

Phenomena of the Mind Related to Human Perception and Representations

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Abstract

Current scientific intelligence represents a compilation of research findings and the outcomes of practical experiments conducted by Academician Maltsev between 2022 and 2023. The primary objective is to delve into the underlying causes and essence of phenomena of the mind that play a pivotal role in determining the effectiveness of one's efforts towards achieving meaningful outcomes and professional development.

Within the research framework, the sport discipline under scrutiny is skeet shooting, selected for its capacity to serve as a high-quality arena for practical experimental models. This article is dedicated to exploring various facets of the human mind, particularly in relation to perception and its interpretation of phenomena, objects, subjects, events, and incidents. These processes directly influence the sequencing of result attainment and the overall quality of an individual's social realization. In the subsequent discussion, we will delve into the paramount role and significance of these mind phenomena in decision-making, training, and the practical application of existing skills and knowledge.

Keywords

mind, irrational nature, learning tactics, professional deformation, rooster, plateau, scope of mastery, school, school philosophy

Introduction or “Other Things Being Equal”

Have you ever encountered an individual who, in their right and rational state of mind, would willingly offer their body for a lifetime to be controlled by other minds, all in exchange for a carefree and well-provided life? It is quite probable that such individuals exist, although they may not openly admit to it.

When people assume their social roles and strive for societal approval, the vast majority will assert their unwillingness to become slaves, and they will do so emphatically. However,

to break free from the mental captivity of slave-like thinking, one must first learn to master their own mind. As soon as the challenge of management arises, the responsibility expands to include the need to organize other minds: subordinates, clients, business partners — essentially, everyone who has a stake in the final outcome or a share of the rewards. Numerous scientific works currently focus on the field of management (Jachimowicz & Weisman, 2022; Kim et al., 2021; Noda, 2020; Redmond & Sharafizad, 2020; Trzeciak & Banasik, 2022). Therefore, if a person has no intentions of creating masterpieces, becoming a champion, nurturing a garden city, or managing a successful business company in the manner of a business ship, then they do not require the way of life of a manager or even a “master.” Such individuals would not necessitate subordinates or “slaves” either.

Nonetheless, in the 21st century, it has become customary for people to act in precisely the opposite manner. The image of the contemporary “supercompany director” is both comical and lamentable, as they often lose sight of why they embarked on their business quest in the first place. Moments of stark enlightenment often occur on the day when employee salaries are disbursed. As an experiment, one might try to envision what would transpire if, in a “slave-like” fashion, they were to outstretch their arms and say, “...I am sorry, I did not manage to earn enough for your wages; please return next month.” It is reasonable to assume that the fate of such a director would be less than enviable.

So, what course should those who are unwilling to follow either the path of slaves or the path of “masters” pursue? The answer is rather straightforward: *they should undergo a transformation in their thinking*. But how does one go about doing this? Desire alone or the stark necessity, as evidenced by the challenges of the 21st century, unfortunately, do not suffice. Rational observations and conclusions, as it turns out, do not fall within the category of triggers capable of magically altering a person’s way of life through mere mental command. Is it possible that our minds, the very embodiment of “ratio” in Latin, are fundamentally irrational?

In the context of this article, we propose an exploration of the concept of “known irrationality” within the realm of human nature’s mind functions, considered from a purely practical perspective.

Understanding the phenomena of the mind, pinpointing their origins and essence, and charting a course for meaningful outcomes and professional growth have become increasingly imperative in today’s dynamically changing world. To accomplish this, it is crucial to identify the root causes and fundamental nature of mind phenomena. Delving into the mind involves examining cognitive processes, psychological dimensions, and neurobiological factors that shape our thinking, decision-making, and problem-solving. It encompasses an analysis of both internal and external influences such as personal beliefs, educational background, cultural factors, and social dynamics. Additionally, it requires defining the ultimate goals and expected results one seeks to achieve through their efforts.

Recognizing the underlying causes and essence of mind phenomena is crucial for shaping the trajectory of your efforts towards meaningful results and professional development. This is especially pertinent to achieving your career objectives and discerning the competencies and skills essential for success in your chosen field. Strategic planning is imperative for goal attainment, necessitating constant evaluation and adjustment of your approach. A comprehensive perspective involves integrating psychological, cognitive, educational, and vocational approaches to harness your mind’s full potential. Additionally, developing skills to manage your own emotions and those of others contributes to enhanced interpersonal dynamics. Coping with stress is equally vital, given its direct impact on decision-making quality and overall effectiveness. In essence, cultivating a clear understanding of the importance of adapting skills and knowledge to a changing environment is fundamental to professional resilience and success.

The integration of teamwork skills development—encompassing effective communication, conflict management, and collaborative goal achievement—with regular self-reflection and

a commitment to continuous adaptation in the professional realm forms a comprehensive approach to mindfulness and professional growth. This approach ultimately leads to meaningful outcomes in one's chosen field. The mind serves to be aware of and analyze information from the environment. Reason, fulfilling the purpose of making informed decisions based on available data and experience, empowers us to take actionable steps towards our goals. By employing mind, we can analyze problems, discover optimal solutions, and overcome challenges. Ongoing learning and knowledge enhancement are essential for mind development, aiding adaptation to new situations, acquisition of new skills, and improvement of existing ones. Thus, the mind is instrumental in shaping thinking abilities to comprehend the world, achieve results, and continuously enhance skills.

Methodology

The methodology of studying mind phenomena, crucial for enhancing the quality of efforts towards meaningful results and professional development, requires effective implementation and the integration of methodological, theoretical, and technological concepts. The exploration of mind phenomena, aimed at optimizing professional growth, involves formulating a hypothesis to explain the causes and essence influencing professional development. We propose that a potential hypothesis could center around the relationship between emotional intelligence and success in the professional sphere. To validate this hypothesis, we specify data collection methods, such as analyzing samples of broken/unbroken skeet on the shooting range within the practice of the shooting discipline of skeet. These methods ensure the reliability and validity of the collected information, thus establishing trustworthy results.

