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**ECONOMY AND EDUCATION OF
UKRAINE: ON THE ROAD TO EU**

**Edited by
Igor Britchenko**

Authors:

Britchenko Igor, Cherniavskaya Tatyana, Domyshche – Medyanik Alla,
Gavrylko Petro, Halynska Yuliia, Klyap Mykhailo, Malyk Andriana,
Pidlypna Radmila, Pidlypnyi Yuriy, Plysyuk Tatyana, Saienko Vladimir,
Stoika Viktoria, Stopochkin Artem, Sytnik Bogdan, Sytnik Inessa,
Voloshenko Serhii, Zablodskaya Inna, Vasylykha Natalia

Reviewers:

Vasil Miklovda - Dr. of Economic Sciences, professor, Co-member of the
National Academy of Sciences, Head of the Department of Economics of
Enterprise of Uzhgorod National University

Dariusz Woźniak - dr., Dziekan Wydziału Nauk Społecznych i
Informatyki WSB-NLU

Sergei Smerichevskyi - Dr. of Economic Sciences, professor, Head of
the Department of Marketing of National Aviation University

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PHYSICAL ABILITY OF THE INDIVIDUAL AS A NEEDED MARKET FACTOR IN THE EUROPEAN UNION

***Volodymyr Saienko,
Igor Britchenko***

According to the criterion of physical ability any state considers a person as a source of wealth and economic growth, industry and economic sector – as a personification of productive power and profit, and business – as a resource for productive activities and super income. Such a perception of an individual implies the existence of his three constituents, namely: the function of movement, the means of exchange activity, and, finally, the complex of motives to join the interaction environment and the development environment. These constituents also define the motion trajectory of an individual who is involved in the reproductive process, and the result of such a movement expected by the society. At all stages of movement of an individual there are different environments which have leading value for him, such as education, family growth and bringing up, physical training and sport, communication and interaction which develop desire for learning, curiosity, inquisitiveness and other qualities. To trace the emergence of an individual as the product of bringing up, education, and activities, we have to examine the overall situation and the target system environment, which contributes to the development of physical abilities. The systems of physical education and development of physical abilities take the leading part in this environment; more and more people in post industrial society of our planet pay attention to these issues. However, many of the conceptual basics and the position of the perception of these systems and their significance for the individual, who has his own spiritual and cultural values, their role in providing vital activities are not studied enough yet. For example, a person's entering into the environment of sports activities, which is based on his physical abilities, at any age transfers him into a group of factors of productive forces of the society and an individual becomes a business object.

The transformations in the world are fulfilled by human efforts by driving into a motion the complex of personal spiritual, intellectual and physical qualities and abilities that fill the model of motion «an individual – nature – activity object». The movement in this model materializes the interaction of natural and artificial structures, systems, and energy, and as a result provides goods and benefits. This movement brings the person to the

level of a substance of a leader, ruler, producer or creator. At the concurrence of objective circumstances, an individual becomes a physical medium of productive forces of the society. The sought-for physical productive power is enhanced by features and usefulness of a number of materialized labor factors such as forms of industrial relations, scientific and technological progress and industrialization, regulation and control systems, etc., which are systematized, created and involved in activity environment, yet again by human will, intelligence and physical abilities. Such combination, according to (Брітченко, 2010), generally forms a set of personal and material factors, which are always brought into a motion by the person with the ability to work. All in all, such an interaction movement results in providing the fulfillment of all personal and social needs. In order to retain the function of the driving force (in the economy environment it is also the productive force of the society), an individual needs to continually and purposefully develop his personal physical and mental abilities. Taking into consideration the above-mentioned, the subject of the research of this article is the condition of development of the physical abilities.

