolidation of the implemented behavior or the rejection of it play a very important role in shaping a person's behavior, since it is through this that a conscious adjustment or even a change in a person's behavior in the direction desired for the organization takes place.

Thus, the change in human behavior can be seen as a consequence of learning behavior. In itself, learning to behave is a function of the consequences

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for a person of his actions, a function of the consequences of his behavior. The presence of such a relationship between behavior, learning behavior and the consequences for a person of his behavior makes it possible for the organization to correct and shape the behavior of its members. This is primarily due to the fact that the management and the organizational environment can determine and purposefully shape the consequences of their behavior for the members of their organization, being actively involved in the process of learning behavior at the stage when a person receives certain consequences of the actions taken. Obviously, the consequences of actions depend on how the person behaved, what he did. However, they directly depend on who, evaluating the action of a person, compensates for his actions and efforts. In this case, compensation is understood in the broadest sense as an external reaction to a person's behavior, expressed in the fact that a person either gains something or loses something, achieves something or does not achieve something as a result of his actions. in the form of a certain behavior of actions. Compensation can be made in various forms - from material reward or punishment, to verbal approval or condemnation. Compensation plays an extremely important role in the learning of behavior, since it has a fundamental influence on whether the implemented behavior is consolidated or whether it is abandoned. If there is no compensation that causes a person to imagine the consequences of his actions, then in fact there is no noticeable modification of behavior, since there is no learning of behavior. Therefore, compensation in the management of people plays not only the role of remuneration for the work done or the role of a means of meeting the needs of workers, but also the role of a means of modifying human behavior.

Looking at compensation from the standpoint of behavior learning and behavior modification, we can distinguish four different types of compensation that lead to the consolidation or abandonment of the implemented behavior:

first type is a positive compensation. The essence of this type is that a reward is carried out, leading to pleasant consequences for a person. The form of remuneration can be completely different. Positive compensation can be used by management to reinforce desired employee behavior. At the same time, it is important to take into account that the reward should be clearly tied to the desired behavior, i.e. a person should know for what he received encouragement. The reward should follow the desired behavior carried out and, finally, the reward should be in the interests of the person being rewarded;

second type -this is negative compensation. The essence of this type is that the desired behavior immediately leads to the elimination of circumstances or stimuli that are not desirable for the person. For example, a person who does not behave properly is boycotted by others. As soon as he begins to behave

correctly, from the point of view of the environment, they stop the boycott. With the second type of compensation, as well as with the first, it is important that the reaction of the environment or management to a change in behavior occurs as quickly as possible and, of course, is of an individual character;

third type compensation is punishment. In this case, unlike the first two types, compensation occurs as a reaction to "wrong", undesirable behavior for management or organizations.

If the desired behavior is fixed in the first two types, then in this case the undesirable behavior is eliminated. Compensation in the form of punishment consists in the fact that a person receives negative, unpleasant consequences of behavior for him. For example, he may be fined, lose his bonus or promotion, be reprimanded, and so on. The task of punishment is to narrow or eliminate the behavior of its members that is undesirable for the organization. Although punishment outwardly looks like the complete opposite of positive compensation - there they reward, here they take away - from the point of view of teaching human behavior, this is not so. This type of compensation is less effective than positive compensation. This is due to the fact that punishment has a less predictable and sustainable effect than reward, often leading to indirect negative consequences, such as as a personal insult to the punished leader, loss of interest in work, a change in attitude towards one's activities, etc. Therefore, punishment as a way of compensation in order to teach behavior should be treated very carefully by management and carefully monitor its possible side negative manifestations;

fourth type of compensation is the suppression of unwanted behavior; The essence of this type of compensation is as follows. A person who performs some undesirable actions that previously received a positive reaction stops them after a while, if a positive reaction ceases to come to these actions, i.e., in other words, if you stop responding positively to some actions, then after a while they will start to shrink. For example, a young person who successfully studied at the university and received praise from teachers for active speaking in the classroom and for comments on the speeches of his colleagues, having come to work in an organization, will also try to intervene in all discussions and conversations and give his comments and assessments to the statements of others. . However, if this is ignored, then after a while he will begin to get rid of this bad habit. The choice of the type and specific form of compensation plays a very important role in the successful modification of human behavior in the direction desired by the organization.

