

THE DEVELOPMENT OF SOCIAL INTELLECT BY THE PERSON'S EMOTIONAL ACTIVITY

Eduard Ivashkevych

Candidate degree in Psychology, Professor's assistant
Rivne State University of the Humanities, Ukraine
Natasha1273@ukr.net

ABSTRACT. *In this article the peculiarities of social intellect of the person in the process of interpersonal interaction were described. The peculiarities and factors of the developing of social intellect were shown. Social intellect of a teacher according to his/her communicative competence was characterized. The author's conception of social intellect shows us that this intellect includes cognitive, mnemonic and emphatic structures.*

It was shown that cognitive substructure of social intellect involves a set of fairly stable knowledge, assessment, rules of interpretation of events, human behavior, their relationships, etc. Social intellect is based on the existing system of interpretation on microstructural and macrostructural levels. Mnemonic component of social intellect of the person describes the presence of the ability to interpret events, life events, behavior of others and their own as the subject of these events. Emphatic component of social intellect is largely dependent on what shape of the behavior the person chooses as a priority that he/she expects his/her business associated with the complex of interpretative value in relation to the world of the person.

Key words: *general intellect, social intellect, interpersonal interaction, communicative competence, cognitive, mnemonic and emphatic structures of social intellect.*

РОЗВИТОК СОЦІАЛЬНОГО ІНТЕЛЕКТУ

ЗАВДЯКИ ЕМОЦІЙНІЙ ДІЯЛЬНОСТІ ОСОБИСТОСТІ

АНОТАЦІЯ. *У статті окреслено особливості прояву соціального інтелекту індивіда в міжособистісній взаємодії. Описано особливості та детермінанти становлення соціального інтелекту. Охарактеризовано соціальний інтелект педагога з урахуванням його комунікативної компетентності. Запропоновано та описано авторську концепцію соціального інтелекту, яка передбачає, що соціальний інтелект вміщує когнітивну, мнемічну та емпатійну підструктури.*

Показано, що когнітивна підструктура соціального інтелекту включає в себе сукупність досить стійких знань, оцінок, правил інтерпретації подій, поведінки людей, їх взаємовідносин і т.д. на основі сформованої системи інтерпретацій на мікроструктурному і макроструктурному рівнях. Мнемічна складова соціального інтелекту

людини характеризує наявність у індивіда здатності до інтерпретації явищ, подій життя, поведінки інших людей і свого власного як суб'єкта цих подій. Емпатійна складова соціального інтелекту більшою мірою залежить від того, яку форму поведінки індивід обирає в якості пріоритетної, що очікує від оточуючих його суб'єктів, який ціннісний інтерпретаційний комплекс у ставленні до навколишнього світу сформувався у людини.

Ключові слова: загальний інтелект, соціальний інтелект, міжособистісна взаємодія, комунікативна компетентність, когнітивна, мнемічна та емпатійна підструктури соціального інтелекту.

РАЗВИТИЕ СОЦИАЛЬНОГО ИНТЕЛЛЕКТА

БЛАГОДАРЯ ЭМОЦИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ЛИЧНОСТИ

АННОТАЦИЯ. В статье описаны особенности проявления социального интеллекта индивида в межличностном взаимодействии. Описаны особенности и детерминанты становления социального интеллекта. Дана характеристика социального интеллекта педагога с учётом его коммуникативной компетентности. Предложена и описана авторская концепция социального интеллекта, которая предполагает, что социальный интеллект включает когнитивную, мнемическую и эмпатийную подструктуры.

Показано, что когнитивная подструктура социального интеллекта включает в себя совокупность достаточно устойчивых знаний, оценок, правил интерпретации событий, поведения людей, их взаимоотношений и т.д. на основе сложившейся системы интерпретаций на микроструктурном и макроструктурном уровнях. Мнемическая составляющая социального интеллекта человека характеризует наличие у индивида способности к интерпретации явлений, событий жизни, поведения других людей и своего собственного как субъекта этих событий. Эмпатийная составляющая социального интеллекта в большей степени зависит от того, какую форму поведения индивид выбирает в качестве приоритетной, что ожидает от окружающих его субъектов, какой ценностный интерпретационный комплекс в отношении к окружающему миру сформировался у человека.

