

Philosophical Understanding of the Role of Social Pedagogy in the Technogenic Society

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Abstract—Social pedagogy is considered as a new philosophy of pedagogical and educational process which is aimed at correcting dangerous tendencies in transformation processes of the world and life in technogenic society. At the present stage, the role of education in the fight for the safety of the social and biospheric living environment is increasing. Social Pedagogy, being the pedagogy of the social environment, should contribute to its humanization and education of a person, who is motivated for the progressive development and preservation of the biospheric foundations of life. The methodology used by socio-natural system approach, proposed by scientists of the Bryansk scientific school of socio-technological development of the world considers society as an open system interacting with its environment and other social systems. It is concluded that the potential of social pedagogy allows to apply extensively all the knowledge of social, technospheric and natural factors effects on the development of personality in practical, educational and upbringing activities. Moreover it studies the peculiarities of the development and socialization of an individual in the conditions of the anthropogenic living environment, reveals the reasons for deviating behaviour and corrects it, promotes self-improvement of the personality at various stages of his life.

Keywords—*technogenic society; modern education; social pedagogics; socialization; transformation processes.*

I. INTRODUCTION

In conditions of rapidly developing global technogenic sociotechnological system and accelerating degradation of biospheric life, there is an urgent need to adapt a person to avalanche-like growing transformational changes [1]. In this connection the problem of searching for new ways of the person's involvement in the transformed reality becomes topical. The solution of the problem cannot be made without the reflection in the contents of education global interrelated changes affecting the human system, society, nature. However, the modern educational system is extremely ineffective in the current situation of global transformation processes on the scale of civilization. It fails to give complete knowledge about the real holistic facts providing students just with a fragmentary view of the world, not enabling them to understand the processes taking place in technogenic society and limiting the scope of positive transformation activity of a man [10, p.162].

The use of a systematic socio-natural approach allows studying the interrelated phenomena and contradictory transformations of modern society and the biosphere [4]. From the philosophical point of view this approach is the basis that makes

possible to analyze much deeper the problems of modern education as the only strategy of the future stability for the development of civilization. The substantiation of this method was made by scientists of Bryansk scientific and philosophical school of social and technological development of the world: E. S. Demidenko, E. A. Dergacheva, N. In. Popkova, N. H. Lapchenko, A. F. Shustova and others in their works a human society is highlighted by taking into account the social unity of life studied by the philosophy of the noosphere and social history.

II. DISCUSSION

The lack of knowledge gained in the process of education does not allow a person to solve the strategic problems of progressive social and technological development including human adaptation in the changing world. All this proves the necessity of changes in the system of education which gives at the present stage just a fragmentary and extremely limited understanding of the consequences of man-made changes in the world and life. As E. A. Dergacheva rightly points out, the attack of the artificial world of subjects on the biospheric world requires taking into account the transition transformation processes taking place in natural environment and their reaction to the effect on the society and mankind [17, p.30]. However according to V. I. Kuptsov, our education aiming at struggling for a better future for humanity ignores all these problems [12, p. 11]. To solve them, in our opinion, we need a different level of understanding of the world, based on the highest degree of responsibility, when material values give way to new spiritual and moral ones. But as for our modern system of education it is intended for reproducing the class structure of capitalist society having the main purpose of getting maximum income. It leads to decreasing of the education quality and therefore, to the intellectual and spiritual poverty of the society [11, p.118].

It is also evident that the joint mobilization of the potential of such sciences as Philosophy, Sociology, Anthropology, Ethnology, Pedagogy, Psychology, Physiology and Medicine is extremely necessary for solving this problem. It is such an integrated scientific discipline as Social Pedagogy that gives the way out [18]. On the basis of Social Pedagogy, a man is considered to be a bio-socio-psycho- cosmic being [17 p.5] and at the same time it becomes possible to coordinate and control some highly dynamic processes characterized by randomness and uncertainty of promising lines of future socio-

technological development connected with the transition of biospheric world to artificial man-made conditions.

Social Pedagogy not only describes the world, but also reveals the laws of its development requiring to take into consideration specific environmental conditions in the process of education and cultural development of a man. Taking into account all these natural, ecological, economic, geographical, national and other factors allows Social Pedagogy to develop a complex of measures supporting an individual [5] both: in social and pedagogical ways. And simultaneously it enables you to analyse mechanisms either of spontaneous or controlled socialization of a person in the course of his formation.

Social Pedagogy combines efforts both in the field of formal education, represented by various educational institutions, and non-formal education possible due to mass media, publishing companies, various public organizations.

It is proved that the attitude and behaviour of adolescents depends on combining the efforts of all forms of education. However, the goals and objectives of various formal and informal educational institutions are so different that they contribute to disadaptation and loss of guidance for young generation. In the process of a survey conducted in 73 regions of the Russian Federation, the answer on the question concerning reasons for such bad behaviour and unwillingness to learn was clearly given: "we are sick and tired of the situation when you face three different ways of teaching you: in your family, at school and on TV...we hate it" [19 p.17]. Indeed, the socialization of the younger generation in the current conditions is difficult. In K. V. Dergachev's opinion the process of child's unification with the reality of modern society is significantly complicated by mediation of information technologies and imposed mass media information influencing his adaptation [3]. All these facts make combining of efforts necessary for creating a single educational space, including all forms and types of education.

