

*E.Ivashkevych, J.Chala**Rivne, Kharkiv*

**SOCIAL KNOWLEDGE, SOCIAL THINKING, SOCIAL PREDICTION
AND SOCIAL INTUITION IN THE PARADIGM
OF SOCIAL INTELLECT OF A PERSON**

The problem of explication of social intellect of the person by the communicative behavior of people is very actual nowadays. We'll try to explain our point of view. The development, for example, of the cognitive component of social intellect makes explicit its performance in such as flexibility, critical and independent, allowing the individual to adapt well to external conditions, the circumstances of reality, etc. Severity updates the skills of the individual to analyze their decision considering the circumstances, to show empathy to contradictions and logical errors (Mayers D., 2006). Also severity plays the main role in the process of identifying target intended for teaching and learning activities. Individuals usually tend to check new information by comparing it with previously acquired knowledge. The ability to focus on the experience allows the individual to assess critically real situation, determine the term of his/her life.

We have to concentrate our attention on the structural and dynamical theory of D.V.Ushakov (Ushakov D.V., 2002). In his paradigm, social intellect is the ability of the person to know the social phenomena that are only one component of social skills, social competence, etc., but does not exhaust the total number of skills and abilities.

The author of structural dynamic theory distinguishes these basic, fundamental features of social intellect:

- its continual nature;
- the usage of nonverbal representation of context;
- loss of accuracy for assessment of social conditions of verbalization of information being heard;
- acquiring implicit ability to subject-communication;
- updating personally meaningful experience.

In such a way we can argue that all these theories and concepts can be included into three main groups which describe three basic structural components of social intellect: a cognitive component, the emotional one and a behavioral component. Content of each component can be described by the following subcomponents.

The cognitive component contains:

- social knowledge – knowledge of special rules of behavior in a society, professional knowledge;
- social thinking – the ability to understand the logic of interpersonal interaction in situations, determine the behavior of people in these situations; the ability of cognition in behavior, its elements, psychological factors and determinants of appropriate behavior, namely the ability to understand the changing values of human verbal responses depending on the context, which caused a certain situation of interpersonal interaction;
- social prediction – knowledge of the results of behavior, the ability to foresee the consequences of the behavior of individuals in certain social situations, the ability to predict what will happen in future;
- social intuition – the perception and understanding of feelings and moods of others in the context of interpersonal interaction; capacity for logic synthesis, isolating essential features of interpersonal interaction on the basis of non-verbal reactions' Rights; the ability to perceive how individual behavior is measured in the paradigm of social space.

The emotional component includes:

- empathy – the ability to enter the position of others, put yourself in the other conditions (states overcome communicative and moral egocentrism);
- recognition of emotions of others – the ability to find a common ground and maintain productive relationships with people regardless of cognitive complexity of the situation in which there is a process of subject-subject interaction;

- emotional awareness – the ability to distinguish and interpret people’s moods, emotions, desires, and to adequately assess the features of their impact on others;
- the ability to self-regulation – the ability to regulate people’s emotions and mood.

Behavioral component consists of the following structural elements:

- social interaction – openness to communication and interpersonal relationships with other people; the ability and willingness to work together, the capacity for collective interaction, focus on group (microgroups);
- social adaptation – adaptation to other people and the demands of the society or group (microgroups); organization, ability to subordinate himself/herself according to rules and requirements of the society, making social norms as those that are personally meaningful to the person.

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.

Е.З.Івашкевич, А.О.Яцюрік

м.Рівне

УНІКАЛЬНІ ХАРАКТЕРИСТИКИ ОСОБИСТОСТІ ПЕДАГОГА ТА СТРУКТУРА ЙОГО СОЦІАЛЬНОГО ІНТЕЛЕКТУ

Постановка проблеми. В науковій літературі до сих пір не існує цілісної, науково обґрунтованої концепції соціального інтелекту особистості в цілому та педагога зокрема. У деяких концепціях соціальний інтелект ототожнюється з деякими психологічними механізмами, наприклад, із