

PECULIARITIES OF DESIGNING COMMUNICATION TECHNOLOGIES OF SOCIAL CONFLICT SETTLEMENT IN THE EDUCATIONAL ENVIRONMENT

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The article is devoted to the theoretical and methodological analysis of the main scientific approaches to the design of social and psychological technologies aimed at minimizing the manifestations of polarization in the educational environment. The author determines and explains the main characteristics of a communicative socio-psychological technology, which are scale, novelty, effectiveness, science intensity, complexity, "life time", adaptability, reliability, and validity. The criteria for classification of socio-psychological technologies in the educational environment are identified. The technologies are divided into focused, stabilizing, adaptive, and integrative ones according to the complex of social actions involved. By the level of their realization, meta-, macro-, meso- and micro-technologies are determined. Specifics of the construction of social and psychological technologies of nonconflict interpersonal interaction in the educational environment are identified with the help of the following parameters: the meaning attributed to the communication activity by its subjects, individual attitude to the communication process, independence in the course of interaction, rapport, motivation, purposefulness, dialogic participation, cooperation, situationality, challenge, functionality, novelty and heuristics.

Key words: technologicalization of social systems, socio-psychological technology, educational communication technology, educational sphere, interpersonal communicative interaction, polarization of social groups.

Introduction. The main tendency in the development of social processes today is the transformation of traditional social structures and relationships, and gradual formation of a qualitatively new type of society organization. Ignoring such a process increases social tension, inequality, discrimination, polarization of social groups, which is the main source of real and potential social conflicts. The solution of such conflicts is possible only if there is a consensus through negotiation, public discussion, social dialogue, etc. At the present stage of global social transformations, technologization enters such areas of social life which until now have not undergone significant changes in their development. Overcoming the crisis phenomena of the present and settlement of social conflicts is, first of all, connected with a cardinal renewal of public institutions, improvement of management quality and efficiency, processes of individual self-organization and self-regulation. Thus, the task of developing and implementing psychological technologies in various spheres of activity, and educational in particular, becomes extremely relevant, and the process of

technological development of various social systems turns into one of the leading tendencies in the world social development.

Analysis of the research and publications. The theoretical and methodological analysis of this issue has made it possible to define socio-psychological technology, firstly, as a number of scientific principles ensuring replication of the achieved results of the activity (means and processes); *secondly*, as a set of organizational methods to achieve the purpose of the activity; *thirdly*, as scientific knowledge used to determine ways and means of effective performance in the economic, political, socio-cultural, informational, educational, and managerial areas. In other words, socio-psychological technology is an effective way of human activity, which helps to achieve a socially meaningful purpose through the rational distribution of procedures and operations with subsequent coordination and synchronization. The technology, as argued in the literary sources, exists in two forms: as a program that determines the direction and content of the activities (its structure includes procedures and operations (modes of activity)) and as the activity itself restored in accordance with this program. In addition, socio-psychological technology is an element of culture. It develops on the basis of the relevant socio-cultural environment in an evolutionary way or is constructed by its laws as an artificial formation [1, p. 159-160; 8].

In other words, socio-psychological technology is defined as an algorithm, a procedure for action in various areas of social and psychological practice: management, economics, politics, education, research and art. 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 a rapid, large-scale “replication” of new activities.

The construction of the technology is the process of the division of activities into separate procedures under the conditions of in-depth understanding of the specifics of the functioning of the sphere in which the practice unfolds [7, p. 150].

In addition, socio-psychological technology is regarded as:

- a set of methods and means of organizing activities of subjects in order to influence socio-psychological processes and systems;
- organization of purposeful interaction of social subjects aimed at social transformation;
- the area of knowledge that deals with creation and distribution of methods and procedures of individual transformational activity;
- an essential characteristic of the activity of an individual in relation to the purposeful transformation of social subjects.

It is also emphasized that an important feature of any technology is differentiation, distribution and separation of the complete technological process into interconnected phases and operations. Another feature of socio-

psychological technology is co-ordination and step-by-step actions aimed at achieving the result of the activity. Another significant, decisive and indispensable characteristic of technology is a definite and successive performance of a defined set of procedures (operations) [2, p. 44-47].