The synthesis of various philosophical methods and the Agile methodology in exploring the causes and essence of mind phenomena plays a pivotal role in shaping the quality of efforts for meaningful results and professional development. This holistic approach facilitates a comprehensive understanding and effective implementation of educational strategies. Leveraging philosophical tools such as analysis and synthesis, interrelationship, abstraction, transition from the concrete to the abstract, and from the abstract to the concrete, along with historical and logical analysis, enabled the development of a coherent and holistic concept. This method allowed for the harmonization of diverse empirical data into a unified framework, providing a nuanced comprehension of the dynamic landscape in the contemporary understanding of the mind phenomena.

In the ever-changing landscape of education in the digital era, these philosophical methods serve as essential guides, steering our understanding and decision-making. Additionally, the Agile methodology has significantly enriched our endeavors to unravel the intricate phenomenon of the mind in the digital age. This methodology has proven invaluable in navigating the intricate domain of big data, a realm with the potential to predict and influence the course of distance education as a multifaceted social and cultural phenomenon. The application of the Agile methodology has facilitated a thorough examination of challenges related to big data, data mining, and the innovative possibilities presented by modern technologies.

The theoretical framework of exploring the fundamentals of the mind establishes the groundwork for enhancing individual professional training, theoretically justifying possibilities for ongoing human development and improvement. It provides a philosophical underpinning for educational foundations, encompassing general concepts of educational philosophy, philosophical laws, and the organizational structure of specialist training. This includes the structure of professional competence and readiness to apply professional competence in the practical activities of future specialists. The study reveals that the cognitive model of mind phenomena, specifically related to human perception and understanding, underscores the

significance of profound learning, a deep understanding of educational concepts, and the cultivation of values and culture.

A heuristic model of the mind and its perception is formulated to foster critical and reflexive thinking. Employing these steps in the research methodology establishes a comprehensive approach to uncovering the causes and essence of mind phenomena, along with identifying practical measures to enhance the quality of effort in professional activities. This research approach ensures the systematic organization of the process, validates the scientific integrity of the results, and contributes to the advancement of knowledge in the field of mind phenomena within a professional context. Systematizing problem-solving approaches aids in pinpointing specific techniques and strategies for addressing identified issues, optimizing professional development through an understanding of mind phenomena. Essential components for successfully applying research findings in practice include self-development and continuous learning.

Results

Games of the Mind and Games of Perception

Due to the mind's inherently nonlinear comprehension of the "must" category and its tendency to prioritize the "want" or "interest" categories, individuals, even when motivated and enthusiastic about pursuing new victories and achievements, often find themselves ensnared by a barrage of informational inputs. They become distracted by both trivial and potentially significant data.

It is also widely acknowledged that merely understanding how to do something is insufficient. The second crucial facet is the act itself — the execution. To illustrate, comprehending the theory behind breaking clays in skeet shooting is insufficient; one must possess the practical skill to actually aim and shoot, hitting the target. However, a significant obstacle presents itself here: an untrained body can be entirely uncooperative due to a lack of practice. Consider another example, executing a backflip. While one can theoretically grasp the mechanics of backflip the somersault and seek validation from experienced individuals, this does not guarantee a successful attempt. In practice, the body must still perform the backflip, and it is improbable that an untrained body will execute the mind's command to backflip flawlessly on the first try. Therefore, to conquer a challenging new task, it is imperative to actively engage one's body to condition it to function effectively in the required manner. Equally vital is the need to adapt when undertaking new activities, be it sport shooting, motorcycle riding, hunting, or business endeavors. The question naturally arises: "Adapt to what?" Different tasks necessitate distinct combinations of motor skills, and this adaptability within the human structure is facilitated by the **core component**.

Take, for instance, a scenario where an individual has resided in Los Angeles for numerous years, becoming accustomed to specific traffic rules and regulations for riding a motorcycle. Unforeseen circumstances may require a relocation to countries such as Ireland or Japan, both of which adhere to left-hand traffic regulations. Initially, the rider will likely experience confusion and perhaps a lack of orientation. They will need to readjust to the rules and nuances of riding a bike or driving a car, recalibrate their instincts for the opposite side of the road, and find their rhythm in the new environment.

Similarly, the habits and skills acquired by a journalist can present challenges when engaging in tasks from different domains. By force of habit, upon noticing an unusual event, a journalist may instinctively redirect their attention to it, momentarily neglecting their primary task. Indeed, a former journalist turned businessman tends to gravitate towards what

intrigues the journalist's curiosity and may unintentionally neglect aspects critical to the business endeavor. Consequently, prior to commencing any task, it is imperative to pre-emptively shift into a mindset that aligns with the specific context — a mental state characterized by the appropriate background, heightened sensory awareness coupled with focused attention, and a role suited to the task at hand, etc.

Nonetheless, there exists a group of individuals who resist the notion of transitioning between roles, refining their perceptual abilities, or approaching their own training methodically, despite their awareness of their own inefficacy. This category of people finds it more convenient to rationalize their setbacks and losses by claiming that they were overly ambitious (compared to others who set more modest goals), and that they were impeded by an array of extraordinary circumstances, inevitably leading to unproductive outcomes. **Human ingenuity is indeed proficient in conjuring numerous explanations for “why things did not work out.”**

As a counterpoint, envision an individual possessed of an unyielding and limitless determination, aiming to break all 100 clay targets without exception. In their world, everything revolves around clay; their thoughts are consumed by it, and the entire universe is comprised of clay that must be hit and broken. They remain undeterred by obstacles and external circumstances; it is as though they are afflicted with an obsession. This state of mind is termed temporary “professional deformation.” The compulsion to break each and every clay (or master any other skill, such as closing contracts) does not wane within a few days. Such an individual will go to great lengths to achieve the desired outcome.