However, the choice of compensation frequency also plays an equally important role. For directed behavioral learning. In general, there can be two approaches to timing compensation.

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one approach is compensation after each case of human action. This approach is called continuous compensation.

Another, a fundamentally different approach to the timing and frequency of compensation is that compensation does not occur after every action taken. This is periodic compensation.

Although there is a fundamental difference between these two approaches, it is impossible to say which one is more effective, because their effectiveness depends significantly on the situation in which they are applied. At the same time, it is noted that the first approach works better when it is applied to a new employee who is learning his role in the organization. The second approach is better to apply when the organization wants to make certain behavior of its member stable. There are four different types of periodic compensation.

First type is compensation at a fixed time interval. This approach suffers from the disadvantage that the desired behavior of workers manifests itself unevenly, increasing at those moments when fixation or compensation is carried out, and decreasing in the intervals between them.

Second type— compensation after a variable time interval. In this case, the interval between possible compensation and the frequency of compensation are not fixed. This approach is not applicable to all forms of compensation. However, it gives better results, since the indefinite moment of compensation keeps you in suspense and makes you work and behave better. Although after the onset of compensation, there may be a sharp decline in the behavior of its members that is desirable for the organization.

Third type unlike the first and second, it is based not on the time interval, but on the volume of actions. This type is called fixed rate compensation. With this approach, compensation occurs after some fixed number of actions have been completed. Practice shows that this type of compensation gives better results in shaping behavior than the first and second types of periodic compensation.

Fourth type (last), the basis also has compensation in | depending on the amount of activity. However, this is a compensation depending on the variable rate. This approach is considered to be highly effective, since compensation can occur after any single action, which encourages employees to constantly perform the “right” actions. In order for this approach to give a truly high result in behavior modification, it is important that the time intervals between compensation are not very large. At the same time, it is necessary to know that this approach has limited use. For example, it is hardly applicable to such a form of compensation as wages.

The considered issues of learning behavior suggest that a person, based on his experience, adapts to the organizational environment, changing his behavior. The organization and its leadership can

actively influence the modification of human behavior. However, the means used to influence the process of learning behavior, and the frequency of their use depend on the situation in which the person is located, and must be selected by the manager, taking into account the whole variety of factors influencing human behavior. First of all, taking into account the needs and motives of a person for activity. The process of motivation is characterized by four theories that form the basis for motivation. Expectation theory: Expectation in the chain of "execution effort"; waiting in the chain "execution - result"; result valency. Theory of goal setting. Four target characteristics:

- complexity,
- specificity,
- acceptability,
- commitment.

Equality theory: comparing one's results of actions with the results of others.

The most general concept of the motivation process is reduced to the following provisions. A person, having realized the tasks and the possible reward for their solution, correlates this information with his needs, motivational structure and capabilities, adjusts himself to a certain behavior, develops a certain disposition and performs actions that lead to a specific result, characterized by certain qualitative and quantitative characteristics.

This scheme does not yet reveal either the reward mechanism, or the actual content of the reward, the essence and content of the assessment, or the transformation of the assessment into a decision. In modern management thought and practice, there are a number of theories, which describe the process of motivation in sufficient detail and at the operational level. The most famous of them are -

- expectancy theory;*
- goal setting theory;*
- the theory of equality;*
- theory of participatory management.*

They try to explain why people are ready to carry out certain actions, spending more or less effort. And by explaining this, they give managers the key to building an effective system of motivating people, that is, how to influence people in order to encourage them to work effectively. Human behavior is constantly associated with a choice of two or more alternatives. From what a person gives this or that preference depends on what and how he does, how he behaves and what results he achieves. Expectancy theory is designed to answer the question of why a person makes a particular choice when faced with several alternatives, and how motivated he is to achieve an outcome in accordance with the choice made. In its most generalized form, expectancy theory can be formulated as the doctrine describing the dependence of motivation on two points: how much a person would like to receive and how much it is possible for him to get what he would like to receive, in particular,

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how much effort he is willing to spend for this. For example, a start-up businessman from the province comes to negotiate the start of a joint business with representatives of large firms located in a city that is a recognized center of business activity. To maintain his reputation, he will not stay in a hotel that has a reputation for being second-rate, although being cheap. At the same time, he does not have the means to stay in a luxury hotel. Therefore, apparently, he will stay in a hotel that is quite prestigious and for which he has enough money to stay.

efforts;
execution;
result.

