# LATENT FUNCTION AND DISFUNCTIONALITY OF THE SOCIAL INSTITUTE:

# IN THE CONTEXT OF A NEW SOCIAL REALITY

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***Keywords:*** Social institution, function, dysfunction, social reality, latent.

**Relevance**: The problem studied in the thesis is considered relevant because it is primarily aimed at maintaining stability and development in society, ensuring the necessary social order.

In addition to the direct consequences of the functioning of social institutions, there are also unintended consequences, that is, far from pre-planned human goals.

If the realized results of the revealed functions are announced in advance in statements, declarations, programs, the results of the latent functions are unknown and are not understood in advance by the participants of social activity.

Specific latent functions are more diverse. Each social institution can have its own special "surprises". For example, the revealed function of the education system - to train qualified specialists in various professions is clear for everyone. However, it has other functions that are not noticeable at first glance. The historical victory of the Azerbaijani people over the Armenian aggressors in the 44-day Second Karabakh War (27.09.2020-10.11.2020) showed that higher education freed a group of young people from military service and created certain discrimination. Thus, the latent function of higher education contributes to the emergence of social inequality in the field of national defense.

**Methods**: Induction, deduction, sociological analysis.

**Objective**: To analyze the theoretical and sociological aspects of the problem on the basis of real social processes.

**Conclusion**: The need to take into account the consequences of the latent function of the social institution and the factors that cause dysfunction.

In modern sociology, dysfunction is assessed as a process of violation of the normative interaction of one or another social institution with the social environment. Social institutions are not able to meet the relevant needs of society, they simply continue to exist due to the power of the influence of common culture and social norms. In this case, their activities have a negative impact on the social environment and people's living conditions. This is especially demonstrated most clearly in the society during a systemic crisis.

For example, in the late 1980s and early 1990s, Azerbaijan was in a period that most institutions were dysfunctional: a sharp decline in births in the family and marriage, a sharp decline in population, rising inflation in the economy and finances, depletion of the country's gold reserves, a significant increase in unemployment, redistribution of property, economic crimes, raids (seizure of enterprises), decline of political structures, the emergence of a large number of small parties, the lack of political will of leaders, irresponsible promises and statements, the merging of state and legal structures with organized crime, mass legal nihilism and anomie were observed. The activities of educational and cultural institutions were also in a state of disrepair.

From a sociological point of view, it should be noted that the dysfunction of social institutions can occur for the following reasons: a systemic crisis in the society; structural changes at the society level; contradictions between different state bodies; uncertainty of goals and incomprehensibility of tasks in the activity of the social institution; the collapse of morality and the change in the direction of values, etc.

Usually, social institutions do not exist without complete dysfunction, because each of them is constantly changing and evolving. The working conditions of the institute, its relationship with the social environment and the internal factors of its existence are changing. The following factors can be used to prevent dysfunction for the successful operation of social institutions: clear definition of goals, social statuses and roles; efficient distribution of activities, correct and competent organization, as well as effective management and leadership; integration of social institutions into a broader system of institutions as conflict-free as possible.

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