

SOME CONSIDERATIONS ON SOSIAL INTELLIGENCE

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ABSTRACT

This article outlines various views on the role and importance of social intelligence in personality maturation. This analyzed a number of scientists ' scientific views on social intelligence. It is argued that social intelligence determines the productivity of behavior forecasting in interpersonal interaction and socio-psychological adaptation.

KEYWORDS: *Social Intelligence, Adaptation, Censorship, Empathy, Communicativeness, Communication.*

INTRODUCTION

The sharp changes taking place in the development of society at the present time set qualitatively new and relatively complex tasks, in which the level of development of the social intelligence of the individual, the regulator of his mental capabilities, moral aspects are of particular importance. In this, the self-expression of the individual is carried out in different areas of life. In this, social intelligence ensures the effective adaptation of the individual to the social environment.

Social intelligence is a complex general ability of an individual, which includes a group of special abilities (small structures) and is aimed at ensuring the adaptive behavior of the individual in communicative interaction. In social intelligence, one can calculate the image of the reality and consciousness of social behavior, as well as the ability to mental activity, which is included in ensuring the construction of adaptive mechanisms of this behavior.

D. A. Leontev distinguishes two ways to experience meaninglessness and have the meaning of life when meeting bad luck in self-expression:

- 1) Adaptation path-bringing the meaning of one's own life into harmony with Real life;
- 2) The way of self – expression is to coordinate life with the concept of one's own meaning.

In the scientific literature, social adaptation is defined as the process of optimal interaction of the individual and the environment. This mutual action allows the individual to meet his urgent needs and realize his significant goals, values, ensures the Coordination of the mental activity, behavior of the individual with the requirements of the environment (g. M. Andreeva, T. Shibutani).

Adaptation consists of two life programs, which are presented as "external" and "internal" programs. The purpose of the external program is socio – psychological adaptation to sosium. The purpose of the internal program is self – expression. The first application is successfully implemented if the social intelligence is sufficiently developed. It follows from this that high indicators of adaptasia should be correlated with high indicators of social intelligence. Social intelligence, V. N. Kunisina believes that social reality comes to the fore as a means of understanding, while social competence appears as a product of knowledge [2]. Social intelligence and social competence perform the following general functions: adequate adaptation, correct assessment of the situation and successful implementation of activities. These functions can be described using quantitative characteristics.

The concept proposed by V. N. Kunisina confirms that social intelligence fully covers the entire range of functions responsible for the adequacy and success of social interaction. At the same time, it reveals the following new functions of social intelligence, which by their nature are much more complex and global for the individual: self-development, self-awareness, independent reading and motivational function. These characteristics serve not only to help the individual in changing, often subversive situations, but also to join forces for self-development and self-expression.

S.S. Belova notes that the development of individual components of social intelligence or associated parameters (in particular thinking) does not affect the level of formation of social intelligence as a whole [6.]. The uniform and stable development of all components of the internal structure of positive intelligence is a high-level determinant of the formation of this parameter.

According to N.V. Panova's point of view, the formation of social intelligence requires the formation of many conditions and factors: age-related, personality-specific, environment-specific factors; in this there is no way to create an optimal environment for the development of all components of social intelligence [7.]. Proceeding from this thesis, the conclusion that the development of societal intelligence of schoolchildren should be a goal-oriented process, which is built on the basis of constant monitoring of the conditions and results of development, compliance with conditions and factors, will be free of doubt.

In Russian psychology, the concept of "social intelligence" is used by U.N.Emelyanov describes and under this concept understands the ability to understand self -, as well as other people, their relationships, and to predict interpersonal phenomena, based on the specifics of sustainable, thought processes, affective reaction and social experience. According to the author, social intelligence includes connectivity – a sensitivity to the mental state of others, to their aspirations, values and goals, which has a special, emotional nature. Censorship, on the other hand, involves empathy – the feeling of others, an emotional resonance in relation to the experiences of others. A.A. Bodalyov understands social intelligence as the sum of the mental derivatives of a person, manifested in his ability to successfully communicate with other people. These mental derivatives are exactly: motivational-needy and emotional spheres with a concrete characteristic; will, which is distinguished by certain qualities; a set of mental properties of a person corresponding to the communicative activity of a person (communication; it is a rich repertoire of purely behavioral reactions in the implementation of communication [5].

Yu.N. Emelyanov defines the following sources of development of social intelligence.

1. Life experience (he has a leading role in the development of communicative competence) and the experience of interpersonal communication. Its characteristics are as follows: it includes the internal norms and values of a social, specific social environment; it is individual, since it is based on personal characteristics and psychological phenomena of personal life.
2. Art is an aesthetic activity that enriches a person in two ways: in this case, he acts both as a creator and as a perceiver of a work of art (helps to develop communication skills).
3. General knowledge (this is a set of reliable and systematized humanitarian knowledge related to the history and culture of human communication of an individual).
4. Scientific methods (including the unification of all sources of communicative competence, reveal the possibility of describing, conceptualizing, explaining and predicting interpersonal interaction with the subsequent development of practical means of increasing communicative competence at the level of individuals, groups and communities).

Communicative competence, as Emelyanov notes, is directly related to the characteristics of the social roles of the individual in terms of form and content. According to the scientist, it is desirable to distinguish between professional communicative competence and general communicative competence.