Typically, when someone asserts that they desired a specific result but fell short, it implies that their desire did not evolve into a fervent state, or as it is colloquially expressed, a certain “schizoid” condition — a state where an individual cannot cease their practice; they continue relentlessly until they achieve proficiency in something previously unknown to them. For instance, when one endeavors to learn motorcycle riding, fencing, or entrepreneurship, *they must immerse themselves wholeheartedly and temporarily adopt a “zealous pursuit of victory.”*

It is as if these individuals possess an inner void that demands filling — teaching themselves to perform what was previously beyond their grasp. Consequently, they voraciously assimilate information, with the speed of acquiring new skills and processing data accelerating significantly. This state of **temporary professional deformation** fosters a high-quality learning experience. The person approaches their endeavors with enthusiasm and diligence, striving to comprehend the inner workings of the business, system, or pursuit that captivates them. Time elapses unnoticed as they immerse themselves in the process.

Consequently, achieving qualitative learning necessitates a commitment of a substantial amount of time. Furthermore, without entering a state of professional deformation, genuine learning remains elusive. When in such a state, a person possesses a clear, unambiguous understanding (requiring no explanation) of precisely what they need to train. It proves valuable, at the very least, to engage in self-examination and understand what personal adjustments are required to transition into this state of professional deformation. The more one comprehends the prerequisites, the more pronounced the “schizoid” state becomes.

In the age of a consumer society (Baudrillard, 1998) and abundance, the focus is on a person's qualitative indicators rather than quantitative ones. Therefore, during the training process aimed at acquiring new skills, and to subsequently distinguish oneself with a high level of proficiency and quality, one must not only engage in training but also effectively interact with peers and senior colleagues. This entails learning how to approach trainers, experts, and consultants and the critical skill of objectively evaluating received information. It is not uncommon for the authority of an expert to overshadow common sense, leading trainees to blindly mimic the expert without questioning the accuracy of the information. As empirical evidence indicates, individuals who have achieved success may not always provide correct

principles. This discrepancy arises from their reliance on their own past experiences and psychophysiological characteristics, which may differ significantly from those of another person who may be better suited to a completely different technique, perhaps due to differences in physiological attributes.

When is the guidance of a counselor most relevant? It proves invaluable at the outset when one is attempting to grasp how to achieve desired results, especially when habitual motor reactions lead to mistakes and failures instead of the desired outcomes. Seeking guidance from an experienced individual at this stage can help overcome learning and training obstacles more swiftly, make necessary corrections, and access more advanced knowledge. It is far more efficient to consult with an expert, discuss missing information, pose questions, and then return to the gym or training ground in a day or two with renewed vigor and a clear understanding of how to attain the desired outcome. It is markedly more efficient to meet with an expert, engage in discussions to address gaps in information, pose questions, and subsequently, within a mere 1–2 days, approach the gym or another training facility armed with newfound vigor and comprehension of how to attain the desired outcomes. This approach proves superior to the protracted process of spending weeks or even years analyzing past mistakes and persistently repeating them. Furthermore, the identity of the individual providing professional guidance and the manner in which this advice is conveyed are equally consequential. Thus, the psychological compatibility between the consultant and the trainee stands as a crucial element, with the pace of skill acquisition directly contingent upon it (Örtenblad et al., 2017; see also Bayona & Castañeda, 2017)

The process of acquiring new complex motor skills, whether in business, skeet shooting, or developing a training program, typically unfolds through three fundamental stages:

1. Acquiring the skill.
2. Acquiring the skill to perform under diverse conditions, encompassing mental and physical challenges. (For instance, achieving proficiency in shooting at a stable scope versus mastering it on a swaying ship's deck amidst waves represents distinct levels of training).
3. Striving to surpass and achieve a level of mastery beyond emulation, rather than merely replicating the accomplishments of mentors or role models.

Certainly, continuous improvement is praiseworthy and yields rewards. However, the unrelenting fervor for acquiring new complex motor skills often subsides after a significant victory, such as becoming an Olympic champion. Many individuals, once they attain the status of a winner, tend to halt their pursuit of improvement and progress, ultimately resulting in inferiority. It is crucial to note that these principles extend beyond sports and apply equally to domains like business and various other spheres of activity (Lee & Lee, 2018).

Nonetheless, as the number of tasks, even if they are procedural and known in advance, increases, an individual can lose their equilibrium. These simple observations lead us closer to grasping the first significant phenomenon of the mind. Thus, we come to the question: "Why and how does a person 'stumble' when they know everything?" Everything is within the grasp of the mind beforehand, the body is well-prepared, and each task for the multitasker is neither novel nor challenging. Nonetheless, it is as if the person is moving toward a state similar to a creature suddenly trapped in live electrical wires. The escalating tension disrupts their balance until they ultimately give in.

Indeed, the mind can manage multiple tasks when they are familiar (that is, what one is accustomed to). The key term here is "**familiar.**" *Even the slightest disruption to the familiar framework can shatter the entire mosaic of the mind's perceptions, akin to a colossus with feet of clay crumbling.*

On the Power of the Familiar

We shall endeavor to visually illustrate this phenomenon. It is a universally acknowledged fact that individuals necessitate a certain period for adaptation to the new aspects of life. Furthermore, even if an individual is accustomed to a routine, such as commuting via bicycle to a park each morning, a mere interval of time, say a couple of months without engaging in cycling, can result in the loss of that customary practice. The concept of “get accustomed” juxtaposed with “lose the habit” forms an intriguing pair, emblematic of an additional set of facets pertaining to the human mind.

It is imperative to underscore that the mere possession of knowledge and skills does not necessarily translate into assured success. In essence, if an individual has not acquired the proficiency to apply said knowledge and skills — if they have not integrated them into a personally familiar regimen — they may encounter difficulties when confronting environmental challenges. Merely acknowledging the existence of certain knowledge does not automatically cultivate the habit of directing one’s mind faculties toward said knowledge. Consequently, even when confronted with a task that is already well-known, it may unexpectedly metamorphose into an unexpectedness (!) owing to the very phenomenon of non-utilization (“lose the habit”).