To be involved in the processes of labor and exchange activities consciously and in a professional manner, the physical ability should be developed to the standard level of perfection. This is the first requirement for an individual that allows you to begin the organization of quality interaction, and it is a standard, material, and objectively existing reality. The second quality of interaction is connected with the fact that the development of man, whatever it may be – general, physical or mental – is caused by objective and qualitative content of the habitat that is by specifically outlined processes that surround a person, are perceived and reproduced by an individual in the environment of household and industrial activity. The environment of productive activities dominates regarding family environment and motivates a person's ability to work «in the outer environment, in objectively existing space and time» (Леонтьев, 1975, p. 59) and consumes it according to the model «the influence on the receptor systems of the individual → the appearance of the response objective and subjective phenomena which are caused by this influence» (Леонтьев, 1975, p. 75). Connecting an individual with material activity the researcher (Леонтьев, 1975, p. 77) introduces into circulation «the idea of «cultural determination» of the phenomena in the society and in the behavior of the individuals», he primarily uses the trinomial formula of human behavior suggested by L. White: «human body × cultural stimuli → behavior». The provisions of this formula are the starting point for the construction of the scheme of the development of human abilities because they allow to involve the mechanisms of the development of many events that

have a probabilistic nature, and also they allow to take into account both linear and non-linear effects of the action.

The development of human physical ability comes to the fore because of the objective reasons which require to: a) ensure the physiological and carrier bases of organism and b) to protect an individual from external attacks and preserve life in the physical sense. There are also other reasons but two above mentioned are the main.

A lot of characteristics and conditions, factors and dominants and later instruments, motives and reasons determine an individual's development from childhood to old age in the trajectory of physical development and improvement orienting on short term or long term life and professional plans and aspirations. Having joined cultural and ethical qualities of a human, social and economic conditions and life factors, psychological and pedagogical methods and approaches to the development, anthropological and physiological dominants and approval tools, medical and biological motives and life-support causes into scientific and methodical groups, we can define the needed set of characteristics which include moral, mental, and physical groups of an individual's qualities. These groups of personality traits become valuable and needed in the case when they are formed and introduced depending on the selected kind of activity in which the person intends to enter. An individual may enter this environment from two positions of movement: 1) at the stage of training and physical development being influenced by the environment motion and imitating it, and 2) being already adult, educated, and physically developed, consciously selecting activities. It means that on the way of education, development and choosing the kind of activity an individual is a) at the same time involved into social and entertaining activities, sportive and competitive activities, socially useful activity, and if the activity is appropriate, b) an individual starts motion on the way of self-sufficiency and becomes the personification of relations. Further, with the entry in the working age an individual c) enters the rights of a citizen and, having experience and skills, tries to effectively use time and abilities. This means that when an individual reaches adulthood he is considered 1) to have rights and 2) to be fit for work and that is why he is completely involved into activity; nevertheless an individual should develop and improve physical abilities furthermore because the provisions of scientific and technological progress introduce new, more difficult and changeable requirements to the worker's physical abilities.

All the above mentioned describes theoretical provisions which allow us to formulate the methodological basics of the research. The methodological approach can be represented as a block scheme of interaction between an individual and environment (Fig. 1).