Expectancy theory studies and describes the interaction of these three blocks. At the same time, efforts are considered as a consequence, and even the result of motivation. Performance is considered as a consequence of the interaction of efforts, personal capabilities and the state of the environment, and the result is considered as a function that depends on performance and on the degree of desire to obtain results of a certain type. The expectation theory explains how the process of motivating a person to activity is built, based on linking into a single whole a person's ideas about the efforts necessary to complete the work, its practical performance and the results expected in response to the work performed. At the same time, the key points of focus of the theory are:

expectations along the chain of "effort - performance";
expectations along the chain "execution - results of the second level";
valence of results.

According to the expectation theory, a person's motivation to perform. The perception of work depends on how much he is interested or not interested in doing it, how much the work is attractive to him. When deciding what to do and how much effort to expend, a person usually answers himself the question of how much he needs to do it. That is, when choosing an alternative, a person thinks about whether he will behave in an appropriate way, will perform the work accordingly, whether this will lead to a certain result of the first level. In this case, he has formed the expectation of the result of the first level. In addition, the person answers the question of what he will receive as a result of the successful completion of the work. This is already the development of expectations for the results of the second level. And, finally, he decides for himself how valuable this result will be for him, i.e. it evaluates the valency of the second level result. Depending on what final assessment a person comes to, his motivation to do the work will be formed. The main tenets of expectancy theory are as follows:

firstly, since this theory is subject to the idea of finding an answer to the question of how motivation affects the performance of work, the initial postulate

is that performance is determined by the product of the values of two factors: a person's capabilities and his motivation;

Secondly, it is argued that motivation is given by the product of reasons for waiting for the results of the first level by the value of the valency of the results of the first level;

third, the valency of the results of the first level is given by the product of the value of the valency of the results of the second level by the expectations of individual results of the second level. A person chooses the alternative where the motivation will be higher.

Using various techniques, the manager for successful management subordinates must build the management of the organization in such a way that the employee is sure that, working to achieve organizational goals, he thereby creates the conditions for the best achievement of second-level results. In expectation theory, it is believed that in order for the motivation process to take place, a number of preconditions must be met. These conditions are:

- *the employees have a sufficiently high degree of expectation of the results of the first level;*
- *the presence of a sufficiently high degree of expectation of results second level and*
- *total non-negative valency of the results of the second level.*

In practice, this means that the employee must have a firm understanding that the results of his work depend on his efforts, that certain consequences follow for him from the results of his work, and that the results he receives ultimately have for its value. In the absence of one of these conditions, the process of motivation becomes extremely difficult or even impossible. Drawing a general conclusion about the theory of expectation, it should be noted that it proceeds from the fact that people carry out their actions in accordance with the possible consequences for them these actions can lead to. Based on the information available to them, people make a choice of one of the alternatives of action, based on what they will get as a result and what efforts they will have to expend in order to achieve this result. That is, according to the theory of expectation, a person behaves in accordance with what, in his opinion, will happen in the future if he makes a certain amount of effort.

Goal setting theory assumes that human behavior is determined by the goals that he sets for himself, since it is for the sake of achieving the goals set for himself that he carries out certain actions. At the same time, it is assumed that goal setting is a conscious process, and conscious goals and intentions are what underlies the definition of human behavior. In general, the basic model describing the process of setting goals is as follows. A person, taking into account the emotional reaction, realizes and evaluates the events taking place in the environment. Based on this, he determines for himself the goals to which he intends to strive, and, based on the goals set, carries out certain actions -

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performs certain work. That is, he behaves in a certain way, achieves a certain result and receives satisfaction from this. Goal setting theory states that

- *complexity*;
- *specificity*;
- *acceptability*;
- *commitment*.