Those who have dedicated time to learning a foreign language are intimately acquainted with the repercussions of this phenomenon: even if you received an “A” in English during school and quoted Jack London, a couple or three years of non-practice can render you unable to speak English fluently as you did in your school days, despite the English language’s presence in your memory’s information blocks. The reason for this is straightforward: lose the habit. This principle is equally applicable to motor skills, revealing that one can lose the habit to execute practiced karate or judo strikes, ride a motorcycle, or even write with a pen on paper.

Individuals often require a substantial period to acclimate themselves or get accustomed to new orders, rules, or organizational structures within a novel environment, such as transitioning to a new company or entering any unfamiliar collective. The issue being examined mirrors the overarching discussion in contemporary research across diverse life and activity domains (Frick et al., 2018; Klehe & Fasbender, 2021; Lovin et al., 2023; Patel et al., 2023; Ward, 2022). While they possess knowledge about various individuals, phenomena, and regulations, the mind frequently signals “I cannot get accustomed!” in contradiction to common sense and factual knowledge, and it simply ceases to function effectively.

The Mind Refuses to Work with the Unfamiliar

Metaphorically, we can depict the “stance of the mind” towards an unfamiliar task or matter in the following manner: “Just yesterday, you, unfamiliar task, did not exist, and neither I nor my master have any need for something like you.” Notably, even the introduction of any foreign element, be it new wallpaper, a plasma screen, or a chair, initially prompts the mind to cultivate the habit of acknowledging its existence and accepting it as part of the environment. Over time, the mind adapts, and the foreign object seamlessly integrates into the human perceptual landscape, losing its “foreign” label. Given that everything foreign and unanticipated places a burden on the mind, even the process of acclimatization is often unwelcome to individuals. Human nature tends to resist exertion; we are inherently averse to straining ourselves.

Even if someone possesses foreknowledge of an upcoming business negotiation and the possibility of closing the deal, it can often trigger resistance due to its unexpectedness. Why does this happen? Despite having knowledge at their disposal, their mind has not yet assimilated the idea that a deal should be closed tomorrow for some reason. One can hypothetically imagine an absurd scenario: even if someone is aware of an impending ambush near their

residence the following day, orchestrated by an individual known as 'Mr. X,' the scenario remains unexpected and even unanticipated. Why? Because the mind has not yet internalized the available information.

In such situations, individuals may even question the authenticity of the information received. Unforeseen events are prone to skepticism and doubt, with thoughts like: "Could this all be a hoax or deception?" or "What if the ambush is not tomorrow but a month from now?" or "What if I am fortunate, and Mr. X falls asleep during the ambush and forgets to shoot me?" The potential for absurd contemplation knows no bounds; it defies rationality. The mind operates without considering the consequences, and it does not rely on past experiences, because a person may not have experienced, for instance, being shot and spending three months in rehabilitation within the confines of a hospital. In essence, it is as if the mind resists the notion of having to undertake any action. Beyond the familiar, the mind exhibits a reluctance to engage in activity.

The mind requires a certain thing labeled as "X" to become habitual before it begins to engage with this "X."

This phenomenon functions as a defense mechanism of the mind. Take a moment to contemplate what would transpire if you had to simultaneously keep all events, phenomena, factors, classifications, potential outcomes, and more within your field of perception. No individual could manage such an overwhelming load; it would likely lead to madness. From a safety perspective, the mind eliminates constant values and variable data from active consideration, and it also exhibits resistance toward anything new.

Are there categories that the mind does not resist? Yes, such categories do exist. These notably include substances that impair functioning of the mind, such as alcohol, drugs, and potent substances. The mind "easily" accepts those categories that allow it not to work and, consequently, not to exert itself. Even watching a movie or TV series is not always entertainment and relaxation for the mind, only the type of movie that does not make you think relaxes you. The ideal movie for the mind does not make one to agonize over the twists and turns of the storyline, to look for reasons for the actions of certain characters, somehow otherwise strain in order to find out, "hu iz hu". It is enough just dynamics, linearity of events, the certainty that nothing terrible will happen to the main characters, and non-stressful atmosphere, and therefore it does not matter what is the ending or the outcome of such a movie, what it will end.

The mind is pleased to perceive a certain thing that relieves it from effort and strain.

The multitasker disrupts the mind's accustomed rhythm, forcing it to adapt to a multitude of tasks. It is important to note that mere awareness of the existence of various variables is insufficient; the mind must get accustomed to them (the time required for this adjustment varies in each case). After several days, the mind "comprehends" that the problem persists and must be resolved. It adapts to this reality, generating potential solutions and configurations to address the issue. However, deliberate training to swiftly engage the mind in new tasks can expedite this adaptation process, transforming it into a flexible system responsive to its master's resolute commands.

In addition to acclimating to external changes and demands, the mind becomes accustomed to exertion, a unique aspect of our mind faculties. The impact of physical adaptation to

increasing loads is vividly illustrated in strength-focused sports like weightlifting. Similarly, information loads can overwhelm anyone initially exposed to a functioning research institute, including meetings, reports, experiments, and technological sessions, especially in the initial weeks or months. While intellectual labor does not strain the muscles, it presents its own challenges. The mind requires an extended period to adapt to new systems and directives. *The mind not only has to adapt to variable and unexpected tasks, according to its irrational judgment, but it also needs to become accustomed to exertion.*

“I Want It All at Once... but Gradually!”

This unwillingness to exert oneself is not the final component of the mind’s functionality; there is another critical phenomenon related to perception and representation. From childhood, the mind processes the world gradually, embedding gradualism into its functionality. Simultaneously, it remains open to “rebirth” or complete transformation, but only when these transformations occur gradually. For instance, an unemployed person may aspire to become a wealthy expert or a business owner in the future, but they will not make a sudden leap in their capabilities; they “desire instant changes, but gradually.” Despite its paradoxical nature, this irrational mind phenomenon is an essential consideration when designing a training program.

