THE ROLE OF SOCIAL INTELLIGENCE IN PERSONAL DEVELOPMENT

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Annotation. The following article deals with the role of social intelligence in the development of the individual, the dynamics and the main functions of social intelligence in students, and the level of interaction. At the same time, in the study of the above problems of socialization of students, "Social Intelligence" was studied and the results were psychologically analyzed.
Keywords: personality, maturity, social intelligence, communication, verbal, nonverbal, interpersonal interaction.

Introduction

The concept of "maturity" is widely used in the literature on psychology. It can be found both in the review of contemporary research and in the classical literature of the middle of the last century; it is used by both local and foreign researchers.

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I. According to Greenberger and his co-authors, socio-psychological maturity is understood as a combination of a person's responsibility to the social environment that surrounds him and his independence at the same time. [12]. The researchers proposed a model of socio-psychological maturity. It includes personality adequacy, interpersonal adequacy, and social adequacy. In addition, the concept of false maturity is distinguished (social maturation has already begun in adolescence, but psychological maturity has not yet been achieved) [11]. Based on the data obtained during the study, N. Galambos demonstrated that immature adolescents differed from their immature and immature peers in their intellectual performance [9]. Results are presented in terms of divided attention, inhibitory control,

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cognitive flexibility, information processing speed. The study examines whether there is a link between "crystallized" and "mobile" intelligence and maturity. It is true that, regardless of previous experience, no significant correlations have been identified between motor intelligence and psychological maturity that allow problem-solving and analysis (Galambos, MacDonald, Naphtali, Cohen, and Cindy M. de Frias 2005).

A number of concepts are close in meaning to the concept of personal maturity: "mental health" ([7]), "self-activation," full functioning ". G. Olport [113] suggests the use of intelligence, health, and maturity as interchangeable concepts. The work of some authors is devoted to identifying the nature of the interactions between different manifestations of maturity and aspects such as health [13], psychological well-being, age, stress management strategies, and cognitive abilities [9]. Here are some examples from the laws identified in modern foreign research: the full content of students' psychological maturity and identification allows them to reflect on the risks to their health [13]; psychological maturity begins at a young age and progresses to early maturity; higher levels of socio-psychological maturity in adolescents and young adults are associated with significantly higher results of cognitive ability tests [9].

V.M. Rusalov points out [8 p.83-97] that the parameter of maturity has any complex structural mental product (person, person, character, intellect), and the author adds spiritual, civic and professional maturity to the list of aspects of human maturity. According to V.M. Rusalov opinion [83], the concept of maturity can be considered in two ways: defensive and acmeological. The definitive maturation of individual mental functions is discussed when their parameters reach the level of the characteristics of a sexually mature person in that population. Acmeological maturity characterizes the attainment of the highest point of mental functions.

D. Goleman identified the preconditions for success in relation to the various professional activities of man. Intellectual coefficient IQ In a number of professions, the emotional coefficient EQ is the ability to listen to one's own feelings, control the movement of emotions, make the right decisions, and calmly lag behind in assessing a complex situation as optimistic. The EQ coefficient has become the key to new success; it helps to develop an individual's communication skills and the ability to build effective relationships with other people. A well-developed emotional sphere of a person can play a specific compensatory role in the functioning of the mechanism of the ability to move "in the mind".

The concept of "social intelligence" is a relatively new concept in the science of psychology, which is undergoing a process of development and clarification. This concept was introduced by E.Thorndike to express "far-sightedness in intergroup relationships," this relationship is a specific cognitive ability that enables successful interactions with people. The main function of social intelligence is to predict behavior [4].

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G. Olport linked social intelligence to the ability to make quick, almost automatic judgments about people, noting that social intelligence was more concerned with behavior than operations with concepts, and that its product was social adaptation rather than operations with concepts.

In the modern scientific literature, social intelligence is confused with social thinking, and its role in the process of adaptation is considered and equated with cognitive competence, which helps to understand the events of social life with maximum benefit for the individual [4].

J. Gilford views social intelligence as a system of intellectual abilities unrelated to the general intelligence factor. Social intelligence is an integral intellectual ability that determines the success of communication and social adaptation [7].

Yu.N. Emelyanov viewed social intelligence as the ability to understand oneself, other people, and their relationships in a sustainable way, and to predict interpersonal events. Social intelligence is based on thought processes, affective reactions, and social experience. The most important underlying factors of social intelligence are sensitivity, reflection, and empathy [3, 4].

As he connects social intelligence with practical thinking, D.V. Ushakov and M.A. Kholodnaya describe it as a "practical mind" which directs the actions from abstract thinking to practice. By analogy, along with abstract intelligence, the verbal and nonverbal components of social intelligence are distinguished [5]. Furthermore, in a number of literatures, intelligence has been considered as a cognitive component of communicative competence [1].

Intellectual behavior is the predominance of verbal intelligence (large vocabulary, erudition, ability to understand what is read); ability to solve a problem; characterized by the presence of practical intelligence, which is characterized by the ability to achieve the set goals [2].

Research methods.
The following research methods were used to address the challenges facing the research: Interviews were conducted to explore the social and intellectual potential of students in their professional development. The intellectual potential of the student in the educational process was observed, the method of "Diagnosis of social intelligence" by J. Guilford and M. Sullivan was used. Mathematical-statistical method was used to determine the validity and reliability of the collected empirical materials.

