

A ROLE OF SOCIAL INTELLECT AND SOCIAL COMPETENCE IN PROFESSIONAL DEVELOPMENT OF A TEACHER IN THE INTENSE TRAINING SYSTEM

SOBIROVA DILAFRUZ ABDUROZIKOVNA

Senior scientific worker-researcher of
Bukhara State University
Chair "Psychology"
UZBEKISTAN, BUKHARA

ABSTRACT

Properties of mutual relativity between social intellect and social psychologic competence in professional development of a teacher have been discussed in the present article. There have been mentioned scientific-practical methods on scientific investigation of relations in social psychologic competence with social intellect of teachers, as well as conclusions based on analysis of newly received empirical data. Social intellect – is investigated for the first time on the basis of theoretical and empirical data as a factor providing effectiveness of teacher's professional activity in the intense training system. There has been given theoretical and empirical data gained from investigation of indicators of teacher's social intellect, models of intellect, adaptation, mutual relativity of social intellect and social competence. Gradual increase of demand for searching ways of psychologic approach directed to provide social intellect of the teacher, is imposing an assignment to Uzbek psychologists to conduct important researches with state and governmental significance and sincerely commence prevention of all related problems in such occasion. Because, without studying harmonization between social intellect and social competence it is completely impossible to develop and to implement practically range of actions on raising social intellect of teachers working in the intense training system. Coming out of this direction, we have empirically studied correlated relations between social intellect and social competence of teacher. There has been noted that components contained in the structure of social intellect are depended on stage of its development. During the investigation, there has been developed scientific-methodic complex directed to detection and implementation of indicators of social intellect, as well as practically implemented. Correlated relations among indicators of social intellect, personal types and professional competence, revealed in the activity of the teacher, have been investigated as well as drawn proper scientific conclusions. For the first time, being based on received empirical data, there have been developed scientific-practical recommendations directed towards improvement of indicators of social intellect required for professional development and competence of the teacher.

Keywords: Social intellect, social-psychologic competence, personal types, intellectual approach, emotional intellect.

INTRODUCTION

In Law "About education" and "National program on cadres training" fulfilled in appropriate consequence in Uzbekistan has been stated that readiness of teacher for professional activity is depended on his/her personal development, characteristics, intellectual opportunities and social-psychologic factors.

LITERATURE REVIEW

We may especially bring the fact on the range of significant investigations conducted by representatives of leading psychological schools of the world about problem of social intellect.

There are **several** basic approaches on origination and formation of intellect, and they have been mentioned in further scientific resources. For instance:

1. **Phenomenologic approach to intellect:** intellect is considered as a main form of sense of mind. (W.Keller; K. Dunker; M. Vertgamer; J. Campion and others) [2].

2. **Genetic approach to intellect:** intellect is considered as a result of difficult adaptation of human to requirements of surrounding environment under natural condition of mutual influence with outside world (U.R.Charleswort, J.Piaje) [3].

3. **Social-cultural approach to intellect:** intellect is a result of human socialization, as well as aimed influence of culture (J. Brunner; L. Levi-Brulle,; A.R. Luriya; L.S. Vygotsky and others) [1].

4. **Process-active approach to intellect:** intellect as a basic form of human activity (S.L. Rubinstain; A.V. Brushlinsky; L.A. Venger; K.A. Abulkhanskaya-Slavskaya and others)[1].

5. **Educational approach to intellect:** intellect is considered as a result of education directed towards purpose (A. Staats, K.Fischer; R. Fayerstain and others) [2].

6. **Informative approach to intellect:** intellect as a complex for elementary processes on processing the information (G.Aisenk, E.Hunt, R.Shtenberg and others) [3].

7. **Functional-degreed approach of intellect:** intellect as a system of different awareness processes (B.G. Ananyev, E.I.Stepanova, B.M., Velichkovsky and others) [4].