At the same time, the mind does not react in any way to the slow rebirth, re-education, or ‘re-forging’ of the personality. **Mind requires gradual transformations.** On the other hand, if, by standards of the mind, the rebirth of an object is swift, the corresponding reaction will not be delayed, much like workers at a factory who promptly strike when they disagree with the current pace of transformation. *The slower the transformations occur, the less noticeable they are to the mind. Conversely, the faster they happen, the more the mind resists.*

When the demanded pace exceeds the mind’s comfort level, it may not only protest but also refuse to engage in the task altogether. Such refusal often leads to emotional reactions and ineffective behaviors, including panic, hysteria, or even psychosis. Therefore, when analyzing factors influencing human perception and representation, it is essential to recognize that, alongside multitasking, the **parameter of increasing speed** significantly impacts the mind. Consequently, if an experiment were conducted with the premise: “What would occur if a human were to accelerate their pace and be compelled to perform familiar tasks at new speeds?” — the mind of this person would perceive this situation as not only unexpected but even radical.

Consider the following situation as an example: a manager is confronted with the task of earning 1000 euros within a week, not over a month (at their own comfortable pace). As the distance and time frame shrink, the mind becomes increasingly uneasy. On the fifth day without financial results, the mind does not just raise an alarm but takes radical action. It calculates the distance to the finish line and the speed required to reach it in time. If the calculated results do not meet its satisfaction, the mind simply refuses to tackle the task. Even if there are objectively viable solutions, it is as if the mind chooses not to acknowledge them. The verdict is something along the lines of, “If I have not earned 1000 euros in 5 days, there is no way I can earn them in 2 days!” This verdict triggers a reactive human response caused by a refusal to undertake the task.

Once the speed of task completion surpasses the pace deemed acceptable by the mind, it triggers a refusal to carry out the task.

Even when a person consciously analyzes the situation and understands that their decision to refuse is flawed and that they still have time to accomplish a lot, the mind remains unmoved. The mind does not operate based on categories such as "necessary / not necessary / defective / useful"; these concepts are foreign to it. Attempts to engage the mind in rational dialogue, inspire it with lofty ideals, discuss cause-and-effect relationships, or influence it through other means prove futile. The mind does not recognize these categories because they are fundamentally aspects of consciousness. It is insufficient for the mind to grasp the rationale behind the need to act, implement changes, or make efforts. Even constraining a person within the confines of a seemingly hopeless situation does not rectify the matter. The mind is irrational, and it can only be "conquered" by employing similarly irrational methods. In essence, the existence of deception in the world serves as a means to cope with one's own mind.

The nature of the human mind is inherently irrational; meaningful and conscious categories are not within its domain or "language."

The mind can only be deceived; it does not comprehend any other means of communication. Therefore, when dealing with one's own perceptions and those of others, these aspects of the mind's functioning must be considered. Consequently, through experimental and empirical study of mind phenomena related to the formation of representations and their impact on the process of task resolution, as well as the development of skills and training, the following logical model emerges in Figure 1 (Maltsev & Lopatiuk, 2023).

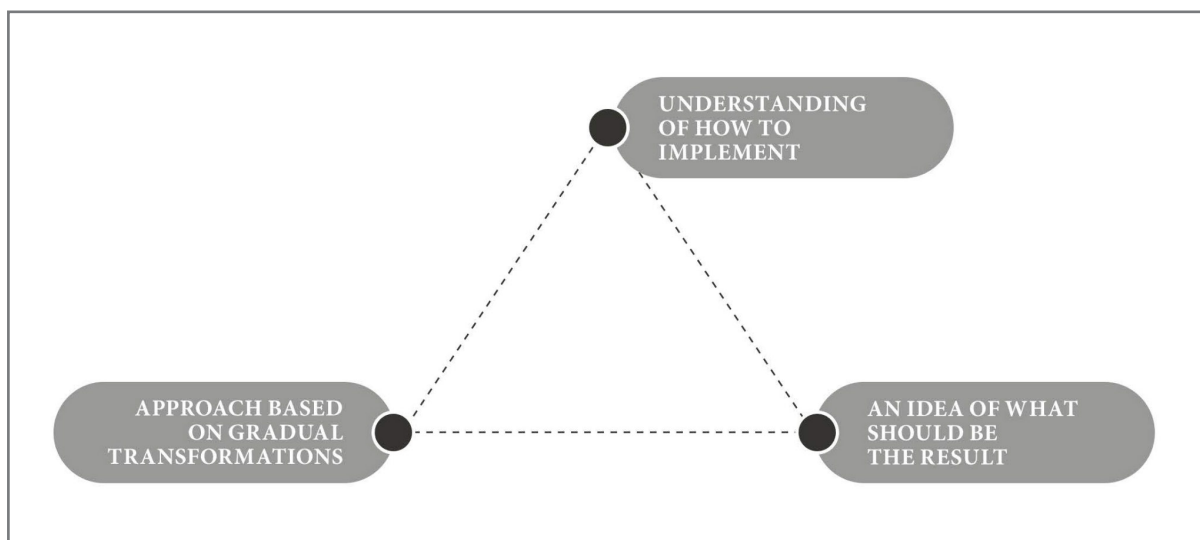


Figure 1. Logical model

Turning Theory and Analysis into Practical Implementation

The purpose of this analytical workshop is to demonstrate the logical process of integrating received recommendations, thereby establishing a solid foundation and gaining a comprehensive understanding of the scope of development, that is scope of training.

1. The starting point for transitioning from "slave thinking" to independent thought is what we term the "plateau." Irrespective of your chosen field of activity, a foundational base is indispensable for effectively addressing the associated tasks. Every system possesses its own foundational plateau, whether it encompasses sport shooting, strategic consulting, or pole vaulting. The fundamental skills underpinning any system are linked to this plateau. Just as constructing a building without a foundation is unfeasible, our minds necessitate a form of

“springboard” or base. Prominent world champion in skeet shooting, Yury Tsuranov (Bystrai, 2015), has emphasized that this base remains consistent across all disciplines. It matters not which shooting school you align with or the discipline you pursue; the base remains invariant. While skill levels may vary during progression, the core actions, such as “raising the firearm, aligning, and pulling the trigger,” remain rooted in the fundamental concepts of the plateau. Essentially, we are dealing with elementary categories. As an alternative example, contemplate the mandatory sequence of actions essential for proficient motorcycle riding. Without the ability to initiate movement from a standstill, navigate, decelerate, shift lanes, and grasp traffic regulations, motorcycle operation becomes unfeasible. A base is imperative, serving as a platform for refining subsequent skills, including such fantastic skills such as mastering front or rear wheel-only riding.