Yu.N. Emelyanov connects social intelligence and adaptation to the situation. Social intelligence refers to fluency in verbal and non-verbal means of social behavior - in all types of semiotic systems. The researcher expands the concept of "communicative competence", including understanding the environment of activity (social and physical) that surrounds a person, understanding the elements associated with the ability to influence him in order to achieve his goals, and the behavior of others in the conditions of joint work, and also implies ensuring that his actions are understandable to others.

Talking about ways to improve communicative competence, Emelyanov notes that communicative abilities and intelligence in interpersonal relationships, despite their undoubted importance, are secondary (from a phylogenetic and ontogenetic point of view) in relation to the factor of people's joint activity. Therefore, the main ways to improve communicative competence should be sought not in bleaching behavioral skills and risky attempts at personal restructuring, but in ways of active awareness of the individual as a participant in natural interpersonal situations. It is necessary to study activity situations on ways to develop a socio-psychological picture that allows you to see the world from the point of view of other people [4; P.59].

One of the main problems that arise in the study of Social intelligence is to determine whether social intelligence is really a type of intelligence. This view is due to the fact that many general theories of intelligence, without sufficient attention to social intelligence, consider verbal and nonverbal, numerical and spatial, fluid and crystallized intelligence.

Unfortunately, in most theories, the role of social intelligence in the structure of abilities remains unclear. This is because if intelligence tests can be considered a psychometric reliability model, then measuring social intelligence is very problematic. The correlation between different types of intelligence, such as verbal and spatial, is very high, while social intelligence constitutes, on average, a correlation of 0.3 degrees with general intelligence. General intelligence practically

does not determine the relationship with the individual's own characteristics, and for social intelligence, such connections turn out to be very characteristic [3; p.17].

Although original, D.V.Ushakov defends the pose that social intelligence is a kind of intelligence. He points out that the rules found in the field of general intelligence can also expand the rule of social intelligence and that it can be considered the ability to know social phenomena, being one of the components of social skills and competence and not complete. Then social intelligence, on a par with other types of intelligence, together with them forms the highest type of cognitive activity - generalized and mediated ability.

Ushakov considered a number of characteristic structural features of social intelligence:

1. Continental character;
2. Use of nonverbal tools;
3. Loss of accuracy of social assessment during verbalization;
4. Formation directly in the educational process;
5. Use of "internal" experience [10];

Only the last feature completely distinguishes social intelligence from other types of intelligence.

Among the operational approaches to the problem of Social intelligence, N.A.Kudryavtseva's approach can be distinguished. In 1994, N.A. Kudryavtseva proposed her own conceptual development on this problem. The main thing for this project was the desire to correlate common and societal intelligence. N.A. Based on ideas about the structure of Kudryavtseva's intellectual potential, a set of research approaches and specific methods was developed, which ultimately led to the choice of an integrative indicator of the individual's intellectual potential. It was defined as a "unity of intellect" and reflected important components of the mechanism of intellectual growth, change at personality levels: General Intelligence (the ability to solve problems at the subject-object level), while social intelligence (ability) reflects the ability to solve (problems at the subject-subject level), determines the balance of the development of intelligence from different aspects. An important component of the structure of Social intelligence is the self-esteem of the individual. Thus, the object of social intelligence was understood - the ability to rational, mental operations, which are processes of interpersonal interaction.

An ambiguous picture of the relationship between general and social intelligence was revealed: it turned out that social intelligence is independent in relation to general intelligence. This indicates a negative relationship between social intelligence and empathy. Thus, the initial hypothesis about social intelligence as the ability to carry out rational (mental) operations was confirmed.

An important role in the development of Social intelligence and the development of self-knowledge and self-control abilities is played by the motivation mechanism. The emotional attitude of a person to other people and himself can serve as a powerful logical tool for analyzing and uniting the phenomena of the surrounding world (differentiation of others according to a subjective attitude, the formation of "emotional syntheses", etc.). An especially important role in this mechanism is played by unconscious mental regulation, which can block conscious regulation.

"The question of intellectual potential cannot be solved outside the role of the motivational component in the structure of intelligence," N.A. Kudryavtseva distinguished the main components of the structure of social intelligence and distinguished social intelligence from the indicator "unity of intelligence", which in the work of the school psychological service should be used to diagnose the level of intellectual potential of schoolchildren.

New approaches to the problem of Social intelligence V.N. Kunisina, since 1991, has distinguished a special aspect of this complex phenomenon - communicative and personal potential, which is highly generalized and allows you to get closer to understanding the specific structure of social intelligence, the features of its functioning at different age stages. [9; pp. 76-84].

Conclusions

Thus, social intelligence is a relatively stable, integral psychological derivative that determines the success in communication, the productivity of forecasting behavior in interpersonal interaction and socio-psychological adaptation, and the following main signs can be attributed:

First of all, it is associated with the peculiarities of individual socialization. This is manifested in the development of integration of factors that ensure the maturation of the individual.

Secondly, the formation and development of social intelligence in the maturation of the individual is determined using a system of external and internal factors;

From the point of view, the development of personality base characteristics is associated with the degree of integrative development of social intelligence.

Fourth, social intelligence appears as a means of understanding social reality, and social competence as a product of this perception.

- The intellectual activity of the individual carries out the connection of man with the world and is manifested in the activity of the subject acting in concrete conditions at different stages of ontogenesis; the subject of need directs this connection, and as a result, an understood and goal-oriented transformation of oneself and the world occurs. In the system of culture, the intellectual activity of a person as a value turns out to be integrative education, reflects the specific characteristics of the individual and, in the environment of students of different ages, affects the quality of professional education, ensuring its adaptation.

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