Ключевые слова: общий интеллект, социальный интеллект, межличностное взаимодействие, коммуникативная компетентность, когнитивная, мнемическая, эмпатийная подструктуры социального интеллекта.

Introduction

The problem of the development of social intellect is very actual in scientific literature. It was proved that healthy classroom environment

depends on the creation of a classroom culture that allows children to develop emotional intellect and personal competencies. So, emotional intellect and personal competencies are developed from the ability to be aware of one's own emotions and patterns of behavior (self-knowledge), to manage negative or destructive emotions effectively (self-management), and to share in positive relationships and experiences with others in a way that enhances learning and life satisfaction (relationship management). Researches suggest that life satisfaction derives from the development of prosocial behavior, the precursor of empathy (Malecki & Elliott, 2002: 1-23).

The first step in the process of the development of social intellect is becoming aware of our emotions and naming them. Some researches posit that naming our emotions allows us to «slow down» and consider them before acting, which provides a link between emotional and cognitive processing in the prefrontal cortex (Barbey, Colom & Grafman. 2013). Social intellect often causes us to overreact or choose an action that doesn't help to solve a problem we are facing. The emotional brain must be allowed to practice the skills of empathy and understanding, receive feedback from the surrounding environment, and evaluate the correctness of judgments made as a result of emotional input.

Other researches show that social intellect reduce our emotional reactivity (Lieberman, 2007). Discussions about how feelings and the process of understanding differing points of view allow children to foster communication between the emotional brain and the rational brain are continued. The «Six Seconds Pause» serves this purpose, allowing an individual to engage the cognitive brain in a search for six ideas, while calming the emotional brain. Having completed the pause, one can take a deep breath and consider the message of the emotions he or she is feeling, navigate emotions, and choose the best course of action.

Robert Plutchik's research on emotions describes eight basic emotions influence social intellect. Each emotion has varying intensity and can combine with another emotion to create other feelings. Helping children to understand that emotions are important aids them in focusing on their own and other's feelings in this or that situation. R. Plutchik points out that the emotion is not simply a feeling state: emotion is a complex chain of loosely connected events; the chain begins with a stimulus and includes feelings, psychological changes,

impulses to action, and specific goal-directed behavior. In other words, feelings do not happen in isolation. They are responses to significant situations in a life of an individual, and often they motivate actions (Plutchik, 2001).

In addition, it is important to teach children that more than one emotion can be felt at a time. No wonder it is sometimes difficult to understand what we are feeling! Each of eight basic emotions has a message that can aid individuals in making good decisions. Taking a pause to consider our feelings can help to make this message clear:

- fear: the message is that something needs to change;
- anger: the message is to fight against problems;
- joy: the message is to remind us what is important;
- sadness: the message is to connect us with those we love;
- acceptance: the message is to open our hearts;
- disgust: the message is reject what is unhealthy;
- anticipation: the message is to look forward and plan;
- surprise: the message is to focus on new situations.

There are some models how the person has to develop his/her social intellect through. So, there are three stages of this development:

1. *Know Yourself*. The important factors here there are the ability to name emotions and develop an emotional literacy. This competency requires practice, just as we must practice to develop our reading and comprehension skills to become literate. At the same time, individuals must be «self-observers» in order to gather data about patterns of behavior that have become a part of an individual’s behavior repertoire.

Reflection is an important part of this process. It is also necessary to journal in order to detect patterns of behavior and their antecedent circumstances. A trusted friend, a coach, a teacher, or a non-judgmental family member can help an individual reflect on patterns of behavior (Freedman, Jensen, Stone-McCown & Rideout, 1998).

2. *Choose Yourself*. For human beings, choice equals a feeling of control. Feeling of control increases confidence in one’s abilities and capabilities. It is imperative that students feel that they have choices in their classroom; a classroom that doesn’t allow student-choice tells students that they are not capable.