The primary challenge revolves around constructing this base, which, in itself, is not particularly daunting (consider the vast number of motorcycle riders worldwide). Challenges encountered by individuals at the outset predominantly encompass psychological aspects. In essence, there exists a particular intellectual hurdle to surmount, an understanding of the nature of this obstacle. Details on conquering this intellectual obstacle are elaborated upon in the book “How to Learn to Ride a Motorcycle” (Maltsev, 2021) readily available for reference.

Frequently, when confronted with initial barriers and challenges, such as understanding concepts like countersteering, individuals seek guidance from consultants who can help them overcome these obstacles. However, it is crucial, even at this stage, to differentiate between amateurs, enthusiasts, and professionals — those who have genuinely mastered overcoming such barriers themselves and can effectively assist others in learning. At this juncture, it is advisable to place greater trust in demonstrations over mere words. During the initial phases, models, logical explanations, and physical demonstrations hold significant importance for the mind.

Of course, one could choose to follow the mainstream path, subscribing to the common stereotype that “the human mind is an enigmatic subject not meant for scrutiny.” In doing so, individuals relinquish the pursuit of various “plateaus,” “scopes,” or the logical construction of a training program, among other aspects. Why? Because the majority opt not to burden their consciousness and minds with such scientific categories, simply choosing to “live their lives,” and there’s a reason for this. It is a choice in favor of slave thinking.

The human mind, inherently irrational, harbors a propensity for simplicity, favoring simplification to evade tension. Thus, when faced with the decision between the challenging yet rewarding training regimen of a champion and the tranquil, uncomplicated trajectory of an average individual with minimal resistance, many tend to select the latter. This paradox is dangerous: instead of nurturing their own philosophy and thought processes, which directly impact their well-being, people often choose the path of slaves. Furthermore, in just a few decades, modern civilization has undergone a transformation akin to a quantum leap. Consequently, an inconspicuous collective movement has emerged among the majority, seemingly yearning for slavery. This movement is willing to cede control to external minds, entrusting them with decision-making and accountability in exchange for a semblance of loyalty. At first glance, this may seem like a protracted path with no guaranteed outcomes. Additionally, it enforces the practical, deeply-rooted notion that the fruits of one’s labor do not belong to the individual but rather to the organizers and overseers of the endeavor — essentially, external minds.

One might perceive this phenomenon as somewhat unjust, yet it remains a prevalent occurrence that individuals resist altering their life management tactics. This resistance often stems from an automatic inclination towards weakness, laziness, and an aversion to exertion or personal transformation. Why endure hardship and effort when one can opt for the path of least resistance and seek immediate simple results through trial and error? This appears to be the irrational perspective embraced by the automatic system of Homo Sapiens.

2. Delving into the pivotal question, one that perplexes not only novices but also professionals who are just embarking on the journey of teaching: *"How to construct a plateau?"* To address this, we need to revisit certain concepts, and the plateau inherently involves a crucial element known as its "foundation" or basis. The basis of the plateau is the managing mechanism of the core component. *Technical elements require effective management.*

For instance, hypothetically exploring the championship journey of Mike Tyson. Even today, when attempting to dissect his life and training progression step by step, no analyst can definitively elucidate how Tyson ascended to become the world champion. What's more, "Iron Mike" himself has confessed in interviews that he does not fully comprehend how this remarkable feat transpired. The hint lies in redirecting our attention to the individual who nurtured, educated, and molded Mike Tyson into the youngest heavyweight boxing champion: his coach, Constantine D'Amato (Tyson & Sloman, 2017). Without the intellect of Cus D'Amato, his philosophy, training regimen, and distinctly innovative approach to cultivating world champions, Mike Tyson would have remained a troubled young man who found himself in a Juvenile Penitentiary after attacking a white man with a knife (Weiss, 2013). Yet, when Cus D'Amato departed from Tyson's life and the influence of an entirely different individual began to shape him, the once invincible Mike's star began to wane ignominiously. The comprehensive details of how this occurred and the strategies employed to diminish Tyson's authoritative stature are expounded upon in the book "The Swaying Scene."

In the book's annotation, the author Oleg Maltsev (2020) reveals:

"The story, which some people prefer not to discuss, clearly sheds light on how certain "interested individuals," displaying remarkable ingenuity and utilizing specialized training, are able to undertake enterprises aimed at impoverishing the audacious individuals who have conquered Olympus. Specifically, ventures involving the theft of money on a particularly grand scale, such as one billion dollars. Yes, precisely one billion. Curiously, the directors, scriptwriters, and prompters behind this elaborate production remain concealed, as does the conductor of the grand project that led to Mike Tyson's downfall. To this day, these enigmatic figures remain unidentified. The identity of the individual responsible for the theft of Tyson's One Billion Dollars remained shrouded in mystery. Or to be precise, it remained undisclosed until I concluded an extensive investigation. The findings of this investigation are presented for the reader's perusal within the pages of this book" (p. 3).

A mind lacking integrity, motivated solely by profit and deception, not only eroded Tyson's standing in all societal aspects but also swindled him of a billion dollars. Subsequently, the once-great Mike descended into obscurity, eventually appearing in a commercial dressed in a bee costume to promote marijuana. Yet, in the annals of sports history, Mike Tyson remains a boxer, a sport discipline far from elementary. Boxing encompasses a specific repertoire of strikes and technical elements. While our hypothetical contemporary athlete may be as physically robust as Tyson, merely possessing a set of technical elements and the ability to execute them will not suffice when facing another boxer in the ring. What is required is the capacity to choose how to act at each moment, which techniques to employ against a given opponent. This demands a mechanism that goes beyond mere retrieval of technical elements from memory. Recall that the mechanism responsible for managing the core component is referred to as tactics. Tactics enable the selection and execution of specific technical combinations. But what shapes this tactic?

