



TECHNOLOGY OF SOCIAL AND PEDAGOGICAL WORK IN SOCIETY

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ABSTRACT

In the conditions of the modern world, which poses tasks of varying degrees of complexity for man and society, one of the conditions for their effective solution is the possibility of organizing human activity in such a way as to achieve the maximum possible result with the minimum expenditure of resources, funds and time. Such an organization of activity forms such a phenomenon as technology. This article discusses the technology of social and pedagogical work in society.

KEY WORDS: *Technology, social phenomenon, pedagogy, pedagogical activity, social life, objects*

DISCUSSION

The main object of the work of a social teacher is a person. This is as obvious as the fact that work in society was invented by the person himself in order to solve his own problems of existence in society. There are enough problems, and depending on the situation, whole groups or even social processes can become objects, but the final link to which all the activities of a social teacher are reduced is the same person, understood as a person. In pedagogical activity, there are the main types, forms, methods and technologies of work in society and with various groups of the population. The main task of this work is to show the role of technologies of pedagogical activity in society.

In the conditions of modern society, one of the urgent and significant tasks is the problem of effective social protection and support for various groups of the population. To successfully solve it, the joint efforts of specialists in various fields of activity are required, including professional social educators who are proficient in various technologies for solving social problems. At the same time, social workers can act as intermediaries between the individual and society (group, collective, state). The formation and development of such technologies will play a significant role in harmonizing the system of social relations in pedagogical activities and relations in society, overcoming social negativism and

strengthening social stability.

In the conditions of the modern world, which poses tasks of varying degrees of complexity for man and society, one of the conditions for their effective solution is the possibility of organizing human activity in such a way as to achieve the maximum possible result with the minimum expenditure of resources, funds and time. Such an organization of activity forms such a phenomenon as technology.

In modern vocabulary, both scientific and everyday, everyday, the term "technology" is used quite often and widely. At the same time, we are not always aware of how correct and justified the use of this term is in each specific case. It can be argued that the term "technology" is a synthesis of the ancient Greek words "techne" - skill, skill, and logos - knowledge, teaching. Thus, the simplest definition that can be given to the concept of "technology" will sound as follows: it is skill, art, the ability to make "artificial" things and related knowledge. From this definition it is possible to derive such important elements of technology as methods of activity, ways and methods of activity, necessary knowledge. In other words, technology is the ability to influence an object in any activity, where technology is the ways, methods and actions that help precisely, quickly, rationally achieve the chosen goals. With the development of pedagogical activity, ideas about



what technology is, change significantly.

In order for any of the processes of modern activity to be characterized as technological, the following conditions must be met:

1) the presence of an appropriate degree of complexity of the process of pedagogical activity; without this, it is impossible to divide it into relatively independent stages;

2) the availability of appropriate means for the implementation of pedagogical activities, allowing you to get the maximum result at minimum cost.

The characteristic features of the technology are as follows: Dismemberment of a specific process of pedagogical activity into internally interconnected stages, exercises, operations, procedures. This allows you to accurately determine the boundaries of the requirements for the subject using this technology, i.e. clearly indicate what the subject should and should not do at each stage. The simplest example is a recipe, which indicates the sequence of cooking. As a result, even the most inexperienced culinary specialist generally copes with the task at hand. Coordination and phasing of actions aimed at achieving the desired pedagogical result. This allows you to establish the internal logic of the functioning and development of the transformed object, which, in turn, makes it possible for the subject to build his own actions in such a way that allows you to get the most effective pedagogical result. Unambiguous performance of operations included in the technological chain. This is a decisive and prerequisite for achieving results that are adequate to the set goal. Unconditional fulfillment of all technological requirements allows the subject to obtain "at the output" exactly the result that was planned or assumed. And vice versa, the more significant the deviations in the subject's actions from the parameters prescribed by the technology, the more real and serious the danger of deforming the whole process. It can be argued that for modern pedagogical knowledge, the essence of technology is defined through two basic concepts: an operation and a procedure, where an operation is specific actions aimed at solving a specific problem, and a procedure is a set of certain necessary actions. Proceeding from this, we can offer the following definition of the concept of "technology" - it is a way for people to implement a specific complex process by dividing it into a system of sequential, interrelated procedures and operations that are performed unambiguously and have the goal of effectively achieving the goal.

Thus, technology is a specific algorithm for some kind of activity. Acting in a similar capacity, the technology allows, if necessary, to reproduce the process of pedagogical activity in various conditions. At the same time, the technology performs a number

of functions that are important and significant for the process of carrying out activities: regulates and directs the process in the right direction; controls the activities of the subject with the relevant standards, rules, regulations, technical conditions, etc.; guarantees the achievement of the specified properties, subject to the relevant conditions; ensures the rationality of the process of activity itself.

Being a necessary element of pedagogical activity, technology answers the question "how to do it", assuming the presence of a certain order, rules, norms, prohibitions, a chain of procedures and operations, stages of implementation in any form of activity. At the same time, there are also such types of pedagogical activity that are not technologized in nature. First of all, these include: affective actions, consisting of uncontrollable acts and operations (actions under the influence of fear, ecstasy, mass psychosis, etc.); activities carried out without the use of technical means or not focused on creating the final product in the form of material or spiritual objects (habitual, unconscious actions - rhythmic tapping with fingers, walking around the room, etc.