These four characteristics of the goal affect both the goal itself and the efforts that a person is willing to expend in order to achieve the goal set for him. The complexity of the goal reflects the degree of professionalism and the level of performance required to achieve it. There is a direct relationship between the complexity of the goal and the performance of the work. The more complex goals a person sets for himself, the better results he achieves. The exception is the case when unrealistically high goals are set, which, in principle, cannot be achieved. In this case, as the theory of goal setting states, the result of actions does not exceed the result achieved by those who set moderate but achievable goals. Therefore, raising goals, although justified, can lead to an increase in performance only if there is still a chance of achieving goals. The specificity of the goal reflects the quantitative clarity of the goal, its accuracy and certainty. Experimental studies have found that that more specific and specific goals lead to better results, to better performance than goals that are broad in meaning, with vaguely defined content and boundaries. A person who has goals that are too broad in meaning and content demonstrates the same performance of work as someone who has no goals at all. At the same time, too much narrowing of goals can lead to the fact that important aspects of the activity carried out by a person may be left out of consideration. It will also negatively affect the performance of their work. who has absolutely no purpose. At the same time, too much narrowing of goals can lead to the fact that important aspects of the activity carried out by a person may be left out of consideration. It will also negatively affect the performance of their work. who has absolutely no purpose. At the same time, too much narrowing of goals can lead to the fact that important aspects of the activity carried out by a person may be left out of consideration. It will also negatively affect the performance of their work.

Purpose acceptability reflects the extent to which a person perceives the goal as his own. Acceptability of purpose There is no significant impact on how the complexity and specificity of the goal affect the performance of the work. If a person does not accept the goal, then both the complexity and specificity of the goal will have very little effect on the performance of the work. The acceptability of a goal by a person directly depends on whether it is perceived by him as achievable, and on what benefits he can receive when achieving the goal. If the benefits are not clear, then the goal may not be accepted. Therefore, in the

management of the organization there should be a clear awareness of the significance, the importance of taking actions that would make the goal achievable, profitable, fair and safe in the view of the employee.

Goal Commitment reflects willingness to expend effort certain level to achieve the goal. This is very important for the level; and the quality of execution is a characteristic of the goal, since it can play a decisive role at the stage of execution, if the reality, the difficulties of performing the work will differ significantly from what they seemed at the stage of setting the goal. Commitment to the goal may increase as the work is performed, or it may decrease. Therefore, management must constantly monitor the level of commitment to the goal on the part of employees and take the necessary measures to maintain it at the proper level.

In the theory of goal setting, when considering the dependence of performance on goals, it is emphasized that the quality of performance depends not only on the efforts of the employee determined by the goal, but also on two groups of factors:

- *organizational factors*;
- *employee's abilities*.

At the same time, these groups of factors can affect not only the quality and content of performance, but also goals, thereby indirectly influencing motivation and, therefore, an additional impact on performance. So, for example, if there is little feedback from the results of work in the work, then this can reduce the degree of influence of the goal on the employee's efforts to complete the work. The last step in the motivation process in goal setting theory is employee satisfaction with the result. The special significance of this step is that it not only completes the chain of the motivation process, but is also the starting point for the implementation of the next cycle of motivation. In theory, it is stated that if as a result of actions a positive result is obtained for the subject, then he receives satisfaction, if negative - then frustration. Wherein, goal setting theory states that satisfaction or dissatisfaction is determined by two processes: an internal process in relation to a person and an external one. Internal processes leading to satisfaction are mainly related to how a person evaluates the result he has received in terms of correlating it with the goal. If the goal is achieved, the task taken on is completed, then the person experiences a feeling of satisfaction. If not, then it causes dissatisfaction. This circumstance gives rise to a certain contradiction in goal setting. As already mentioned, the higher and more complex the goal, the higher the level of performance. At the same time, a high goal may more likely lead to the fact that it will not be achieved, and, consequently, the person will feel a sense of dissatisfaction, frustration. This, in turn, can lead to striving - to take lower goals, to refuse to set or accept difficult goals. Therefore, it is

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important at the stage of goal setting to approach this problem very seriously.