Choice also aids the development of Optimism, an important feature of social intellect that allows a student to feel that they have the ability to overcome obstacles. Adversity is ever-present in

life; the belief that it can be overcome lies in the development of optimism. Following on the heels of the competency of optimism, intrinsic motivation influences on social intellect that develops when a student is able to execute, evaluate, and learn from a choice made. Classrooms that allow students to make choices, encourage them to think about the consequences of choices, and remind them to consider mistakes as opportunities to learn help children develop self-efficacy, optimism, and intrinsic motivation (Seligman, 1995).

3. *Give Yourself*. Connecting to a purpose that is aligned with a student's goals gives the student the intrinsic motivation to pursue those goals. Classrooms that encourage students to set and meet goals and to understand why those goals were chosen by the student stimulate this connection. Student satisfaction derives not only from «a job well done», but also from the knowledge that completing the job satisfied an inner connection to something larger than the self.

Today many schools require students to complete a certain number of hours of community service. Service Learning is an example of one of the ways schools attempt to help students develop their social intellect of pursuing noble goals. Leadership jobs in an organization also allow students to test and develop their skills in this area. Finally, development of social intellect creates empathy for others that is necessary for an individual's healthy emotional development. Students who develop their social intellect emerge as natural leaders, garner the respect of their classmates and teachers, and enhance their own development as individuals with an understanding of the richness and diversity in the world we inhabit (Freedman, Ghini, 2005).

So, social intellect is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as «people skills», social intellect includes an awareness of situations and the social dynamics that govern them, and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

The author's conception of social intellect shows us that this intellect includes cognitive, mnemonic and emphatic structures.

Cognitive substructure of social intellect involves a set of fairly stable knowledge, assessment, rules of interpretation of events, human behavior, their relationships, etc. Social intellect is based on

the existing system of interpretation on micro-structural and macro-structural levels. The microstructure of cognitive component of social intellect is determined by the features of the latter, namely cognitive evaluation, which determines the competent processing and evaluating the information that the subject perceives, his/her prediction, based on planning and forecasting of interpersonal interactions, communication, providing proper performance of the process of communication (this function is associated with an adequate perception and understanding of the process of communication of the partner). It is based on the mechanism of reflection which is reflected directly in self-knowledge. In turn, the macrostructure of cognitive component of social intellect manifests itself in the attitude of the person to himself/herself as a value, in the valuable semantic position in interpersonal relationships, as well as the updating of motivation and value orientation of the man with the purpose to reach axiological attitude in professional and other activities.

The source of social intellect on micro-level is the continuous updating of functions noted by us. The results of integration can be considered a set of subjective scales which enable the subject to focus on the features of interpersonal interactions, identify and adequately evaluate the behavior of other persons. One of the main results of social intellect is the presence of a high level of individual statistics with different modalities. They are some space of psycho-semantic subjective scales, symbols of nonverbal behavior, norms of language products, etc.

The task of social intellect on macro-structural level is to provide opportunities to partners of social interaction to evaluate themselves and others as individuals. In this case, the value orientation of the person does not necessarily reflect generally accepted social norms and even enter in conflict with them. But there is always a particular society and its representatives, where individual vision of the world has personal values and meanings for people.

Mnemonic component of social intellect of the person describes the presence of the ability to interpret events, life events, behavior of others and their own as the subject of these events. Mnemonic substructure is based on the personal experience of the subject, where subjective statistics constitute personal interpretive complex. Polimodality in this case means that a person has different interpretative systems according to various aspects of life of a man/

woman. So, they may conflict with each other, but psychologically they consist of internal structures, providing based unity of mnemonic component and a social intellect.

