MECHANISMS OF INTRODUCING SOCIO-PSYCHOLOGICAL TECHNOLOGIES INTO THE EDUCATIONAL PROCESS

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ABOUT ARTICLE

Abstract: The article is devoted to the theoretical and methodological analysis of the main scientific approaches to the construction of socio-psychological technologies in order to minimize the manifestations of polarization in the educational space. The main features of socio-psychological technology such as comprehensibility, adaptability, reliability, economy, innovation, multivariability, convenience, attractiveness of its result, harmony, humanity, efficiency are revealed. In the process of subjective communicative interaction in the field of education, the uniqueness of socio-psychological and pedagogical technologies is determined.

INTRODUCTION

In the era of rapid social changes, the most diverse spheres of human social life, which previously did not undergo significant changes in their development, are increasingly becoming objects of technology. Today, the processes of integration and diffusion between civilization, social and cultural systems are constantly increasing, as a result of which mutations are accelerating, the assimilation of various knowledge takes place, the use of innovative technologies, including the elimination of social conflicts, the first first of all, opportunities for personal regulation related to the radical renewal of social institutions, increasing the efficiency and quality of management, self-organization and wide application of self-management processes are expanding. Thus, the task of developing and introducing psychological technologies in various spheres of changing human activity is very urgent, and the process of technologization of social systems becomes one of the leading trends of world social development.

ANALYSIS OF RECENT STUDIES AND PUBLICATIONS

The theoretical and methodological analysis of the given problem made it possible to determine that socio-psychological technology, firstly, means a number of scientific principles about the means and processes of repeatedly obtaining the final result of the activity; a set of organizational methods to achieve the goal of activity; thirdly, a complex of scientific knowledge on determining the ways and methods of effective performance of work in the economic, political, socio-cultural, informational, educational and administrative spheres. In other words, socio-psychological technology is an effective way of coordinating and synchronizing human activity by rationally dividing it into routines and operations in order to achieve socially important goals. Such technology, as noted in the literature, exists in two forms:

the direction of activity, including procedures and operations (methods of activity);

the program that defines the content of the program and the activity itself that is reproduced accordingly.

In addition, socio-psychological technology is an element of culture and appears in an evolutionary way on the basis of the relevant socio-cultural environment or is formed as an artificial formation according to its laws [1, p. 159-160; 10].

In other words, socio-psychological technology means the algorithm and order of actions in various spheres of socio-psychological practice: management, economy, politics, education, scientific research, and artistic creativity. At the same time, socio-psychological technology is an element of human civilization that has an evolutionary nature or is associated with the need for rapid, large-scale "repetition" of new types of activity. The construction of such technology is carried out in conditions of deep understanding of the performance characteristics of the developing field due to the division of activities into separate procedures [9, p. 150].

In addition, attention is paid to the fact that "social-psychological technology" is considered as:

a set of methods and means of organizing the activities of subjects in order to influence social-psychological processes and systems;

organization of targeted mutual cooperation of social subjects in order to implement social changes;

an important feature of the person's activity on the purposeful change of social entities [2, p. 160-162].

It is also noted that an important feature of any technology is the demarcation, distribution, separation, and division of the complete technological process into internally interrelated stages, steps, and operations.

Another feature of socio-psychological technology is the coordination and step-by-step implementation of actions aimed at achieving the result of activity. Another important, decisive and integral feature of technology is the accuracy of consistent execution of procedures (operations) included in its composition, corresponding to the specified goals [44-47].

Thus, socio-psychological technology is a specific, mandatory performance and is carried out by the subjects of activity by dividing into a series of specific interrelated procedures and operations. way of doing a complex process. implementation of the set goal at a high level of efficiency [3, p. 48]. At the same time, it is noted that careless use of socio-psychological technologies can lead to negative consequences of their use. Among the unfavorable trends, it is possible to indicate the strengthening of conservatism in the individual's thinking, its molding, integration of outdated forms of behavior and activity, weakening of innovative and creative potential, violation of human freedoms and rights.

Therefore, there is a need to systematically update technological processes, taking into account the accumulated experience and new scientific achievements. Such a view makes it possible to define not socio-psychological technology, but as a strictly regulating and organizing system of social life. but as a means of stimulating it for self-improvement, self-development, and self-organization. In this sense, it refers to the principles of humanity, spirituality, communication, co-creation, freedom of choice, responsibility, personal and social harmony, independent search for truth, morality, equality, external and internal unity, material and spiritual. It is about ways to solve social problems. At the same time, socio-psychological technology is a system of innovative ways to optimize social reality. If the essence of scientific and technical development consists of high technologies that require knowledge, then social development involves new technologies of people's vital activities, creation of favorable conditions for the reproduction of reality, realization of the creative potential of each person [5, p. 98].

METHOD

The main characteristics of socio-psychological technology: accuracy, comprehensibility, flexibility, reliability, economy, innovation, versatility, ease of use, ease of mastering, attractiveness of its result, harmony, humanity. Among the main types of socio-psychological technologies, the following are defined:

traditional - tested and put into practice;

innovative - the newest, they have not yet found widespread use.

Socio-psychological innovative technologies can have a direct effect, that is, they can lead to the formation of such socio-psychological processes that lead to the change of the entire system and contribute to the free, universal development of society and the individual. directed. Innovative technologies of indirect (indirect) action aimed at improving the organizational aspects of the subject's activity within the existing social system - technologies for improving and increasing the reliability of existing structures, associations, organizations, management processes, etc. [10].

Among the main characteristics of social technologies, the following are distinguished: scale, innovation, efficiency, knowledge intensity, complexity, "life", flexibility, reliability and validity.