The **purpose of the article** is to reveal the theoretical and methodological foundations of the design of social and psychological technologies and to determine their characteristics in order to minimize the manifestations of polarization in the educational space.

Presentation of the main research material. The main types of socio-psychological technologies are: the *traditional type*, which is tested and implemented in practice; and the *innovative one*, which has not been widely used yet. The innovative socio-psychological technologies can be of *direct action*, i. e. they are aimed at forming such socio-psychological processes that lead to the transformation of the entire system and promote a free, universal development of society and personality. The innovative technologies of *indirect action* aimed at improving organizational aspects of the subject within the existing social system are technologies for improving the reliability of functioning of existing structures, associations, arrangements, management processes, etc. [8].

Among the main features of social technologies are the following: scale, novelty, efficiency, science-intensivity, complexity, "time of life", adaptability, reliability and validity. A particular attention is paid to the fact that the most important feature of social technology from the list mentioned above is its effectiveness or correlation between the positive result of its implementation and the cost of the design, verification and implementation, as well its negative effects [3; 8].

The totality of socio-psychological technologies can be divided into four main groups: *purposeful*, connected with the change of some social system or conditions of activity; *stabilize* aimed at stabilizing social objects or processes; *adaptive*, the purpose of which is to adapt people to the social system or conditions of activity; *integrative*, involving of an individual or group of people into a wider social community or system.

So the main functions of socio-psychological technologies are:

- *rationalization* and *efficiency*, which proves that technology is the most rational and effective form of organization of social life;
- *normative* function, which implies that technologization of public activity creates a system of standards that provides for its stability;
- *regulatory-management* function, which indicates that technology is an important means of regulating, managing and combining social objects and processes;
- *transformational* (self-development) function, which indicates that technology is directed towards transformation of the social environment in the interests of a person;

- *stabilization and development*, which reveals that technology is a powerful tool for stabilizing society, and its sustainable development;
- *systematization*, which gives the opportunity to consider technology to be a dynamic system that organizes and distinguishes the most rational means of social life.

Socio-psychological technology is a way of subjects' implementation of a complex process, which is carried out by dividing it into a series of specific interrelated procedures and operations that have their unambiguous, mandatory realization and lead to the most efficient way of reaching the purpose [2, p. 48].

Socio-psychological technology (and educational technology as its component) is defined as a scientifically substantiated system of functioning of all components of the pedagogical process, which is programmed in spatial and temporal dimensions, and leads to the expected result of the educational activity [6]. The most general meta-objective definition of "technology lies in the fact that it is a scientifically and/or practically substantiated system of activity used by an individual to transform the environment in order to produce material or spiritual values [6, p. 3].

Socio-psychological technology, whose creation depends on accumulation of data in psychological, social, managerial, natural sciences and educational spheres of knowledge aims at:

- development and application of methods and tools to support educational process;
- the process of interpersonal communication as a way of solving educational and educational tasks;
- studying the patterns of designing optimal training systems;
- studying conflictogenic destabilizing factors in the educational system;
- elaboration of adequate behavioral strategies of the social conflict participants at different stages of its deployment;
- development of socio-psychological technologies to promote prosocial behavior of children and youth as a factor of their effective socialization;
- implementation of the systemic psychological support for prevention of conflict situations and dissemination of positive experience of preventing social conflicts.

It is possible to differentiate the following types of socio-psychological technologies depending on the level of their implementation in the educational space (Fig. 1).

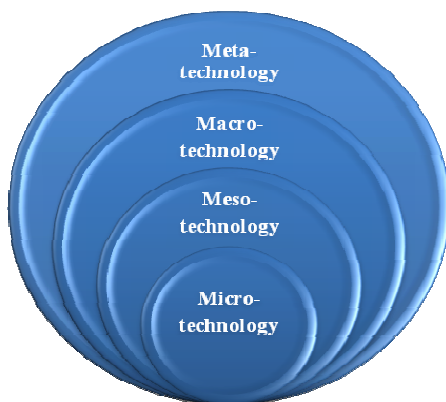


Fig. 1. Types of socio-psychological technologies depending on the level of their implementation in the field of education

– *Meta-technology* is a set of methods or a system of activities that encompasses general, holistic socio-psychological processes at the global level of their implementation (for example, a technology for the implementation of social policy in the humanitarian sphere).