Being a part of the material world and the main space for human existence and life, society, of course, can and should be considered as one of the most important areas for the implementation of various technologies. It is the features and most important characteristics of society that make it possible to speak of the existence of social technologies as one of the varieties of this phenomenon.

The very term "social technologies" is included in the system of social knowledge in the 70s of the XX century. Initially, it denoted a system of specialized tools and methods used in social pedagogy and creating opportunities for rational activities. One of the first researchers to consider the problem of the formation of social technologies at the conceptual level was the American philosopher K. Popper. At the same time, the starting point of Popper's reasoning was that by the middle of the twentieth century, many macrosocial theories, as well as various socio-utopian theories and projects created on their basis to make changes in existing social systems, proved to be inconsistent as factors of fundamental and global reorganization of society. According to K. Popper, social life does not need a total transformation and the accompanying total violence. Improvement of the social system is possible in the process of gradual, "partial" work, i.e. social technology aimed at eliminating specific vices of social life. Based on this understanding, K. Popper defined social technologies as a way of applying theoretical conclusions for practical purposes and pointed to the existence of such varieties of this phenomenon as utopian, which are characterized by



the desire for total transformations of the social system in a revolutionary way, and partial, i.e. representing a methodology for solving a specific social problem.

Comparing these types of technologies, K. Popper identified the main advantages of partial technologies, in comparison with utopian ones. In his opinion, these include: 1) sobriety and balance in setting goals; 2) taking into account possible negative consequences; 3) caution and gradualism in transformations; 4) constant monitoring of their course; 5) the ability to timely eliminate the unforeseen consequences of their own actions; 6) the possibility of adjusting the activities of the entity to implement changes.

It is this part of the views of K. Popper, the further development of sociopedagogical research activities that became the basis for modern developments in the field of social technologies. The result of these studies is, among other things, the development of modern definitions of the concept of "social technology". With regard to modern social knowledge, we can talk about the existence of two main approaches to solving this problem. The first one considers social technologies as a specific system of knowledge that studies the processes of purposeful impact on social objects, substantiates and develops effective methods and techniques of such impact. At the same time, a variety of phenomena can act as a social object: a social group or a social institution, a social relationship or a social organization, etc. The second approach can be defined as "practically oriented". Within its framework, the concept of "social technologies" is interpreted as follows: it is a set of techniques, methods and influences on a social object, due to the need and need to achieve the set goals and obtain a given result.

The variety of social life and social objects, constantly emerging social problems and the possibilities for their solution form the conditions in which the emergence and existence of a wide variety of social technologies becomes possible. To arrange this set, their classification can be carried out. Social technology can be classified for a number of reasons. The most significant reasons include:... By the scale of the social problems being solved: universal social technologies; private social technologies.

The technologies of social diagnostics of the state of a social phenomenon can be classified as universal technologies, and specific technologies used in solving a specific problem, for example, the technology of pedagogical influence, can be classified as private ones. By level of social activity: global social technologies used on a scale of all mankind; regional social technologies that have an effect in solving problems in a specific region; national social technologies based on the peculiarities

of national traditions, psychology of mentality, etc.; state, allowing to solve a social problem within a particular state; municipal, etc. By the nature of the tasks being solved: functional social technologies designed to ensure the effective functioning of existing social systems in various spheres of social life; innovative social technologies aimed at ensuring the optimal transition of various social systems to a different quality; technologies for resolving social contradictions and conflicts, allowing to find and implement the most optimal ways and methods for solving such problems.

By the nature and content of the means used: organizational, administrative and administrative social technologies; social and legal technologies; medical and social technologies psychological technologies; pedagogical technologies, etc. It seems interesting to distinguish certain types of social technologies on such a basis as the purpose of functioning. In this case, we can talk about the following types of social technologies: social technologies focused on creation; social technologies focused on changing or correcting the conditions of the process; social technologies focused on destruction, destruction, extinction or anti-technology.

Thus, social technology is a controversial and diverse phenomenon. The solution to any social problem involves the use of a number of technologies in their interconnection and interdependence. Despite the aforementioned variety of social technologies, common to all technologies is the obligatory presence of a specific goal. Without a well-defined goal, there is no and cannot be social technology. Serving as a means of achieving a social goal - this is the main function of social technology. It is the goal that determines the content of social technology and its direction.

When defining the goals of specific social technologies of the NBH, make the choice of those changes in a person, group or society that can be achieved in the process of implementing this technology as accurately as possible. The main goals of social technologies can be: changes in the consciousness and psychology of the subject (pedagogical technologies); changes in certain areas of the social structure and social organizations (management technologies); changes in the system of subject-object relations (macroeconomic transformations). However, with all the variety of goals of social technologies, the ultimate goal of any of them is a person, his relationship with other people, the external environment and himself.



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