External processes, affecting the satisfaction or dissatisfaction of a person with the achieved results, are all processes of reaction to the results of labor from the side of the environment, evaluation by the environment of performance. If the environment reacts positively (management gratitude, promotion, pay increase, praise of colleagues, etc.), then this causes satisfaction, if not, then it leads to dissatisfaction. External processes also contain some contradictory beginning, which has a dual effect on maintaining the motivational process in an effective state in terms of quality and level of performance. The essence of this contradiction is that a person behaves in accordance with the set goals, and the assessment of his actions is most often based on the results of performance. Therefore, if a person achieves his goals, but at the same time demonstrates a low level of performance, a moderate or even negative external evaluation can lead to very strong frustration and a sharp drop in motivation to continue the action. A positive external assessment of successful performance can also negatively affect the motivational process, provided that the person failed to achieve his goals. This leads to a decrease in the commitment to the goal and, ultimately, negatively affects the quality and level of work performance in the future. If the external assessment is based on whether the goal was achieved or not, then in this case there are also moments that can weaken the motivational process of a person, for guaranteed achievement he will set simpler goals, which will necessarily negatively affect the quality and level of performance. General recommendations for implementing the goal setting process can be summarized as follows: A positive external assessment of successful performance can also negatively affect the motivational process, provided that the person failed to achieve his goals. This leads to a decrease in the commitment to the goal and, ultimately, negatively affects the quality and level of work performance in the future. If the external assessment is based on whether the goal was achieved or not, then in this case there are also moments that can weaken the motivational process of a person, for guaranteed achievement he will set simpler goals, which will necessarily negatively affect the quality and level of performance. General recommendations for implementing the goal setting process can be summarized as follows: A positive external assessment of successful performance can also negatively affect the motivational process, provided that the person failed to achieve his goals. This leads to a decrease in the commitment to the goal and, ultimately, negatively affects the quality and level of work performance in the future. If the external assessment is based on whether the goal was achieved or not, then in this case there are also moments that

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first, it is necessary to determine to what extent the organization and the people working in it are ready for the implementation of the goal setting process;

second, if the organization has potential readiness, it is necessary to carry out a number of activities for the practical preparation of the introduction of the goal-setting process;

third, goal setting should be carried out with an emphasis on their complexity and specificity, and taking into account the acceptability of goals and commitment to them;

fourth, it is necessary to conduct an intermediate analysis of the goals and their adjustment;

fifth, necessary It is important to analyze the achievement of goals, summarize the results of the previous stages and develop recommendations for the further implementation of the goal setting process.

Conclusion

One of the constant aspirations of people is the desire to receive a fair assessment of their actions. People, although not to the same extent, desire to be treated fairly.

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At the same time, justice is associated with equality, in comparison with the attitude towards others and the evaluation of their actions. If a person believes that they approach him in the same way as others, without discrimination, evaluate his actions from the same positions as the actions of others, then he feels the fairness of the attitude towards himself and feels satisfied. EUIf equality is violated, if individual members of the organization receive undeservedly high marks and rewards, then the person feels offended, and this leads to frustration and dissatisfaction. At the same time, dissatisfaction can occur even when a person receives a high remuneration in relation to the costs of his labor. The influence of this moment on the relationship of a person with an organization is the basis of one of the theories of the motivational process - the theory of equality. The theory of equality proceeds from the fact that in the process of comparison, although objective information is used, for example, the amount of wages, the comparison is carried out by a person on the basis of his personal perception and his actions, and the actions of the people with whom he makes comparisons.

Norma - the ratio of perceived costs to perceived rewards. There are two types of norms.

Norm of the first type reflects the ratio of the individual's perceived reward to the individual's perceived cost.

Norm of the second type reflects the ratio of the perceived reward of others to the perceived cost of others.

The theory of equality says that it is very important for a person how his norm relates to the norm of others. If the norms are equal, then the person, even with less remuneration, feels justice, since in this case there is equality. If his rate is lower, then he believes that he is not being rewarded enough. If his norm is higher, then he believes that he is being unduly rewarded.

The notion that takes place in management practice that inequality pushes people to increase performance results, that the state of equality demotivates people to achieve great results, is fundamentally wrong. As stated in the theory of equality based on empirical research, a person experiences a sense of satisfaction if equality is observed. Therefore, he strives to maintain this state.

Equality is bad when the overall level of performance is low. In this case, equality will lead to the preservation of this level. If the overall level of performance is high, equality is an important motivating factor for the success of members. organizations.

