

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

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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.