The J.Gilford test not only predicts the general level of development of social intelligence, but also the result of people's behavior; proportionality of verbal and nonverbal expression reflection; designed to explore analytical skills in complex situations in interpersonal interactions

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Part of the research.

It is known that the beginning of a person's professional maturity mainly coincides with the student period. Not only is it important for students to develop professional intelligence, but it is also important to be able to adapt to social relationships, to feel the experiences of others, to influence them, to engage in relationships, and to adapt their behavior to others. Sometimes a person with a high IQ may not meet the absolute demand in the general context or be socially immature. Some ordinary street child may have a better analysis of issues related to daily life concerns than individuals with higher education or academic classification.

When we use the J. Gilford method in the study of social intelligence in students, the subtests in it serve to illuminate the aspects of the general intellect of the individual. Given the content and nature of the methodology of the concept of general intelligence, the ability of students to adapt to communication and social conditions, as well as the integrated intellectual ability to perceive and interact with people, represents an average value.

Table 1 Indicators of social intelligence of students

		M	U	
1.	Understand the feelings, thoughts and intentions of the communication participant	3,80	0,59	
2.	Understanding non verbal Behavior	3,40	0,85	
3.	Understanding verbal expression	2,85	0,62	
4.	Analysis of interpersonal interactions	2,88	0,91	

It is obvious that students will always have to pay attention to the development of general and social intelligence in the educational process. Their general intelligence (IQ) showed a moderately strong level of "understanding the feelings, thoughts, and intentions of the communication participant" (3.80 ± 0.59) from the criteria representing social intelligence, as well as the average. This leads to the conclusion that students have the ability to predict relationships with people, to predict the course of events, but it needs to be developed. If students had the ability to solve this subtest at a high level, they could look at a photo of a stranger and give a detailed description of his or her identity. Unfortunately, this aspect of students 'social intelligence has matured above average.

Students also had above-average scores on understanding nonverbal behavior (3.40 ± 0.85). Students demonstrate that they have a foundation of assessment skills based on their posture, facial expressions, and behaviors, to prepare themselves for a work environment, to detect nonverbal cues, and to use people's nonverbal communication. If students are able to form this quality in themselves at a higher level, then it means that they are more prone to active, stenic, deep reflection, sensitivity to the emotional state of people in communication, and understanding their own feelings.

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The fact that the other two subtest indicators, i.e., understanding verbal expression (2.85 ± 0.62), is close to average in the analysis of interpersonal interactions (2.88 ± 0.91) indicates that these aspects of student social intelligence are not yet moderately developed. Let's try to analyze their mutual correlation using test criteria that serve to assess students 'social intelligence (Table 2). There is a positive correlation between the criteria for assessing the social intelligence of students. In our mean analysis, the correlation was confirmed by the fact that students had higher than average scores on "understanding the feelings, thoughts, and intentions of the communicator" and "understanding nonverbal behavior" (r = 0.402, p <0.05). It was confirmed that the environment, the behavior of the interlocutors, the ability to assess personal qualities, experiences are legally related (Table 2).

Table 2 Students' social intelligence relationships

	Understand the feelings, thoughts and intentions of the communication participant	Understanding Non verbal Behavior	Understanding verbal expression	Analysis of interpersonal interactions
Understand the feelings, thoughts and intentions of the communication participant	1	0,402*	0,330	0,580**
Understanding non verbal Behavior		1	0,359	0,637**
Understanding verbal expression			1	0,348
Analysis of interpersonal interactions				1

*p<0.05; * *p<0.01

In turn, it has been scientifically proven that while students develop the ability to "understand the feelings, thoughts, and intentions of a communicator," they also face problems in "interpersonal interaction analysis" (r = 0.580, p <0.01). By developing the ability to understand nonverbal behavior, "they can develop analytical interpersonal interactions. (r = 0.580, p <0.01). It is natural that the relationship between the results of general intelligence and the quantities of social intelligence also plays an important role in the maturity of the individual. We were able to identify correlations between all methodologies to study the interactions of the components of students 'social intelligence.

Conclusion

1. In the maturity of students, the criteria of social intelligence formed a more pronounced correlation with the criteria of general intelligence, which differ according to the sexual differences of the subject.

2. Students' propensity for the ability to comprehend verbal expression is that their ability to differentiate concepts according to important features, and other logical reasoning is

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normally developed. The ability to analyze them was differentiated according to important features of the concepts and a slowdown in the ability to draw logical conclusions.

3. It was confirmed that the unity of social intellectual abilities of students in interpersonal relationships is legally related to the ability to assess the social environment, the behavior of interlocutors, personal qualities, and experiences.

4. Our analysis shows that the ability of students to understand the feelings, thoughts, intentions of the communicator in relation to the results of social and student girls showed a correct correlation with the understanding of nonverbal behavior and a clear idea of verbal expression.

5. The problems of the study of social intelligence of students considered in this paper, first of all, reflect the difficulties in its study. The work of various authors on human perceptions of social intelligence, as well as the results of empirical research, show that the normal mind not only reflects the characteristics of human interaction with other people, but also evaluates the success of this process. understanding, as well as the ability of the group to measure it through expert assessment, may be key to finding new options for solving the social intelligence research problems identified here. In addition, the implementation of this approach allows the individual to specify the level and scope of research, while primarily considering it as a factor of interaction in a small group of social intelligence.

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