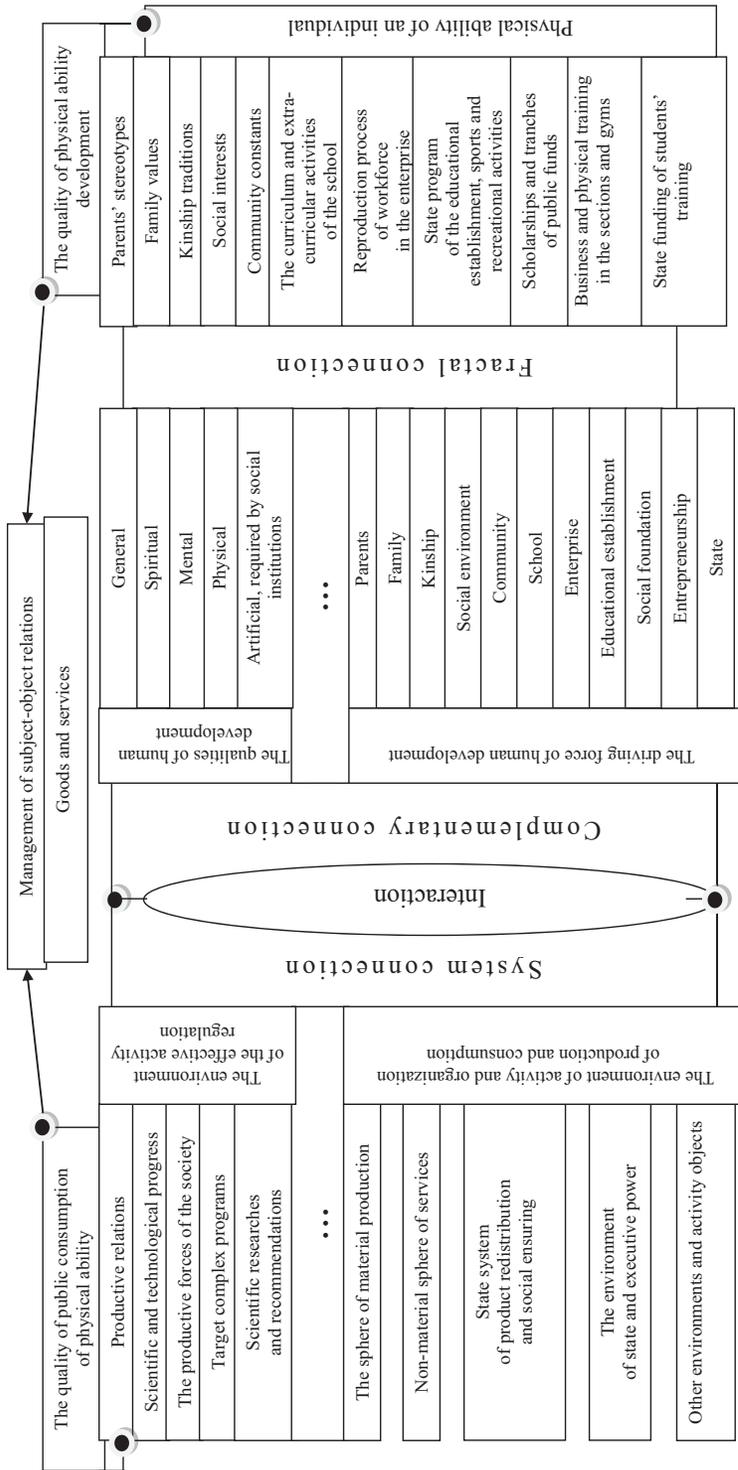


Fig. 1. The block scheme of interaction between an individual and environment

Classification indicators include a variety of factors, namely: the person himself, his age and experience, the potential possibilities of the family and kinship, educational system, the spiritual environment and enterprises within the territory. Moreover, these factors necessarily include wealth, interests, climate and political situation in the state. Such an approach allows defining the scheme of the physical development of an individual and the consecutive improvement of general abilities. To stimulate and impel an individual to action the society should 1) have the effective system of physical training and development; 2) have the access to the multi-branch educational and bringing-up system in the state; 3) have the ability to choose the kind of physical training and type of activity; 4) have the proper inner culture of a personality which provides complex control over individual's development and motions, life events and results. We need to consider these conditions further.

In European countries the above-mentioned combination of elements operates, and the problem is only in its completion with outside systems of development which belong to the most efficient categories; they allow expanding the range of choices and supplementing the available categories on the complementary basis.

The meaning of the term «complementary» can be explained more exactly in the descriptive way. So, in philosophy we call «complementary» different or even opposing in their methodological basis concepts, models, theories and perspectives that reflect different views regarding reality, as well as those that work together to create a more complete picture than either of them alone; in economic theory the term designates laws and rules, for example, a change in demand for one commodity creates correlative changes in the demand for the other commodities in the same sphere; in economic theory we call «complementary» goods and services which consists of some constituents, two or more, and they have consumer value as a complete set, complement each other are used synchronously; in complementary medicine there is a combination of non-drug and non-surgical methods of treatment which include aromatherapy, massage, bioenergetics practices and so on.

There are also complementary kinds of sports; martial arts and combat sports make the most representative group among them. The list of the most efficient systems of physical development, muscles training and body strengthening, which are wide-spread in many countries of the world and complement each other, includes 142 kinds of martial arts and combat sports. The most popular of them are the following (Саєнко, 2012): aikido, viet-vo-dao, jiu-jitsu, jeet-kun-do, judo, karate, kung fu, taekwondo, wushu, hapkido. Each country cultivates the national martial art for military servicemen and the types of combat sports, health and fitness systems for the population and individual athletes. These martial arts and sports actually are the schemes of

physical development and health promotion; they are helpful not only in sports but also in social and professional activities. The above-mentioned represents the activity of the development of physical abilities as a separate sector of the economy which is provided by classification indicators in most economies of the European countries.