Mnemonic component has its own set of interpretations: I – other people – the world. Each of these levels of interpretation is represented at the level of mnemonic component in the form of its specific dependent substructures. The core of personal interpretations in the complex is the cumulative set of the person estimated himself/herself. This process of evaluative attitude is always subjectively unfinished, open. Analyzing the features of the interaction of the person with the society, the man can be shown as an integral characteristic of the person's experience (self-respect of the person, the concept of subjective value). Personal interpretive complex is characterized by the ability of the person to do interpretations of others, their behavior and actions. These interpretations allow their participants to expand continuously and adjust stock their interpretative personal experience, provide such kind of compatibility and similarity of different interpretational systems.

In a space of the relations of the person there is a need to evaluate constantly other people, their behavior and actions, gradually produced a different strategies estimated the criterion of compatibility of people's perception of the world and their perceptions by others. In turn, these strategies form the appropriate assessments and personal interpretive complex in the interpersonal sphere, which presents the dominant level of mnemonic component of social intellect.

Emphatic component of social intellect is largely dependent on what shape of the behavior the person chooses as a priority that he/she expects his/her business associated with the complex of interpretative value in relation to the world of the person.

Thus, we assume the main results of the integration of the functions of social intellect are the presence of individual statistics with different modalities. The first result is a space of psycho-semantic subjective scales, symbols and principles of nonverbal behavior and different norms of speech production. A list of these modalities can be complement, implying that statistics actually reflect various aspects of life because they are so different, based on depth, length, representativeness and others. At the same time statistics can be the units of social intellect, their structure, functions and genesis which are deep enough from one side, and so different from social

stereotypes – from the other. If the stereotype is a stable structure, a fixed-level of mnemonic component of social intellect, is invariant in relations to various life situations, their statistics. Statistics and stereotypes can facilitate future organization of social intellect of each person.

From the standpoint of interpersonal skills, Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between «toxic» effect and «nourishing» effect. Toxic behavior makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behavior makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behavior indicates a low level of social intellect – the inability to connect with people and influence them effectively. A continued pattern of nourishing behavior tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intellect.

The old idea that a person's potential in life can be measured and predicted by a single number – his or her «IQ» score – has lost a great deal of credibility during the last decade or so. Many researchers now accept Gardner's proposition that intellect is multidimensional, and many believe that each of the key dimensions of intellect can continue to increase throughout one's life, given the appropriate experiences, challenges and growth opportunities.

Social intellect can be measured. Measuring social intellect involves identifying key interaction skills and then assessing them behaviorally. All human interaction takes place with some context or other, and effectiveness involves mastering the contexts within which one is called upon to interact. So, according to this reasoning, social intellect means understanding contexts, knowing how to navigate within and between various contexts, and knowing how to behave in various contexts so as to achieve one's objectives. In other words, social intellect is inferred from behavior, so we use various observable behaviors as indicators of social intellect.

Conclusions

So, social intellect can be developed. By first understanding social intellect, as a combination of skills expressed through learned behavior, and then assessing the impact of one's behavior on others – the degree to which one is successful in dealing with others – one

can experiment with new behaviors and new interaction strategies. In the simplest terms, this is the ability to «get along with people», which – it is assumed – people learn as they grow up, mature, and gain experience in dealing with others. Unfortunately, many people do not continue to learn and grow as they age, and many people never acquire the awareness and skills they need to succeed in social, business or professional situations. It is quite clear that adults who lack insight and competence in dealing with others can make significant improvements in their social intellect status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness.

Social intellect differs from emotional intellect. The recent popularity of the emotional intellect concept paves the way for a practical approach to developing social intellect. While some practitioners have tried to stretch the IQ theory to include «people skills», in practical terms it makes more sense to think of IQ and Social intellect as two distinct dimensions of competence. Social intellect (Gardner's «interpersonal intelligence») is separate from, but complimentary to emotional intellect (Gardner's «intrapersonal intelligence»); we need both models in order to understand ourselves and the way we interact with others. Some deficits in social intellect arise from inadequate development of IQ; conversely, some deficits in social intellect may lead to unsuccessful social experiences which may undermine a person's sense of self-worth which is part of IQ.

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Поштова адреса установи:

Рівненський державний гуманітарний університет,
кафедра загальної психології та психодіагностики,
вул. Остафова, 31
м. Рівне
33000

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