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Social Intellect as a Psychological Phenomenon

Keywords: social intellect, psychological phenomenon, verbal expression, emotional erudition.

Annotation: The article discusses the psychological characteristics of pregnancy in women. The emotional support of pregnancy and offers techniques psychocorrection where necessary the author has been analyzed.

Studying social intellect of the psychological phenomenon is one of the important areas in today's social psychology. This article discusses some aspects of this area.

One of the focus areas of our research is to study some characteristics of the professional development of senior secondary vocational school teachers in relation to their professional error rates. In evaluating the role of social intellect in the professional development of teachers, would involve teachers both from general, and professional subject areas. Thanks to the division of teachers by their professional areas, we've been able to obtain much new information.

For a deeper analysis of our research findings, we found it necessary to break down the results by emotional, temperamental and personal characteristics.

We have established a relationship between social and emotional types of intellect among teachers of general subjects, and observed increased levels of “understanding of feelings, thoughts and aspirations of the respondent”, “emotional erudition” ($r=0,345$), “control over own emotions” ($r=0,663$), “empathy” ($r=0,349$), “understanding other people's experiences” ($r=0,348$). This indicates a direct relationship between the growth in various components of social intellect.

Table 1
Correlation between social and emotional intellect in teachers of general subjects

Types and forms of intellect		Emotional intellect				
		Emotional erudition	Control over own emotions	Self-motivation	Empathy	Feel for other people's experiences
Социал интеллект	Understanding of feelings, thoughts and aspirations of the respondent	0,345*	0,663*	-0,291	0,524*	0,349*
	Understanding non-verbal behavior	0,356*	-0,135	0,100	0,369*	0,347*

Understanding verbal expressions	0,380*	0,387*	0,036	0,447* *	0,513**
Analyzing interpersonal influences	0,445**	0,363*	-0,291	0,524**	0,349*

Note: * $p \leq 0,05$, ** $p \leq 0,01$.

It is a beneficial situation that "understanding of non-verbal behavior" in teachers of general disciplines develops in conjunction with "emotional erudition" (0,356), "empathy" (0,369), "understanding of feelings, thoughts and aspirations of the respondent" (0,347).

Their ability for verbal expression is also coordinated with their "emotional erudition" (0,380), "control over own emotions" (0,387), "empathy" (0,369), "understanding of feelings, thoughts and aspirations of the respondent" (0,347). Besides, their "understanding of interpersonal influences" develops in accordance with their "emotional erudition" (0,445), "control over own emotions" (0,363), "empathy" (0,524), "understanding of feelings, thoughts and aspirations of the respondent" (0,349). Our research did not reveal correlation with "self-motivation" component between social intellect and emotional intellect among our teachers according to their job descriptions. The same situation repeated with teachers of general subjects.

Coefficients without correlation between intellectual indicators were also revealed. These coefficients were statistically insignificant. These types of values were observed in relation to "self-motivation" component of social intellect. We believe that some emotional challenges faced by teachers may result from insufficient development of these characteristics. Thus, as part of the education process, it is important for the teacher to perform activity and action.

The following findings result from the above-mentioned research:

1. The research revealed an expected percentage of teachers of extroversive type (17,63), and that they were sociable, personable, open about their feelings, adaptable. These qualities help the teacher to effectively organize his work, and ensure a coordinated development in the context of the person and social intellect.

2. Personal qualities and indicators of social intellect among teachers of vocational schools increased as their job functions expanded. (see Table)

3. The correlation between the teacher's social intellect and personal qualities ensures his stability in interpersonal relations, prevents his desire for domination, and decreases emotional stresses, impulsiveness and tiredness.

4. We did not discover any significant discrepancy between social and emotional types of intellect, types of personality and personal qualities of vocational school teachers.

The above findings help reveal unique psychological opportunities presented by social intellect among vocational school teachers.

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