A factor of «physical culture» is a fundamental parameter of the development of individual's physical abilities which provides the proper motion of the person on the path of knowledge. The content of this factor is filled with data of different branches of human knowledge which have cognitive character. Among them there are three branches which systematize our knowledge on the empiric level – archeology, ethnography and social studies, the other two – philosophy and cultural studies – make researches and give base for conceptual and educational connections, relations and actions. There is also an influence of a number of other sciences, but finding the essence of culture, cultural identity, physical training of the person even with the tools of the above-mentioned five sciences gives the incredible number of their definitions. There is a wide totality of indicators but primarily we can single out the following indicators: a) culture is the phenomenon of the objectively existing reality; b) culture is the integral system which includes things, norms, values, symbolic forms as well as processes; c) culture is a functional mechanism which is aimed at changing both outer environment and inner nature of an individual; d) culture is a functional environment which is directly connected with the social activities of the human society; e) culture is a socially recognized means of traditional and innovative life support system; f) culture is a formal way of organizing communication.

Guided by a set of definitions, the concept of culture in this study is limited by the usefulness of human society structure, where moral and physical perfection of an individual occupies a leading place. Science in this regard developed approaches that are positively perceived by the society and expect their application on the basis that culture:

1) covers vital activity within the separate area, and then it actually resembles a subculture because it correlates with the reproductive economic subsystem;

2) describes any separately taken side of public life, and in fact is its characteristic, because at its core culture is the object of the social subsystem development;

3) penetrates the societies similarly to other areas of knowledge, in fact, culture is implicitly present in all social and economic spheres and objects, for at its core it is the kind of exchange activities.

Guided by this essence, it looks rational to appeal to the following methodological position: according to the criteria of utility and similarity the

second and third approaches can be combined because social subsystems, in which culture is incorporated, are distinguished by analytical systemic evidence, complementary and fractal indicators. But none of the subsystems exists in the reality as an integral whole and there is no approach yet to perceive or reflect them. It is known that according to the dialectical method of interaction all these subsystems are interconnected and present in one another.

Depending on the elements and parameters, filling the culture system, attention should be paid to the subjective direction, which is comparing with the other three – the substantial, institutional and procedural (Саєнко, 2011, p. 12) the most fully reflects the content. The motive for paying attention to the subjective direction is that it involves the study of a person from many sides: as a creator, as a consumer of culture, and as a bearer of interests, attitudes, motives and values. In addition, this area is a component of the system of administrative and volitional regulation of social and group relations. For this reason, the substantial, institutional and procedural directions are excluded from this research as not sufficiently informative, and the subjective direction is discussed in more detail.

We should also primarily pay attention to the fact that «physical culture of a personality» may have a wide range of content, because from childhood it is filled with concepts «motion», «spiritual values», «social and cultural activity» and other analogical notions in different spheres of interaction with the environment: in the family they are parents, brothers and sisters, other relatives; at school – teachers and educators; in the sport club – coaches, instructors and older members. These concepts are linked, but they make the integrity of the content after entering the environment of social and economic activity and appearance of the interest to the strength and abilities of the person. In such an environment we may observe the developed behavioral traits. Here we have to give some intermediate clarification. Such a task is assigned here for the reason that one or another concept alternately pushes a person to act, to the implementation of some of his abilities in real behavioral environment.

In the result cultural activity of the integrity content is primarily associated with the cultural environment that is with an intermediary link which is located between the components of the society culture and personal culture. According to Fig. 1, such an environment is a stable set of elements with which an individual interacts, becomes a cultural and professional. Parents, family, kinship, community, social sector, social class, society, and state have their own positions in this environment. The last two elements – the state and the society – legalize the legislative framework of interaction

and make the most significant impact on human culture through the structure of the regulated cultural, industrial and social activities.

The cultural environment is perceived by a number of characteristics. This research includes a cultural phenomenon as an essential characteristic that allows us to reproduce events, phenomena or their general outlines, exercise differentiation and ordering of events on the basis of their indicators and characteristic manifestations, and then to report the registered changes. The above-mentioned becomes clear when the culture is viewed as a collection of interacting subcultures, including the one can be always represented as dominant and a variety of marginal subcultures. Among these subcultures there are the branches which are in the process of strengthening.