– *Macro-technology* comprises methods or procedures of social actors' targeted interaction implemented within a separate, for example, educational branch.

– *Meso-technology* is a means of organizing transformative activities in relation to separate parts (modules) of a holistic, for example, educational process in order to solve local methodological, didactic or developmental tasks.

– *Micro-technology* is a technology that reveals the essential characteristic of individual's activity in the educational process and is realized in the course of solving specific operational tasks at the individual level of inter-entity interaction.

Socio-psychological technology of the non-conflict interpersonal communicative interaction in the educational space is defined as a set of methods of practical implementation of the communicative principle according to the following parameters: personal, procedural and innovative (Fig. 2).

These parameters are disclosed through:

– *Personal meaning* of the communicative activity subjects.

– *Individual relation* of the subjects of communication to the communicative process in the educational activity.

– *Self-determination* of subjects in deciding on the issues arising in the process of communication.

- *Rapport* (emotional, semantic, personal) of the subjects in the communicative process.
- *Motivation* as a functional conditionality of any speech act of a person and his/her activity in general.
- *Purposefulness* as the availability of language strategy and tactics, orientation towards the final purpose of communication.
- *Dialogic participation* of subjects of communication in order to reach their common purpose (mutual understanding) [4; 5].
- *Cooperation* of participants in the educational communicative process (coordination, mutual assistance, etc.).
- *Situationality* as relation of the communicative process to the situation.
- *Functionality* as recognition of the leading role of function, and not the form of the language units.
- *Problem-orientation* as a way of organizing, conducting and interpreting the communication process in the educational space.
- *Novelty* as a permanent variation of all components of the educational process.
- *Heuristicity* as an opportunity for subjects to create knowledge in the process of communication [9].

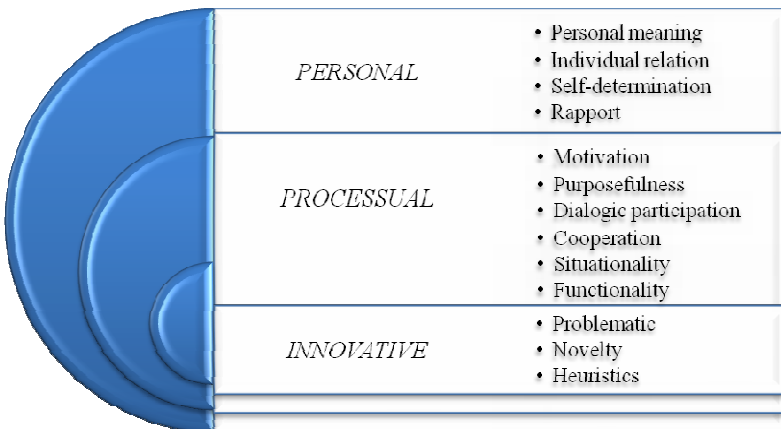


Fig. 2. Classification of the technological parameters

Conclusions and prospects for further research. The theoretical and methodological analysis of scientific approaches to the design of socio-psychological technologies in the educational environment helped to identify their main characteristics. Socio-psychological technology (and educational

