# DIALECTICAL APPROACH TO THE CONCEPT OF DESIGN

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**Abstract:** New qualitative changes in the social, cultural, economic and political spheres have shown that the theoretical capabilities of classical management are insufficient. It was based on the predominance of technocratic approaches and the growth of material factors. This required updating the methodological tools of management theory, the formation of a conceptual framework for a new, innovative management that uses integrated and systematic approaches to managing "human resources" in relation to the strategic goals of organizations.

**Keywords:** human, management, organization, development, system, methods, design, innovations

Based on the principles of a systematic approach to the formation of a new, innovative management concept, the "school of human relations" (M. Follet, A. Maslou, E. Mayo, W. Murphy), the "school of behavioral approach" (G. Simon, D. Smithberger, W. Thompson, D. Iston), "school of human resource management" (J. Douglas, E. Schein, M. Bir), structural-functional analysis (T. Parsons, G. Almond, D. Iston) [1] representatives made significant contributions. Gradually, the need for formation and design of the management training system is realized. This process should be considered in the framework of interfunctional coordination where the issues and methods of skills and skill development, improvement of organization and modes of work should be skillfully integrated into technologies for the creation of new products and services.

From the point of view of a dialectical approach, it is necessary to define the mechanism of management of leadership training, which gives an idea of the dynamics of actions of the subjects of innovation management, as well as the main trends in the development of the management training system. The management mechanism of management training is a unique complex of interdependent managerial actions of the subject. The purpose of the actions directed according to the established algorithm is to effectively provide design functions.

The design concept developed by D. Dixon [2] is based on the understanding of engineering as a unit of inventive, engineering analysis, and decision-making mechanisms. If invention has a peculiar psychological character, in which intuitive penetration into the essence of the object plays a major role,

then the type of rational cognition predominates in the design. Designing involves the following sequence of stages: definition of the problem, understanding of the goal, selection of methods for solving the problem; formation of project idea; analyze it with engineering tools; clarification of solution options; production stage; and, in the final stage, distribution, sales and use of products. This approach to design can be described as classical. In our opinion, its technical character and instrument orientation do not take into account the psychological aspects of the designer's activities, personal qualities and personal characteristics of the subject of management.

P.I. Balabanov's [3] point of view can be considered a structural approach, since in his concept the design scheme shows a two-level structure:

- at the first level, "conceptual design" creates new effective ideas;

- At the second level, "perceptual design" economic analysis, graphical representation of schemes, organizational and experimental activities are carried out.

According to this position, creative character is inherent only in conceptual activities related to the production of ideas. Practical activities (implementation of design results) can also be considered creative if as a result a new quality of management, new relationships, new connections.

The development of a structural direction is the concept of A.A. Tyukov. He believes that design is done through the following key methods: prototype-based design; design of the whole from the structural elements; "I know how" type design (creating something completely new); scenario-based design of human life activity.

In the process of developing an algorithmic conceptual approach, V.A. Slastenin and L.S. Podymova [4] presented the design as a sequential action of the designer's activity. From their point of view, person-centered processing of existing educational projects is exchanging with an analysis of their capacity to create or master innovation. Goals and general conceptual approaches to the application of the innovations are then formulated, as well as a forecast of the means by which the goals will be achieved. The next step comes the creation of a set of ideas, the development of a conceptual framework and standards of experimental work, the implementation of innovative actions. The process culminates in the innovativeness and correction, the evaluation of the results, and the subject's self-realization reflex. The algorithm for designing the education system, according to the research of B.S. Lazarev and M.M. Potashnik, [5] consists of the following stages: problem analysis of the current situation –

formation of the concept of the future system – development of a strategy of the main directions and objectives of the transition to a new system – goal setting – drawing up an action plan – examination of the program for the development of the educational institution. General theoretical developments are naturally associated with significant changes and additions in practical application.

It is important to note that even before the authors of the synergistic approach, these ideas were put forward by scientists in various forms. For example, in the novel "Tectology. General Organizational Science", K. Popper's "Open Society and Its Enemies", M. Foucault's ideas of discursive practices, as well as liberal philosophers and economists Alexis de Tocqueville, Guy Sorman and Friedrich

Hayek's concepts of "extended order of civilization" or "involuntary order." In fact, F. Hayek's "involuntary order" is very similar to I. Prigozhin's "structural disciplinary"; "Any evolution is a continuous process of adapting to random conditions, to unpredictable events. Evolution can only show how corrective methods evolve in complex structures that lead to new evolutionary changes, but in terms of their nature, they are unpredictable."

The most important aspect in F. Hayek's vision, in our opinion, is his idea that it is only within the framework of "structured prediction" for complex phenomena. These are a range of future changes, but due to non-linearity, it is impossible to predict them accurately. The synergistic design approach requires looking at the world not as a museum, but as an evolution that destroys old structures and creates new ones. In the traditional view, the movement of time is regarded as an "accumulator," and even though some parts are broken, the rest of them evoke the hope of a return to wholeness. But in the face of irreversibility, the society will be in the process of constantly designing and building its new state. This shows the future as a probability, not something given as a one-off. If the main problem of the 20th century is a question of integrity, in the 21st century it is becoming a problem of stability. Synergy itself – the theory of self-organization based on corporate behavior of nonlinear processes in open dynamical systems – is a universal theory.

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