Subculture in the strengthening stage is usually in the acute interaction with the host environment, and at this time it is considered as the counterculture. We pay attention to such a motive here for the reason that the studied in this research object – the system of martial arts (system of Oriental martial arts and combat sports proper) – also conventionally belongs to countercultures. In the western countries a lot of such martial systems have just started the trajectory of movement and strengthening; those which have been existing for a long time right now are in the transitional process and stage, their position is also considered as unstable. In the Oriental states martial arts are developed in families everywhere, while in western countries such interest of the families to the martial arts is not observed; it means that the family and clan support and development factors are present on the introduced basis. There are the benefits of such promotion because the family has the qualities of a small social group, it is based on the marriage connections, blood relations, kinship responsibilities, family members are also connected on the territory basis, by common property and everyday life, mutual aid and mutual morality.

We should also pay attention to the fact that the behavioral forms and relations in any territory are based on mutual influence of 1) personal and specific powers; 2) group's inner powers and 3) consistency in the education and training systems. These education and training systems have social functions and on the state level provide:

- a) preservation and transfer of knowledge from generation to generation;
- b) the formation of the working and professional level of the population;
- c) transformation of the social structure of the society and local communities.

It means that an individual must enter into the public space as a full-fledged personality with appropriate mental and physical properties and set in motion there a number of personal factors of self-sufficiency. During the

process of physical development in the family and at school, socialization in the society and in the productive relations he should realize the value of the physiological and spiritual life and be guided by a set of factors, which since the days of childhood influenced the education and training for the future activity and the present reality allow for fruitful activity. These factors are the following:

1) subjective factor which includes the traits of character of the process participants, information and knowledge are transferred with the help of this factor;

2) objective factor which includes content and quality of values, skills, traditions transferred from generation to generation;

3) procedural factor which includes different means selected for organizing, setting and execution of the action or socially useful activity;

4) institutional factor which includes requirements, standards and commitments of the government and social institutions of governance developed with the aim to personalize interaction;

5) situational and historic factor which includes benefits, materialized labor and other resource capabilities of the historical developed society, which are assessed on the content of the agreements, codes and arrangements.

According to this integrity which involves five factors, as it follows from the induced list, we form the emotional and evaluative nature of the perception of information, moral and ethical attitudes, and re-evaluation of the family, society and state orientations. There are two constituents which have their place in this integrity, namely: a) family control of getting an individual ready for independent activity and b) education. Their content's value is determined by the settings of the state, and the emotional value – by the procedure adopted in the family and inner circle as the requirements for the intellectual development of an individual as well as the requirements for his physical qualities. So far as both constituents of the interaction are important they both should be analyzed in the integrity of thought and purpose.

The state's attitude to the problem of the general physical education and human development is totally realized through the education system. It should be noted that the system adapts to certain characteristics inherent in the function of physical education and human development. These features are based on the differences that are connected with the age characteristics of the individual, social and economic, psychological and pedagogical, medical and biological causes of the formation of human behavior, but otherwise the system gives the citizens of the state equal rights of exercise physical training. The state can only hope that the person in training at the right time will go into productive activity system, will take a proactive approach, will mobilize

himself and make all the necessary efforts for this purpose, i.e., will master the sciences, will receive the necessary skills and will be ready for a free orientation in everyday life and the public space. On this basis, he will turn into a full-fledged personality, a fractal unit. We involve into the analysis the opinions of the analysts (Воробьев, 2006; Кочеткова, 2003; Кочеткова, 2006; Толчева, 2006), who warn of a strategic risk for that nation, where the youth ignore the acquisition of knowledge from the professional training. Thus, in the states of the former USSR negative role is played by the economic and law higher educational establishments, which, despite the fact that the employment resource in the enterprises for their graduates is exhausted, still continue filling classrooms with students who, in turn, respond to it with the lack of desire to study the sciences. These students could become fractal in the post-graduate period, but still they do not take efforts to catch-up with the situation.