Of the above, the most important feature of social technology is its efficiency or the ratio between the positive result of its implementation and the costs of design, verification and implementation, as well as negative consequences. its performance. Thus, the main tasks of social technologies are:

rationalization and efficiency - makes technology the most rational and effective form of organizing social life;

normative - means that thanks to technology, a system of norms has been created in social activity, which gives it stability, stability;

regulation-management - shows that technology is an important means of regulation and management of social objects and the processes connecting them;

transformative (self-development) - shows that technology is aimed at changing the social environment in the interests of people;

stabilization and development - reveals that technology is a powerful tool for stabilizing society, and also gives it signs of sustainable development;

systematization - allows to consider technology as a dynamic system, systematizes and separates the most rational means of social life.

The main methodological principles of the construction of socio-psychological technologies are as follows:

the principle of fundamental changes - creation of radical, innovative technological means to change social processes;

the limit or "life cycle" principle - setting the basis for the improvement of social technology, beyond which its quality characteristics disappear;

the principle of self-development is to focus on the features of flexibility and plasticity in the development of technology, and to focus on development.

All different methodological principles of social technologies can be divided into two groups. The first group of principles defines the individual stages of the "life" of social technologies, and the second group describes their content.

It is about the fact that social technologies go through several stages in their development - design, construction, verification, implementation and operation. The object of the theory of socio-psychological technologies is an individual, a person, a social group, a community, a state, a social space, social relations and relations, which are in dynamics, that is, under the influence of constant changes. social environment. The subject of his study is the possibilities and qualities of social technologization of social life, the intensity and efficiency of this process, as well as the problems of compliance of social institutions, their work forms and methods with the objective needs of a person. for self-realization, in the development of both his creative potential and the potential of the group and communities to which he belongs.

The set of social actions that form the basis of social change activities can be divided into four main groups:

targeted, related to changing the conditions of a certain social system or activity;

stabilization, aimed at stabilizing social objects or processes;

adaptive, its purpose is to adapt people to the social system or operating conditions;

integrative involves the involvement of a person or group of people in a larger social community or system [10].

It should be noted that the essence of the innovative character of design-technological activity is determined by changes related to the creation, recognition and introduction of new elements (models) of material or immaterial cultures of a certain social system [11, p. 104].

The essence of innovation is the dissemination and use of a new practical tool to meet various human needs that change as a result of social development. The most general metasubject definition of the term "technology" is that it is a system of scientific and/or practical activity used by man to change the environment for the production of material or spiritual values [8, p. 3].

The socio-psychological technology created as a result of the collection of psychological, social, management and natural science data in the field of education should be aimed at:

development and application of methods, means (means) of providing education. educational process;

the process of intersubjective communication or the method of solving educational tasks; to study the principles of designing an optimal educational system.

Socio-psychological technology (and educational technology as its component) is defined as a system of scientifically based activities of all components of the pedagogical process programmed in spatial and temporal dimensions and leading to the expected result of education and educational activities. [8].

Depending on the level of implementation in the educational space, the following socio-psychological technologies can be distinguished:

meta-technologies are methods or a system of such activities that cover general, integrated socio-psychological processes at the global level of their implementation (for example, technologies related to the implementation of social policies by state institutions in the humanitarian sphere). .

macro-technologies are methods or procedures of purposeful interaction of social entities, carried out in the field of education, for example.

mesotechnologies are tools for organizing transformational activities in connection with individual parts (modules) of the educational process as a whole, for example, to solve local methodological, didactic or developmental tasks.

micro-technologies are technologies that reveal important features of a person's activity in the educational process and are implemented in the process of solving specific operational tasks at the individual level of inter-subject interaction.

The socio-psychological technology of interpersonal communicative interaction in the field of education, in our opinion, is defined as a method, a set of methods of practical implementation of the principle of communication by a person according to the following parameters:

motivation as a function. conditioning any linguistic action of a person and his activity in general;

purposefulness as the presence of language strategies and tactics, orientation towards the final goal of communication;

personal meaning of communicative activity;

individual attitude of subjects of educational activity to everything that makes up the educational process;

communication of subjects in the communicative process (emotional, meaningful, personal); dialogic participation or involvement of subjects in the process of communication in order to achieve a common goal (mutual understanding) [6; 7];

interaction of participants in the educational communication process (coordination, mutual assistance, etc.);

situationality as the interaction of the communicative process with the situation; problems as a way of organizing, conducting and interpreting the communication process in the educational space;

interrelationship of communication with other activities - education, work, home, etc.; functionalism as recognizing the leading role of function rather than the form of language units;

innovation as a constant change of all components of the educational process;

heuristics as the ability of subjects to create knowledge in the process of communication, to independently solve emerging problems [4].

CONCLUSION

Thus, as a result of the theoretical and methodological analysis of scientific approaches to the construction of socio-psychological technologies in the educational space, their main features were determined, namely: comprehensibility, flexibility, reliability, economy, innovation, multivariability, convenience, their results attractiveness, harmony, humanity, efficiency.

Criteria for the classification of socio-psychological technologies in the educational environment have been determined, they are goal-oriented, stabilizing, adaptive, integrative based on a set of social actions and meta-, macro-, meso- and micro- technologies according to the level of their implementation. . The specific features of building socio-psychological technologies of interpersonal communicative interaction in the educational space are determined according to the following

parameters: motivation, purposefulness, personal meaning, individual attitude, communication, dialogic participation, interaction 'mystery, situationality, problematicity, functionality, novelty and heuristics.

The prospect of further research in this direction consists in a deeper understanding of the concept of socio-psychological technology, the scientific-methodical foundations of its construction, and then an experimental study of the results of its application in the educational environment.

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