

## Social Intelligence as a Psychological Phenomenon

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### ABSTRACT

*This article does not examine to in-depth analysis of the aspects specific to the nature of the general approaches to intelligence and the scientific ideas advanced about them, but to illuminate the general psychological nature of the intelligence, reflecting the approaches that it cannot exist without social development and social conditions.*

Representatives of the phenomenological approach, Köller, M. Wertheimer, K. Dunker, also develop intelligence in the content analysis of their researches; the consequence of the views put forward by U.R. Charlesworth, a representative of the genetic approach; The nature of J. Piaget's operational approach: the socio-cultural approach that comes closest to clarifying the nature of social intelligence and the goal-oriented educational approach cannot avoid the influence of social factors. In turn, while studying the problem of social intelligence of a person, we cannot ignore the approaches specific to other aspects of intelligence. Our analysis of the above scientific approaches and research leads us to interpret social intelligence as a manifestation of socially useful adaptation. For example, the following conclusion of V. Stern, which is typical of the intellect, is consistent with our opinion, i.e., the intellect is viewed as a "general ability to adapt to new life conditions" and "the act of adaptation is carried out by solving life issues with the help of the intellect, the dominance of the mind over the unconscious in thinking." we can quote his opinion. Another aspect that we pay attention to in our study of scientific sources is clarifying the functions of social intelligence. This issue will clarify our choice of methods of graduate qualification work in the following paragraphs and will help in the psychological analysis of the empirical materials obtained from their implementation. N.A. Menchinskaya, Albukhanova-Slavskaya, N.I. Chuprikova, V.D. Shadrikov and others have also conducted research on the functions of social intelligence. Based on the individual-personality of the intellect, we can explain the functions of the social intelligence on the basis of double conditioning.

According to the above-mentioned studies, as well as the theoretical analysis of psychological-pedagogical literature, the following functions are distinguished: knowledge-evaluation, communicative-valuable, reflexive-corrective. Now let's dwell on the summary of these functions. The evaluation function of knowledge is manifested in the process of socialization, the real help of others in determining the content of interpersonal interaction, and the determination of individual opportunities for the achievement of activity results. Accordingly, social intelligence provides the necessary information processing to predict the results of activities. On the one hand, a person receives information about the nature of other people's activities, understands it and subjugates it in

performing mental operations. On the other hand, it leads to the formation of conclusions about the importance of what is happening in the process of information processing.

According to N.A. Mechinskaya, information can be positive and accepted, or, on the contrary, negative and denied. In both cases, we have to show mental activity related to a certain pace of information processing. The obtained information ensures the manifestation of evaluation conclusions about the possibility of its use, the level of real achievement of results. This leads Islam to understand oneself and one's existence in the process of self-realization. In this process, a person manifests himself as a subject of learning activity. Intellectual capabilities and social conditions of mastering experience are acquired in accordance with the purpose. Thus, in order to manifest himself as a subject of the implementation of this function, he forms evaluative judgments about what is happening in the process of choosing the information suitable for the conditions, setting the goal. However, this function occurs during the implementation of the next function, and its cost of achievement may not allow to determine.

The next important communicative function of social intelligence is the need to understand others and, in turn, to be understood by them. Self-awareness in constant communication with other people begins with the process of actively distinguishing and mastering the standards and standards of human interaction. According to N.I. Chuprikova, communication is manifested in the ability to convey the content of expressing one's own situation, attitude to the interlocutor and the listener, as a result, to show the purpose of the message. In addition, on the one hand, we look at communication as a way of establishing a connection between a person and the social environment, and on the other hand, as a process of searching for the meaning of the valuable environment of life. Appropriately, we divide the communicative value function into two main manifestations.

Creating a plan of ideal content (the content of communication) is related to determining the social action situation of adapting to understanding this person. A person does not react to nothing and does not perceive information, but puts forward issues related to social relations, perceives, understands the social-psychological and personal position of people and replaces himself and him in his place. yib does it by imagining.

According to Albukhanova-Slavskaya, internal activity finds its expression in waiting for a certain attitude, opinion, assessment of specific people or a group. It is related to one's own image, the reality of a person's mind, the ability to establish a relationship with other people and the ability to perceive objectively, the evaluation of different people, and the ability to form one's image based on established values. This indicates the interrelation of cognitive-evaluative function and communicative-valuable function of social intelligence. Communication leads to reliable information about the social environment, and it provides feedback in the form of valuable perceptions. The front of values causes functions to establish positions in the social environment, attitude to the surrounding reality.

Self-awareness of communicative value functions with the reflexive correction function of social intelligence, in the understanding of shortcomings and values in educational activities, provides changes in the process of interaction, aimed at reducing internal conflicts, the need, provides emotional control.

E. Thorndike emphasized that social intelligence is different from ordinary intelligence. Many authors describe social intelligence as an independent group of mental abilities that differ from academic and formal intelligence abilities.

#### **Functions of social intelligence include:**

- ensure adequacy and flexibility in changing conditions;
- formation of mutually successful programs and plans in tactical and strategic directions, solving current issues;
- planning events in interpersonal relationships and forecasting their development;

- motivational function;
- expanding social competitiveness.

One of the main tasks of social intelligence is the formation of long-term relationships. Understanding the level and character of mutual relations is to positively influence each other and strengthen relations in the future.

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