3. To aid those seeking an answer to this question, we introduce the next crucial element, one without which the framework for implementing a training program cannot be established. This element is **philosophy**. Philosophy serves as the assembly point, determining the overarching perspective. The resulting configuration of forces and dynamic categories can be outlined as follows:

- An individual possesses a fundamental system capable of solving problems at an acceptable level, up to the most challenging situations — this is the base level or plateau level. Using skeet shooting as an example, basic skills might still allow a person to make it into the top ten, although it is far from the most effective approach.
- Nonetheless, a scope system, constructed from a plateau, involves working with a core component.
- This core component must be managed, necessitating tactics.
- Tactics do not arise out of thin air; it is preceded by philosophy.

Furthermore, before embarking on the learning process, it is crucial to grasp the intricacies of this non-trivial philosophy. A clear understanding and mental image must take shape in one's consciousness. It is essential for an individual to grasp the overarching purpose of their actions, how to execute tactical maneuvers effectively, and what resources, strengths, and time are at their disposal. Merely envisioning the task at hand is not sufficient; one must invest effort into the training process and execute it correctly from the start. Learning something haphazardly or through a "somehow" approach may lead to suboptimal results, akin to a jumbled mess. It is worth remembering that learning can lead to both proficiency and ineptitude, and unlearning bad habits can be more challenging than building a functional and robust system right from the outset. Furthermore, the described effective approach is often more time-efficient.

Discussion

In delving into the exploration of the intricate dynamics that influence the mind phenomena and its consequential impact on the trajectory of professional development, several seminal theories have emerged as paramount:

1. Abraham Maslow's Theory of Self-Actualization: Embedded within Maslow's Hierarchy of Needs, self-actualization stands as the pinnacle, representing the pursuit of unlocking individual potential and the realization of personal aspirations (Maslow, 1954).
2. Mihaly Csikszentmihalyi's Flow Theory: This theory posits an optimal state of complete immersion in a gratifying activity, commonly referred to as the flow state (Csikszentmihalyi, 2000). The experience of being fully engaged fosters heightened performance and contributes significantly to professional growth.
3. Erik Erikson's Theory Psychosocial Development: Spanning eight distinct stages of personal development, Erikson's theory delineates unique challenges and crises within each stage (Erikson, 1950). Successfully navigating these stages becomes integral to fostering substantive professional development.
4. Lev Vygotsky's Activity Theory: Vygotsky's theoretical framework accentuates the pivotal role of sociocultural context in the formation of the mind (Vygotsky, 1978). His emphasis on social interaction and cultural influences underscores their profound impact on the landscape of professional development.
5. Exemplary Leadership Theory by James M. Kouzes and Barry Z. Posner: This theory introduces a comprehensive leadership model encompassing five key practices: modeling, inspiring, motivating, vision setting, and learning from mistakes (Kouzes & Posner, 2017). These practices, as outlined in the model, are directly applicable to fostering professional growth.
6. Multiple Intelligence Theory by Howard Gardner (1983): Gardner's theory proposes the existence of various types of intelligence, including logical-mathematical, verbal-linguistic, musical, visual-spatial, and others. Emphasizing the diversity of intelligence abilities, this theory underscores the importance of cultivating all facets of intelligence.

7. Daniel Goleman's Theory of Social Intelligence: Goleman's theory highlights the concept of emotional intelligence, emphasizing the pivotal role of emotional literacy in achieving professional success (Goleman, 2006). The ability to manage one's own emotions and engage effectively with the emotions of others is considered a critical aspect of intelligence.
8. The Concept of Neuroplasticity by Michael Merzenich (2013), et al.: This concept attests to the brain's remarkable ability to change its structure and function in response to experience and training. Supporting the notion that continuous learning and mental exercise can enhance cognitive abilities throughout one's life.
9. Jean Piaget's Theory of Cognitive Development: This theory delineates the stages of cognitive development from childhood to adulthood (Piaget, 1971). An understanding of these stages proves invaluable in identifying the types of thinking and understanding that require enhancement at different life stages.

These concepts offer a broad overview of diverse approaches to enhancing the mind. Numerous pathways exist for advancing in the realms of professional and personal development, with the choice of a specific approach contingent upon goals, individual characteristics, and context. Each concept provides a unique perspective on the phenomena of the mind, motivation, and professional formation. Understanding these theories aids in goal-setting and directing efforts toward success in various facets of life, including professional careers.

For those who diligently follow this logical approach, a significant challenge arises: where can one obtain a suitable philosophy? This philosophy should not only exist but must be guaranteed to work flawlessly. The research direction can shed light on the concept of a prototype. To achieve this, it is recommended to explore the fundamentals of prototypical method and the advantages of drawing inspiration from alternative domains. Investigating prototypes, immersing oneself in their environments, and delving into historical contexts will unlock the secrets of an effective philosophy. Philosophy, in turn, lays the foundation for comprehending tactics, which dictate how to manage mechanisms of the core component and formulate combinations of technical elements based on the situation and its parameters.

The concept of "philosophy," often dismissed as abstract, should, in practice, be constructed from three fundamental categories: **the rooter**, **beliefs**, and **managing blocks**. The primary objective of this part of the article is to systematize these categories rather than reiterate or reinterpret previous conclusions. Therefore, the primary focus in research on philosophy should be directed towards the **rooter**, which is the core essence of the system one seeks to master. The rooter ideology must effectively address the life challenges.