8. **Regulation approach of intellect:** intellect as self regulation factor of psychologic activity (L.L. Thurstone and others [10].

It is mentioned that there are a lot of approaches related to general intellect structure than investigations on studying structure of social intellect in psychologic researches. (G.Aisenk, Thurstone, R.B.Kettell, J.Guilford and others). Today, theory of J.Guilford is especially treated as the most significant psychologic model in social intellect problem. In researches of G. Allport social intellect is stated as “socially presented” ability serving for rapid thinking about human, estimation of their behavior and providing adaptation to intrapersonal relations [6].

METHODOLOGY

We have found it as expedient to refer the study of social competence simultaneously with properties of social intellect of teachers.

Therefore, in determination of social competence of teachers we have used “**COMCOM-2**” **Questionnaire of V.N.Kunitsyna** (detection of communicative and social competence).

Through studying mutual relations between properties of social intellect and social-psychologic competence of teachers, it is possible to have an opportunity for investigating new edges of the problem. Social-psychologic competence and communicative competence of the teachers has been determined on fifteen clauses. Indicators expressing social competence of teachers also have differed on their function.

RESULTS

In indicators of teachers on their field, that is: teachers of elementary education (20,4% high, 48,6 % medium, 29,6 % low), teachers of secondary-general education (26,0% high, 49 % medium, 24,9 % low), teachers of secondary special education (26,4% high, 50,6 % medium, 23,5 % low) it has been noticed that, teachers have insufficient chances to demonstrate knowledge, skill and experience related to motives on achievement of social-psychologic competence, social-psychologic competence, operative competence, communicative competence (Refer to Table – 1).

Their stable human relations (28%, 35%, 32 % high), understanding the people (25%, 32 %, 32% high), moral standards (25%, 29%, 27 % high), emotional stability (26 %, 22%, 29% high) may be included into factors serving for perfection of social-psychologic competence in their professional development.

Table - 1

Table 1. Indicators of social-psychologic competence of teachers (in %)

		Teacher of elementary education			Teacher of secondary general education			Teacher of secondary special education			Teacher of higher educational institution			Teacher of advanced training institute			General average indicator		
		High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
UP	Understanding the people	25	45	30	32	45	23	32	45	23	36	42	22	35	45	20	32	44,4	23,6
US	Understanding the situations	19	52	29	31	47	22	29	51	20	38	41	21	38	47	15	31	47,6	21,4
CP	Capability	18	57	25	26	51	23	25	54	21	32	48	20	37	46	17	27,6	51,2	21,2
MS	Moral standards	25	33	32	29	45	26	27	53	20	31	44	25	36	48	16	29,6	44,6	23,8
MA	Motivation of achievement	17	48	25	27	54	19	31	48	21	28	45	27	34	51	15	27,4	49,2	21,4
ES	Emotional stability	26	42	32	22	50	28	29	48	23	35	48	17	34	48	18	29,2	47,2	23,6
Im	Image	23	54	23	26	48	26	34	40	26	40	50	10	36	50	14	31,8	48,4	19,8
SPC	Social psychologic competence	7	52	41	12	54	34	15	50	35	38	42	20	37	44	19	21,8	48,4	29,8
VC	Verbal competence	23	49	28	25	48	27	21	54	25	28	51	21	38	45	17	27	49,4	23,6
OSC	Operative social psychologic competence	6	51	43	9	54	37	19	57	24	32	53	15	36	47	17	20,4	52,4	27,2
EC	Ego competence	28	46	26	31	42	27	23	56	21	28	50	22	38	48	14	29,6	48,4	22
CC	Communicative competence	14	58	28	28	47	25	27	52	21	33	47	20	37	47	16	27,8	50,2	22
CF	Confidence	23	48	29	30	50	20	24	46	30	35	45	20	36	48	16	29,6	47,4	23
SR	Stable humanity relations	28	43	29	35	47	18	32	54	23	38	48	14	41	48	11	34,8	48	19
OCP	Opportunity of communicative personality	24	51	25	28	53	19	29	51	20	34	47	19	36	47	17	30,2	49,8	20
	Total average	20,4	48,6	29,6	26,0	49	24,9	26,4	50,6	23,5	33,7	46,7 3	19,53 3	36,6	47,2	16,1	28,6	48,4	22,7

