

# Social Intelligence as a Psychological Phenomenon

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## **Abstract:**

In this article, information about the psychological analysis of the concept of social intelligence, the stages of its formation and the analysis of the general situation of existing psychological approaches to intelligence is highlighted.

**Keywords:** Social intelligence, knowledge-evaluation, communicative-valuable, reflexive-corrective, science, education-education.

We consider it appropriate to analyze the general state of existing psychological approaches to intelligence in order to shed light on the nature of social intelligence. The approaches available to date can be listed as intelligence approaches in the following order.

There are eight main approaches to the composition and formation of intelligence, which are mentioned in the following scientific sources: Phenomenological approach to intelligence: intelligence is considered as the main form of the content of consciousness (V. Keller; K. Dunker; M. Wertheimer; Dj. Champion and others). Genetic approach to intelligence: intelligence is considered as a consequence of the difficult adaptation of human interaction with the external world to the requirements of the surrounding environment in natural conditions (UR Charlesworth; J. Piaget). Socio-cultural approach to intelligence: intelligence is the result of human socialization, as well as the purposeful influence of culture (Dj. Brunner; L. Levy-Bruhl; A. R. Luria; L. S. Vygotsky, etc.). Process-active approach to intelligence: intelligence as the basic form of human activity (S.L. Rubenstein; A.V. Brushlinsky, L.A. Wenger; K.A. Abulkhanskaya-Slavskaya, etc.). An educational approach to intelligence: intelligence is considered as a product of goal-oriented education (A. Staats; K. Fisher; R. Feyerstein and others). Informational approach to intelligence: intelligence as a set of elementary processes of information processing (G. Eysenck; E. Hunt; R. Shternberg and others). Functional-level approach to intelligence: intelligence as a system of cognitive processes at various levels (B.G. Ananov; E.I. Stepanova; B.M. Velichkovsky, etc.)

Regulatory approach to intelligence: intelligence as a factor of self-regulation of mental activity (L.L. Thurstone, etc. ).

Our goal is not to in-depth analysis of the aspects specific to the nature of the general approaches to intelligence and the scientific ideas advanced about them, but to illuminate the general psychological nature of the intelligence, reflecting the approaches that it cannot exist without social development and social conditions. indicates that it is possible. In Maboda, representatives of the phenomenological approach, Köller, M. Wertheimer, K. Dunker, developed intelligence in the content analysis; the consequence of the views put forward by U.R. Charlesworth, a representative of the genetic approach; The nature of J. Piaget's operational approach: the socio-cultural approach that comes closest to clarifying the nature of social intelligence and the goal-oriented educational approach cannot avoid the influence of social factors. In turn, while studying the problem of social intelligence of a person, we cannot ignore the approaches specific to other aspects of intelligence.

Our analysis of the above scientific approaches and research leads us to interpret social intelligence as a manifestation of socially beneficial adaptation. For example, the following conclusion of V. Stern, which is typical of the intellect, is consistent with our opinion, that is, the intellect is viewed as "the general ability to adapt to new life conditions" and "the act of adaptation is carried out as solving life issues with the help of the intellect, the dominance of the mind over the unconscious in thinking. " we can quote his opinion.

Another aspect that we pay attention to in our study of scientific sources is clarifying the functions of social intelligence. This issue will clarify our choice of methods of graduate qualification work in the following paragraphs and will help in the psychological analysis of the empirical materials obtained from their implementation. N.A. Menchinskaya, Albukhanova-Slavskaya, N.I. Chuprikova, V.D. Shadrikov and others have also conducted research on the functions of social intelligence. Based on the individual-personality of the intellect, we can explain the functions of the social intelligence on the basis of double conditioning.

According to the above-mentioned studies, as well as the theoretical analysis of psychological-pedagogical literature, the following functions are distinguished: knowledge-evaluation, communicative-valuable, reflexive-corrective. Now let's dwell on the summary of these functions. The evaluation function of knowledge is manifested in the process of socialization, the real help of others in determining the content of interpersonal interaction, and the determination of individual opportunities for the achievement of activity results. Accordingly, social intelligence provides the necessary information processing to predict the results of activities. On the one hand, a person receives information about the nature of other people's activities, understands it and subjugates it in performing mental operations. On the other hand, it leads to the formation of conclusions about the importance of what is happening in the process of information processing.