Active and effective assistance can be provided by Social Pedagogy. Being the pedagogy of the social environment, it studies human beings at all stages of their life in terms of the existing macro-, meso- and micro-environment [17 p.10]. Consequently, it can contribute to further humanization and forming of social environment that motivates a person to develop, stimulating his full-fledged formation as a personality.

Acting as a technology of transformation of the individual and society, Social Pedagogy should also form a new attitude to the biospheric environment expecting it to be the main factor responsible for natural and versatile human's life and thereby it contributes to the safety of both social and biospheric living environment.

However, in our opinion, the role of Social Pedagogy at the present stage of development is absolutely underestimated. Analyzing the definitions given to Social Pedagogy by different authors, we can conclude that there are different approaches to understanding its essence and contents. G. M. Kodzhaspirova and A. U. Kodzhaspirov consider social pedagogy to be the branch of Pedagogics, which investigates the influence of the social environment on the education and personality formation [9]. A.V. Mudrik thinks Social Pedagogy to be a science study-

ing social education of a person as an integral part of the process of socialization, covering all stages of life [13, p. 3].

In the pedagogical dictionary edited by V. I. Zagvyazinsky, A. F. Zakirova a special role of Social Pedagogics is emphasized by stressing the fact of its special role in the process of person's socialization as a personality and harmonization of relationship between subjects in the social environment [15]. F. A. Mustaev, in addition to socialization, giving a definition of Social Pedagogy, draws attention to the process of re-socialization, influencing person's orientation to socially acceptable standards of behaviour [14].

A significant disadvantage of all definitions given to Social Pedagogy is the fact that they view society as a self-sufficient system. The statement about non-bordering space for interaction with the natural environment is formal and not taken into account both in the analysis of the current changes and the creation of strategies for future development in the conditions of increasing urbanization, technosphere and integration of "socio", "techno" and "bio". This idea of Social Pedagogy as being a way of adaptation to the social and cultural environment neither stressing the meaningfulness of society interaction with the biosphere (being the system of the higher level) nor conceiving the relationship of planetary life processes is very limited and quite ordinary for the Sociology on the whole [6, p.24-25; 8; 4].

As you see, any society remains an integral part of the historical development of wildlife, which in the course of human practice has undergone significant changes influencing both the inner processes and the society as a whole.

The consequence of this imbalance in the system of Man-Nature was due to increasing of ecocriticism, and in addition to this, the entry of modern society into the active phase of information and technological development caused a significant deformation of a human being as an integral part of nature. The logical conclusion of the above-mentioned processes was the reorientation of natural evolution into artificial one [7; 2], which made socialization of a person necessary in conditions of unpredictability of uncontrolled and growing artificial world, spontaneously led by the society. In the current conditions, not the biospheric nature, but new sociotechnological reality formed by a man, started drawing the main vector of transformations in human's life. As S. N. Chuvin notes in the right way, it was an ecotechnological transformation of a man, that fundamentally changed the biosocial nature under the influence of modern technogenic social development resulting from the integration of human beings with technology and technosphere and as a consequence further formation of artificial post-biospheric living environment [20 p.460]. Nevertheless, not the growth itself of man-made habitat causes the growth of negative socio-cultural transformations, but instrumental consumer attitude of a man to the world [16, p.336]. The person becomes completely dependent on the environment created by him: it is technosphere. This dependence is associated not only with a fundamental changes in the way of life of modern mankind, but also with the irreversible degradation of man's natural and biological qualities alongside with dynamically growing social qualities.

The development of the social qualities themselves does not lack contradictions, since not all the qualities are developing, but only those that are in demand by modern technogenic society. So the qualities that have been developed for centuries such as collectivity, conciliarity, kindness, trust, truthfulness being characteristics of traditional agricultural society become irrelevant and not long-living any more. They are replaced by individualism, egoism, the use of social structures just for self purposes, the desire to meet the growing excess needs, relating to people and nature as means of achieving their goals only. People with health problems, lack of skills, from poor families are still outside the door of public life. They have great difficulties in adaptation to the dynamically changing reality because of social, antropogenic and natural-biological factors in complex.

III. CONCLUSION

All above-mentioned ideas prove urgent need in the developing of social and educational programs to support a person throughout his life. Developing such programmes, it is necessary to differentiate approaches to the socialization of a person, taking into account his age, living conditions, health, values, preferences and needs.

Summing up, I would like to note that it is Social Pedagogy that becomes the base of a new philosophy of the educational process, because its potential allows active applying of all knowledge about the effect of social, technosphere and natural factors on the development of the individual in practical educational activities, identifying the causes of asocial behaviour and developing programmes to correct it, creating conditions for self-realization and personal development.

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