In the event that an individual believes that he is not rewarded enough exactly or unnecessarily, he has a feeling of dissatisfaction (in the second case, this feeling is less pronounced). Considering an unfair and unequal assessment of his work, a person loses motivation for active creative actions, in terms of the goals of the organization, which leads to many

negative consequences. The theory of equality allows us to draw several very important conclusions for the practice of managing people in an organization. Since perception is subjective, it is very important that information be available about who, how, for what and how much is rewarded. It is especially important that there is a clear system of payment that answers the question of what factors determine the amount of payment. An important conclusion from the theory of equality is that people are guided by a complex assessment of remuneration. Wages play an important role in this comprehensive assessment, but far from being the only and not necessarily decisive. Therefore, managers should take this into account if they are trying to create an atmosphere of equality in the team.

As repeatedly emphasized, the perception of equality and fairness is highly subjective. To successfully manage people, a manager must not only strive to be fair, create an atmosphere of equality, but also it is good to know whether employees believe that remuneration is based on an equal and fair basis. To do this, management should regularly conduct research to find out how employees evaluate remuneration, whether they consider it equal or not. A person in an organization manifests himself not only as a performer of a certain job or a certain function. He shows interest in how his work is organized, in what conditions he works, in how his work affects the activities of the organization. That is, he has a natural desire to participate in the processes taking place in the organization that are related to his activities in the organization, but at the same time, go beyond his competence, beyond the scope of his work and the tasks he solves.

The concept of participatory management comes from the fact that if a person in an organization takes an interested part in various intra-organizational activities, he thereby, receiving satisfaction from this, works with greater efficiency, better, more efficiently and productively:

firstly, it is believed that participatory management, opening the employee access to decision-making about issues related to his functioning in the organization, motivates a person to do his job better;

Secondly, participatory management not only contributes to the fact that the employee is better at his job, but also leads to greater returns, a greater contribution of the individual employee to the life of the organization, i.e. there is a fuller use of the potential of the human resources of the organization.

Initially, the spread of participatory management was associated only with improving the motivation of workers. Recently, participatory management is increasingly associated with improving the use of the full potential of the organization's human resources. Therefore, the concept of participatory management can no longer be associated only with the process of motivation, but should be considered as one of the general approaches to managing a person in an

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organization. Participatory management can be implemented in the following areas:

firstly, workers are empowered to make their own decisions about how they do their activities. Autonomy may concern, for example, such aspects of their activities as the mode of operation or the choice of means for carrying out work;

Secondly, workers may be involved in making decisions about the work they perform. In this case, the manager consults with the employee about what he should do and how to carry out the tasks assigned to him. That is, in other words, the employee is involved in setting goals that he has to achieve, determining the tasks that he will have to solve;

third, employees are given the right to control the quality and quantity of their work and, accordingly, responsibility for the final result is established;

fourth, participatory management involves the broad participation of employees in rationalization activities, in making proposals for improving their own work and the work of the organization as a whole, as well as its individual divisions;

fifth, a possible direction for the implementation of participatory management is to give employees the right to form working groups from those members of the organization with whom they would like to work together. In this case, the right to make a decision is given not only about the member's own work, but also about with whom to cooperate in group activities.

In real practice, all these areas of participatory management are usually used in a certain combination, since they are very closely related to each other and complement each other very well. Moreover, it is precisely in combination with each other that these

individual directions can effectively manifest itself, and it is the individual well-established combinations of these areas that are used as specific forms of participatory management. The most obvious example of this is the quality circles widely used in the management of Japanese firms.

A person performs certain actions in accordance with the pressure on him of a combination of internal and external forces in relation to him. The totality of these forces, called motivation, evokes far from the same reaction in people. Therefore, it is impossible the process of motivation can be unambiguously described. At the same time, on the basis of empirical research, several concepts have been developed that describe the factors influencing motivation and the content of the motivation process.

So-called content theories of motivation focus on how different groups of needs affect human behavior. The widely recognized concepts of this group are Maslow's hierarchy of needs theory, Alderfer's ERG theory, Herzberg's two-factor theory, and McClelland's newfound needs. Despite the fundamental differences between these concepts, they nevertheless have something in common at their core, which reflects a certain commonality in the motivation of a person to act.

The process of motivation is revealed in theories that try to explain why people are ready to carry out certain actions, spending more or less effort. Expectancy theory, goal setting theory, equality theory, and participatory management theory, explaining how people should be influenced in order to encourage them to perform effectively, give managers the key to building an effective system of motivating people.

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