DISCUSSION

As it is seen that, in stages of professional training and development, they possess sufficient experience on emotional and ethical requirements of teacher's activity as well as tend to form it. Noted, that knowledge, skills and qualifications of teachers of higher educational institutions and advanced training institutes gained in relation to social-psychologic competence in the stage of professional development are much more higher than teachers of other categories. Teachers of higher educational institutions and advanced training institutes have several positive opportunities in understanding the people, understanding the situations, emotional stability, image, verbal competence, operative social-psychologic competence, communicative competence, and confidence.

CONCLUSIONS

Based on aforesaid, with generalization of mentioned opinions and views, **the following conclusions were drawn** on investigation of social intellect and social-psychologic competence of a teacher:

1. In investigation of teacher's social intellect it is necessary provide his/her social character, intrapersonal attitude, mutual verbal and nonverbal understanding, to refer to social-psychologic competence comprising abilities on analysing situations and social events, ability towards attitude.
2. It is possible to add social-psychologic competence into the range of social features characterizing social intellect. This enables further realization of status of teacher's social intellect in his/her professional development.
3. There is noted categorization in indicators of social-psychologic competence as in results of studying of teacher's social intellect in relation with general intellect, emotional intellect, empasion, expert evaluation.

Thus, within the research, there has been risen problem of studying the social intellectual factors serving for concretization of modern practical-implementation directions of social psychology being based on principles of educational psychology related to training activity, and out of this problem there have been detected proper social-psychologic factors comprising indicators of social intellect typical for only teachers of some educational levels, as well as drawn due scientific conclusions within such factors.

REFERENCES

- [1] Abulkhanova Slavskaya, K.A. (1981). Development of person in the process of life activity //Psychology of formation and development of person. - M., - pg.19-44.
- [2] Agavelyan, R.O. (1998). Social-perceptive features in professional activity of teacher of special school. Novosibirsk, pg. 367
- [3] Aisenk, G.Yu. (1995). Conception and detection of intellect// Matters of psychology., M., -№1. - pg. 111-129.
- [4] Ananyev, B.G. (1980). Selected psychological works in 2 vol., M., Press: Pedagogika, vol.2.
- [5] Batarshev, A.B. (1999). Psychological diagnostics of ability to communicate or how to determine organizatorship and communicative characteristics of the person. - M.: Human, Press: Centr Vlados, pg. 176.
- [6] Guilford, J. (1965). Three face of intellect // Psychology of thought. Under edition of A.M. Matyushkin. M., pg.433-456.

- [7] Allport, G. (2002). Formation of person. Selected works -M: Smysl. pg.329.
- [8] Petrovskaya, L.A. (1990). Competence in communication. M., pg.216.
- [9] Piaje, J. (2003). Psychology of intellect. – SPb.: Piter, pg.192.
- [10] Yujannova, A.L. (1984). To problem on diagnostics of osicla intellect //Problems of evaluation in psychology. Saratov, pg.63-67
- [11] Allport, G. W. (1937). Personality: A. Psychological Interpretation. NY. pg. 313-516.i
- [12] Guilford, G. (1967). Isolation and prescription of occupational stereotypes j. of Occup. Psychol. vol. 41, №1,' pg.57-67.
- [13] Guilford, J. P. (1959). Three face of intellect //American Psychologist, n.14, pg.469-478.
- [14] Thorndike, R. L. (1936). Factor analysis of social and abstract intellect //Journal of Educational Psychology.
- [15] Thurstone, L.L. (1938). Primary mental abilities //Psychometric monographs.