According to N.A. Mechinskaya, information can be positive and accepted, or, on the contrary, negative and denied. In both cases, we have to show mental activity related to a certain pace of information processing. The obtained information ensures the manifestation of evaluation conclusions about the possibility of its use, the level of real achievement of results. This leads Islam to understand oneself and one's existence in the process of self-realization. In this process, a person manifests himself as a subject of learning activity. Intellectual capabilities and social conditions of mastering experience are acquired in accordance with the purpose. Thus, in order to manifest himself as a subject of the implementation of this function, he forms evaluative judgments about what is happening in the process of choosing the information suitable for the conditions, setting the goal. However, this function occurs during the implementation of the next function, and its cost of achievement may not allow to determine.

The next important communicative function of social intelligence is the need to understand others and, in turn, to be understood by them. Self-awareness in constant communication with other people

begins with the process of actively distinguishing and mastering the standards and standards of human interaction. According to N.I. Chuprikova, communication is manifested in the ability to convey the content of expressing one's situation, attitude to the interlocutor and the listener, as a result, to show the purpose of the message. In addition, on the one hand, we look at communication as a way of establishing a connection between a person and the social environment, and on the other hand, as a process of searching for the meaning of the valuable environment of life. Appropriately, we divide the communicative value function into two main manifestations.

Creating a plan of ideal content (the content of communication) is related to determining the social action situation of adapting to understanding this person. A person does not react to nothing and does not perceive information, but puts forward issues related to social relations, perceives, understands the socio-psychological and personal position of people and replaces himself and him in his place. yib does it by imagining.

According to Albukhanova-Slavskaya, internal activity finds its expression in waiting for a certain attitude, opinion, assessment of specific people or a group. It is related to one's own image, the reality of a person's mind, the ability to establish a relationship with other people and the ability to perceive objectively, the evaluation of different people, and the ability to form one's image based on established values. This indicates the interrelation of cognitive-evaluative function and communicative-valuable function of social intelligence. Communication leads to reliable information about the social environment, and it provides feedback in the form of valuable perceptions. The front of values causes functions to establish positions in the social environment, attitude to the surrounding reality.

Self-awareness of communicative value functions with the reflexive correction function of social intelligence, in the understanding of shortcomings and values in educational activities, provides changes in the process of interaction, aimed at reducing internal conflicts, the need, provides emotional control.

Reflection provides communication with the social environment. It is fully reflected in human culture on the basis of a person's perception of other people, the activity of understanding the internal structure of his spiritual world, the limits of existence and thinking.

V. D. Shadrikov considers intelligence as a joint component of spirituality and spiritual abilities. Accordingly, this function is not a simple evaluation of the surrounding reality, but it coordinates the comparison of the person with his spiritual aspects and his interaction with the social environment, which determines the internal changes of the person.

The function of the correctional front of social intelligence is to ensure the stability of the inner world and is expressed in the interaction with the social environment. Social intelligence participates in this as a creative, meaning-making process.

The social manifestation of the correction function serves to ensure a dynamic balance between the intellectual and emotional spheres of a person, not only in the sphere of the thinking process. Social intelligence suppresses negative emotions, helps to get out of stressful situations, provides a psychological self-defense mechanism, and serves to increase self-esteem. As a result, a person's behavior is determined. It also manifests itself in the process of determining corrective actions and actions, establishing a personal position.

The functions of social intelligence listed above are manifested according to the content of the activity. In the process of setting goals, the cognitive-evaluation function is the leader, while the other two are conditions-creators. In determining the direction of the goal, the communicative-valuable function is the determining factor. The function of reflexive correction prevails over other functions in setting an individual pace in the implementation of its capabilities.

The complete interdependence of the functions reflects our view of the considered characteristics as a whole system, the role of the organizers of social intelligence.

Development of social intelligence ensures active exchange of information. In the 60s and 70s of the last century, researches on social cognition and communication skills of the person were carried out on a large scale. This led to focus on the problem of social perception and the creation of scientific foundations for its study based on scientific ideas about the nature and structure of social intelligence.

J. Gilford, who created the first reliable test for measuring social intelligence, studied it as a system of intellectual abilities that is excluded from the factor of general intelligence and primarily related to the understanding of behavioral information.

Events and events that may occur to a person in conditions where the constituents of social intelligence are sufficiently formed allow him to interpret and predict future events. Therefore, the ability of a person to solve practical problems, verbal and social relations are the main components that make up the composition of social intelligence.

E. Thorndike emphasized that social intelligence is different from ordinary intelligence. Many authors describe social intelligence as an independent group of mental abilities that differ from academic and formal intelligence abilities.

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