Beliefs are of utmost importance, serving as reference points and essentially acting as the software for the mind. Effective beliefs are essential for the mind's optimal functioning, providing a reliable foundation for its operation. However, it is imperative that the belief system associated with the discipline being learned does not contradict beliefs held throughout one's life. Such contradictions can be likened to conflicting software on a computer and can lead to confusion and stupor during critical moments when attempting to execute a task.

Furthermore, it is worth addressing the category of managing blocks or instrumental blocks. When selecting a system to learn, it is crucial to remember a certain warning: **systems that lack tools for task-solving should not be considered as viable training systems**. In other words, if a proposed system lacks the necessary tools for addressing specific challenges, it should be promptly dismissed as a viable option. Additionally, one should guard against naivety. No one will simply provide the necessary tools to one; this is a closely guarded secret that is rarely discussed or written about. Analytical approach is required to address the instrumental issue. It is essential to prepare for the possibility of disappointment, as long-awaited resources or texts that have been sought after for extensive periods may turn out to be mere marketing ploys. Promises of experiencing the greatest achievements in a particular discipline are often empty, even if they bear the name of a world champion on their cover.

Conclusions and Recommendations

To conclude this presentation of the analytical part's findings, highlighting one of the “most irrational conclusions” that may unsettle the conscious part of human nature but undoubtedly resonates with its inherently irrational mind component. How can one attain it all at once, reach extraordinary heights, and outpace others? The answer is “Gradually!”

Do you aspire to achieve something remarkable? Are you confident that you are fully immersed in your aspirations, unafraid of the challenges that come with training? Do you believe you deserve more, and obstacles will not deter you? All of these qualities align with the “I” — a self that is strong, courageous, free from fears and pain. However, the human mind, as it channels the efforts of the “I,” operates based on different categories. Sometimes, even the most ambitious aspirations aimed at providing social utility can be thwarted by a fundamental lack of understanding of how one's own mind functions.

In the 21st century, almost everyone desires to engage not just with winners and professionals but also with individuals capable of explaining complex concepts in simple language. In other words, it is often insufficient for a person to perform a backflip; they must also possess the ability to teach. Teaching is a unique talent not inherent in everyone, but it can be nurtured and developed (preferably starting from the very beginning, without procrastinating this wonderful pursuit). Naturally, one must begin by learning on their own, as offering guidance on something you do not understand yourself reflects an inferiority. Therefore, as a concluding recommendation in this practical understanding, we emphasize the following: when training yourself and learning, it is beneficial to select and gather models, examples, approaches, and methodological techniques that will serve you as a trainee and will prove valuable in the future when you are regarded as an authoritative consultant.

People seek a formula for success in one way or another. Some openly, some covertly — people vary in their approaches, but often they act irrationally. From the author's perspective, making grand claims about the essence of the “successful formula” for self-learning is inappropriate. When analyzing the phenomena of the mind related to a person's perception and ideas, it becomes evident that the true key to triumph in this construct is the rooter. The rooter represents hidden practical knowledge, a guide, and a roadmap that leads an individual toward coveted success and accomplishments. Indeed, it is crucial to gain a clear understanding of the rooter beforehand to definitively respond with a “yes” or “no” to the following question: “Does the suggested approach align with my expectations for the future?” If the answer is “yes,” then I will proceed with this system; if it does not align, I will explore alternative options and I will find the school that caters to my individual needs.”

Improving the mind encompasses various facets, and the recommendations provided should be tailored to your specific goals and context. Here are some practical suggestions:

- Engage in continuous learning by reading books, participating in courses, and listening to lectures. These activities help expand your knowledge and stimulate mental alertness.
- Work on enhancing your emotional intelligence. Take the time to understand and control your emotions, and develop the ability to recognize and comprehend the emotional states of others.
- Regularly reflect on your actions and decisions. Analyze your experiences, extract key lessons, and contemplate how you can improve your actions in the future. This practice fosters self-awareness and continuous improvement.
- Cultivate systematic and creative thinking. Tackle problems, solve tasks, face new challenges, and explore alternative approaches to problem-solving.
- Engage in physical activity to enhance cognitive brain function, energy levels, and overall well-being.

- Take a structured approach to problem-solving to improve way of thinking.
- Connect with peers, share ideas, and discuss with people from diverse spheres to promote creative thinking.
- Participate in mental games and exercises like puzzles, crossword puzzles, and chess to exercise the mind and enhance cognitive abilities. Improving the mind is an ongoing and purposeful process that benefits from a systematic approach.
- Continually expand your skill set by learning new languages, mastering programming, or exploring new technologies. This stimulates the mind and enhances adaptability to change.
- Interact with a variety of people to broaden horizons and enrich experiences. Networking with colleagues, friends, and experts in different fields can lead to new ideas and perspectives.
- Challenge yourself with new tasks and difficulties. Tackling challenges promotes mental growth and improves problem-solving skills.
- Express your creative side through drawing, music, literature, or any creative process. This promotes intelligence and the ability to innovate.
- Identify areas for self-improvement and develop an action plan. Constantly striving for personal growth is a fundamental aspect of improving the mind.
- Improving the mind is an ongoing process that involves continuous learning, social engagement, challenges, creativity, and a commitment to self-improvement.

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Author Biography

Oleg Maltsev is an author, scientist, criminologist, psychologist, photographer, and investigative journalist. He is the head of the Memory Institute, named after Grigory Semenovich Popov, and the author of groundbreaking scholarly works in criminology, psychology, and philosophy. He is a presidium member and academic member at the European Academy of Sciences in Ukraine (EUASU). He has been engaged in scholarly work for nearly 30 years and has conducted field research with the Expeditionary Corps of the Memory Institute, for a decade. This comparative international research explores the reasons why different nations and rulers attained power throughout history, with an emphasis on culture, military and scientific technique, and mentality. His recent work in English language is *Jean Baudrillard, Maestro: The Last Prophet of Europe* co-authored together with Dr. Lucien-Samir Oulahbib. Dr. Oleg Maltsev is currently working with Dr. Harvey W. Kushner on a forthcoming book addressing the subject of war crimes.

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