The passive attitude, in addition, and mainly due to the lack of funds, is taken by the family environment of training people to work. Although it is the subject of the order in the family that is known in advance and is usually conservative. Moreover, in the period of change such order poorly orients in the situation. Therefore, at this moment the sense of the critical assessment of the situation and actions again shifts to the physical education component of getting an individual ready to life activities. In this combination sport and physical education take their separate place; in the environment of a market economy they have limited target funding in most countries. Let us consider the features that are associated with the perception of the essence of human and his environment in the totality of the mentioned constituents.

Each state and each nation pays attention to the issues of nation's peculiarities, the meaning of human life, the environment and needs for the development, means of the disclosure of personal qualities in the society, because any state manifests strong interest to the circumstances and conditions that allow a human being to stand out from among the animals. This issue is the subject of philosophical reflections and thoughts, pragmatic conclusions and decisions; this connection of thoughts allows developing the concept of movement, to adapt to the most popular and mass areas of the organization of the population employment and meeting its needs. Thus, according to the anthropological doctrine two general tendencies of understanding human nature were formed – the idealistic and the naturalistic ones, which are the product of the ancient philosophy. But, in spite of the centuries-long knowledge, the essence and mystery of man is not discovered yet. For example, philosophical approaches (Аргайл, 2003; Гуревич, 2001; Севиндж, 2010) defend the conclusion that human nature on the subject of self-similarity is manifested in a variety of capacities, such as humanity,

kindness, intelligence, ability to love, and the like. It means that such reasoning «in general» does not explain a particular element of the maintenance of life and its security – it is believed that the soul is immortal and will find refuge in reality objects. As a rule, when particular sciences consider a human being from «outside» they have to understand his connections with nature (space), society, God and with himself; the understanding of the human nature from the «inside» is associated with the enrichment of the energy of his bodily and emotional, moral and spiritual existence. Despite the variety of opinions given in (Апанасенко, 1992; Орлова, 2009; Саєнко, 2014, Сафронов, 2008) about the production of matter and energy, these opinions do not explain what is needed to fulfill this purpose. Arguments about the motives of fragmentation, likeness, similarity, imperfection, etc., are conducted only within the limits of the integrity. According to the purpose of this research, the study of an individual is made in the interrelated environment model «human – human», even rather in the environment «human –management – physical development of an individual»; that is why most of these provisions have a limited manifestation. It means that this research becomes useful in case it is close to the reality and has a certain degree of concreteness.

Let us consider the methods of reflection of such a property as «concreteness». There are two of them: 1) idealistic, which absolutizes the spiritual principle in human being, and 2) naturalistic, which pays a paramount importance to a human being with his natural and biological features (Кальной, 2002). These methods combine the dual nature of soul and body, inner and outer factors which define the essence of a human being, form the way of thinking and peculiar experience of a personality which is transferred from generation to generation. These issues include both common and different features.

According to the idealistic method, the ancient Indian civilization (Сафронов, 2008) paid attention to the two positions: 1) soul, which is eternal and immortal substance, and at the same time 2) body, which is only soul's outer shell. A man is in a constant flow of earthly incarnations, during which the soul receives a shell, which a human deserves due to his actions in a previous life. When the soul interrupts the connection with the world, it is released then.

According to the naturalistic method, human beings make a try to realize the world around, namely: a) living and inanimate nature; b) space; c) to understand the human being himself. This makes it possible for the human beings to differentiate the nature of a habitat, gradually separating themselves from it. It is due to the fact that people began to perceive flora and fauna as something different and counter standing to them; they have demonstrated the

formation of abilities for understanding the reality. Having formed the ability to comprehend, the human being began to philosophize about this, that is, to draw conclusions, create opinions and put forward ideas about the essence of the environment. There is a row of opinions (Алексеев, Панин, 2005; Ильин, 2006; Нижников, 2013), according to which antique philosophy considered a human being as a part of nature and Universe (Heraclitus), or as an essence which appeared from the objective existence of eternal ideas (Plato), or as something self-sufficient and basic (Protagoras). This ensured the development of the person primarily on systemic conditions of spirituality. Consistency as a form of interaction, in this study is also perceived as a form of scientific knowledge, which is based on the consideration of the object as a system: a) a comprehensive set of interrelated elements and b) a plurality of interacting objects with an agreed set of entities and their relationships (Блауберг, Садовским, Юдин, 1978; Таратута, Шорохов, 1985; Холл, Фейджин, 1969).