technology as its element) is defined as a scientifically substantiated system of functioning of all components of the pedagogical process. It is programmed in the spatial and temporal dimensions, and leads to the expected result of the educational activities. Among the main features of social technologies are scale, novelty, efficiency, science-intensivity, complexity, “time of life”, adaptability, reliability and validity. According to the totality of social actions, socio-psychological technologies in the educational environment are divided into focused, stabilizing, adaptive, and integrative ones. By the level of their realization they are classified into meta-, macro-, meso- and micro-technologies. The specifics of the construction of social and psychological technologies of interpersonal communicative interaction in the educational space are determined by the following parameters: personal, procedural and innovative. It is worth noting that the essence of the innovative nature of the technological activity is determined by changes related to the creation, modernization and introduction of new models in the material or non-material system of values of the modern social environment. The content of innovation is the dissemination and use of a new practical means to meet the diverse needs of the individual, which are changing as a result of the rapid social development. In this sense, the task of the future studies is to deepen understanding of the concept of socio-psychological communicative technology, to define scientific and methodological foundations for its design and to study the peculiarities of the application of the developed procedures for non-conflict interpersonal interaction in the educational environment.

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Петренко І. В. Особливості побудови комунікативних технологій врегулювання соціальних конфліктів в освітньому середовищі

Статтю присвячено теоретико-методологічному аналізу основних наукових підходів до конструювання соціально-психологічних технологій з метою мінімізації проявів поларизації в просторі освіти. Виокремлено основні характеристики та

уточнено специфіку створення комунікативної соціально-психологічної технології. До основних її властивостей віднесено: масштабність, новизну, ефективність, наукоємність, складність, “час життя”, адаптивність, надійність і валідність. Виявлено критерії класифікації соціально-психологічних технологій в освітньому середовищі, які за сукупністю соціальних дій диференційовано на цілеспрямовані, стабілізаційні, адаптаційні, інтегративні, а за рівнем їх реалізації – на мета-, макро-, мезо- і мікротехнології. Своєрідність конструювання технологій неконфліктної міжособової взаємодії в освітньому середовищі визначено за параметрами: відмінності у вияві особистісного сенсу суб’єктів щодо комунікативної діяльності; їх індивідуального ставлення до процесу спілкування; самостійності в ході комунікативної інтеракції; емоційної, смислової, особистісної контактності; умотивованості як обумовленості мовленнєвого вчинку; цілеспрямованості як наявності комунікативної стратегії і тактики; діалогічної партиципації як способу досягнення спільної мети; ситуативності, проблемності, функціональності як засобів організації, ведення та інтерпретації процесу спілкування; новизни та евристичності як здатності суб’єктів спілкування до інноваційних трансформацій.

Ключові слова: технологізація соціальних систем, соціально-психологічна технологія, освітня комунікативна технологія, освітня сфера, міжсуб’єктна комунікативна взаємодія, поляризація соціальних груп.

Петренко І. В. Особенности построения коммуникативных технологий урегулирования социальных конфликтов в образовательной среде

Статья посвящена теоретико-методологическому анализу основных научных подходов к конструированию социально-психологических технологий с целью минимизации проявлений поляризации в сфере образования. Выделены основные характеристики и уточнена специфика создания коммуникативной социально-психологической технологии. К числу основных ее свойств отнесены: масштабность, новизна, эффективность, наукоємкость, сложность, “время жизни”, адаптивность, надежность и валидность. Выявлены критерии классификации социально-психологических технологий в образовательной среде, которые по совокупности социальных действий дифференцированы на целенаправленные, стабилизационные, адаптационные, интегративные, а по уровню их реализации – на мета-, макро-, мезо- и микротехнологии. Определены такие специфические параметры конструирования технологий неконфликтного межличностного взаимодействия в образовательной сфере: различия в проявлении личностного смысла субъектов относительно коммуникативной деятельности, их индивидуальное отношение к процессу общения, самостоятельность в процессе коммуникативной интеракции; эмоциональная, смысловая, личностная контактность; мотивированность как обусловленность речевого поступка; целеустремленность как наличие коммуникативной стратегии и тактики; диалогическая партиципация как способ достижения общей цели; ситуативность, проблемность, функциональность как средства организации, ведения и интерпретации процесса общения; новизна и эвристичность как способность субъектов общения к инновационным трансформациям.

Ключевые слова: технологизация социальных систем, социально-психологическая технология, образовательная коммуникативная технология, образовательная сфера, межсубъектное коммуникативное взаимодействие, поляризация социальных групп.