Modern philosophy considers an individual and develops the theory of integral and valuable spiritual man on two conditions – complementarity and materiality. Complementarity is understood in the research as the methodology of interaction on the complementary basis. It combines together the ontological, epistemological, social and humanistic human problems: «In the system of different connections a human being is considered as a living natural creature. He has plasticity, bears the traces of biogenetic and cultural evolution, as the philosophers say, ... human nature is susceptible to endless transformations, its internal stable nucleus can be split, broken, and the primary nature can be transformed in accordance with a given program» (Фролов, Буева, Григорьян, 1991). Such generalization confirms the nature of modern thought and its foundation.

Not overloading the research with further interpretations of human nature which are present in the works of other scholars, here we want to express the opinion that the interest and variety of scientific approaches to the study of the essence of human social development is caused by many human phenomena. A human being is represented as a «kind» *Homo sapiens*, and as an «individual», and as «mankind», and as a «subject» in his surrounding, and as «individuality», and as a «personality». Communications are established between these entities in the environment of material production, where a person is trained as a worker and skillfully operates in it. The environment there belongs to the causal, structural and functional classes or other dependencies which unite the society and the nature emotionally. In order to take a stable position in this environment it is required initially to solve the problem of occurrence on the basis of the following ancient teachings which

include: 1) search, 2) decision and 3) overcoming. We have to explain their meanings.

1. *Search* of ways to build a harmonious relationship between nature and man as an active subject, when the spiritual and behavioral patterns of life are embodied in the selected ideal of the individual. Then, the inner content of the essence of the movement areas of the natural environment and human existence receives the external aesthetic and sensory reflection in the character traits of the individual. The society and nature are represented as «home – family» or as «space – state», which co-exist according to the laws of natural and human «reciprocity» and «systemacy», «justice» and «duty», «respect» and «love», «older» and «younger», which are united together by «ritual» and «etiquette»;

2. The *decision* of the problem of an individual with the orientation to the natural examples has stable movement when a human being as the natural «essence» becomes the ideal of the society development. In this case the essence of human life is structured in harmony with live (natural) rhythms of the nature. The connections which bring to the decision making are always innovative;

3. The *overcoming* of contradictions is possible when we combine the possibilities of the first and second vectors of movement. Then the idea of a public entity of development is formed, in fact, in the mind of the person. Its essence is to harmonize the natural and social rhythms, material and spiritual balancing of space and nature. Natural and human harmony of senses and thoughts becomes the law of life.

If we complement this perception of reality with the peculiarities of social and economic processes and the physical essence of human development, which is associated with the idea of materialistic basis of life and livelihood, they can also be included in the study. It remains to justify the rules of behavior and the relationships between people on the conditions of the scientific development of a human being as a natural subject. A human being is under natural pressure, but at the same time and is able to resist, because fits into the universe as a creator. Forming a unity, a human being takes in the universe an own unique place, because he has a proper social status and fractal properties. As we used the notion «fractal» above, now, when we develop this idea, we have to give proper explanations.

The studied property is connected with the notion «fractal» (from Latin «fractus» – fractional, separate), which was introduced by B. Mandelbrot (Мандельброт, 2004; Мандельброт, Хадсон, 2006). He was able to penetrate into the deeper processes of scientific communication and proposed a method of scientific descriptions of objects that appear asymmetrical, unconventional, sketchy, angular and fractured. In these objects his attention

was drawn to the following properties: the contours, the surfaces and volumes of the surrounding objects in reality are not smooth, they are rough and far from perfect, as it is common to perceive them. He suggested taking them as they exist in real life and to consider them in details according to the criterion of non-idealness. That is, at a closer and a more detailed examination these objects equally manifest themselves as irregular and rough, filled with a plurality of pores and holes, cracks and scratches of bizarre form and, finally, they are covered with a layer of bumps and wrinkles. Using for the formalization the mathematical apparatus, B. Mandelbrot introduced a quantitative measure of the «non-idealness of objects», which is based on the description of the contour tortuosity, surface wrinkles, fracturing of the material and the volume porosity. It means that if we use the theory of B. Mandelbrot the fractal property provides a suitable quantitative measure of the object's non-idealness that is why we introduce it into the research because the status of an individual is dependent on a number of spiritual, moral, ethical, professional, intellectual and physical qualities which are located on the numerical values axis sketchy and fragmentary; they are received from entities with different cultures. These sets of qualities, in turn, consist of the subsets, which also have differences, different origin and their own sources. Among them we can mention:

A. Spiritual qualities of a human being. They are based on the richness of the education of a personality who has developed a speed and wide range of the thoughts, force of feelings and beliefs, a broad common vision, embracing science and technology horizons, high culture of feelings, and became a fractal one. Such personality concentrates the ideals of justice, noble and exalted perception of the reality and scientific bases to thinking and creation, understanding of the origin of the phenomena and processes. Spiritual qualities allow an individual to be harmonically developed.

B. Moral qualities of a human being. They are produced on the basis of the formation of a number of artificially invented qualities, including duty, responsibility, humanity, justice, honor, and nobility in individual's attitude to the society, motherland, and people around him. These universal moral values have been and remain the main measure of individual's dignity. They allow an individual to be understood and to receive the sympathy with the surrounding people.

C. Ethical qualities of a human being. Different states, social environments and organizations have different ethical values which fact makes it difficult to formulate a single approach to their classification. Nevertheless we should explain some key points. In this research it is sufficient to adhere to the position that their implementation allows a person to provide a safe and comfortable life in the organization of civil society on

the condition of compliance with a number of standards with which he should co-exist. According to this approach in our physical development we should move «from ignorance to knowledge», and further «from knowledge – to the virtue, to the ideal man and respectable relations» between people where peace, state, society, subculture, family, a human being, justice, equality etc., are the leading values. Public life is formed by the state, which is the highest form of the establishment of communication between people, and, due to its harmony, all other forms of human relations reach perfection and completeness. The origin of thoughts is associated with the fact that nature has endowed the human with intellectual, moral and physical strength, each of them can be used for good and for evil. According to the philosophy of the 19th century (Hegel, Kant, Fichte) the spiritual foundation in a human being is structured rationally (Hegel), or morally (Kant) because a human being is always a holistic biological creature, which applies to the natural world, and to the moral sphere and the freedom in the community (Fichte). Only a man as a thinking being defines with his mind the purpose and plan of action; he could be an ideal of beauty, a model of perfection and be the subject of the solutions of modern problems. It means that a human being –Homo Faber – is skillful and can create. The last thought connects him with 1) the environment, 2) production of tools and 3) self-education. It also means the development of an individual's body.

D. Professional qualities of a human being. They are characterized by the most direct connection with the number of the operation parameters, a set of leading professionally important qualities and which significantly correlate with the parameters of activity. There is no need to define their structure here but we should consider the professional orientation of an individual because the object of the research (oriental martial arts) and the method of the research (management of organizations and innovational management of processes) indicate that an athlete may finish his sport career at a relatively early age and he will have to decide the problems of employment. Secondly, the sphere of physical culture and sport gives him a lot of knowledge, skills and abilities which should be considered, systematized, improved and specifically develop regarding the future.

E. Intellectual qualities of a human being. They are connected with individual's ability to mobilize the process of materialization of the psyche, motility of natural sensitivity and the sense of the reflected in the brain object or phenomena in brain structure which are held by consciousness. In this research, understanding of the nature of this kind is sufficient to successfully solve the problem and to develop scientific advice.

F. Physical qualities of a human being. They are defined as a type of human abilities, based on the mental, physiological and morphological

characteristics of the organism that allow it to perform the movements, activities and exercises, operations, and work-related physical activity. We can single out some physical qualities: rapidity, endurance, flexibility, agility, power, strength, speed. The process of physical development is associated with the physical characteristics of man, endowed originally by nature. They are systemically perceived as inclinations and predisposition to work and physical development, and they are specifically developed by the exercises. There is no other way of the physical development for a human being.

Thus, initially important for the man and his environment in all public media are the two groups of human qualities – mental and physical, and all the others – spiritual, ideological, psychological, moral – are a group of acquired qualities or derivatives, special restrictions and requirements artificially put forward in the society and the state.

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