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Communicative and organizational interaction as a tool of social intelligence

Abstract. *An analysis of theoretical and experimental approaches in psychological science shows that social intelligence is a concept that does not have a single, unambiguous interpretation. A variety of approaches to the definition of social intelligence demonstrates the ambiguity of its structure. The problem of social intelligence and increasing the level of its development is of particular relevance as a professionally essential quality for professions of the “man-man” type. Social intelligence is the ability of a person to correctly understand his behavior and the behavior of other people in society. This ability is necessary for a person for effective interpersonal interaction and successful social adaptation. Social intelligence implements cognitive processes associated with the display of a person as a partner in communication and activity. The paper provides a theoretical overview of the key concepts (“social intelligence”, “communicative skills of the individual” and “organizational skills of the individual”), and the main approaches and directions for studying these concepts are given. The article also contains a brief description of the results of an empirical study of the considered psychological phenomena among students of the Kazakh diaspora. The results of an empirical study, the primary data of respondents’ psych diagnostics, and the results of statistical data processing are published. Conclusions based on the results obtained are presented.*

Keywords: *social intelligence; ability, communication skills, organizational skills, behavior, adaptation, social situation.*

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Introduction

Social intelligence is a concept in modern psychology, which is in the process of development, study, and refinement in the realities of various human social actions. When we begin to consider the psychological essence and content of social intelligence, it is necessary to clarify the concept of “social intelligence”. The leading word is intellect, and the clarifying word is social.

Not all students of the Kazakh diaspora can get used to the novelty, the feeling of internal motivation in professional growth, and immediately proceed to the independent learning process. In this regard, the importance of adaptation increases due to the need to achieve psychological balance at the emotional, cognitive, communicative, and behavioral levels.

In psychological science, social intelligence is distinguished and considered apart from general intelligence. The level of human interaction in society, community, and social medium, functioning in the “man-man” sphere, determines social intelligence.

Main part

The purpose of the article is to identify the psychological characteristics of the communicative and organizational skills of students of the Kazakh diaspora.

Cantor and Kihlstrom defined social intelligence as essential knowledge for behavior in society and the achievement of social goals. Socially intelligent people make new friendships and

other social connections more easily and have no problem communicating and adapting to social situations. During adolescence, an individual's relationships with peers, siblings, parents, and other adults change quantitatively and qualitatively, and the adolescent interacts more actively with the wider social environment. For this reason, the acquisition of social knowledge, covered by the concept of social intelligence, is of paramount importance for effective behavior in society. Social intelligence is a multi-dimensional construct.

Social intelligence can help people increase self-awareness by constantly being in contact with peers, and further enhance the impact of positive peer relationships on the self-assertion of individuals [7, 2 p.]. At the same time, because of their high interpersonal sensitivity, they will actively seek to improve interpersonal relationships, thereby reducing the impact of negative peer relationships on basic self-esteem. Therefore, research hypotheses 3.1, 3.2, and 3.3 are proposed:

H3.1: Social intelligence has a positive moderating effect on peer trust and basic self-esteem.

H3.2: Social intelligence has a positive mitigating effect on peer interaction and basic self-esteem.

H3.3: Social intelligence has a negative deterrent effect on peer alienation and basic self-esteem.

Social intelligence reflects the personal ability to apply strategies and methods to achieve appropriate goals and obtain positive development in a particular social situation. People with high social intelligence can use their good interpersonal communication and analysis abilities to compensate for the negative effects of some adverse conditions [6, 5 p.]. When new students first come to an educational institution, they usually experience high psychological pressure due to their ignorance of the environment. Social intelligence can help individuals actively make connections within an organization. Positive attachment to peers has a significant positive correlation with individual self-identification, while social intelligence is a favorable condition for proactive behavior. Individuals become more aware of their motives, understand the intentions of others, and exhibit more social behavior [4, 138 p.]. The perceived trust of new peers plays an important role in stimulating creativity and reducing the pressure laid on them during the adjustment period. Scientific studies have also shown that there is a linear positive correlation between communication skills and the level of social intelligence [13, 107 p.]. When new students come to an educational institution for the first time, they usually experience high psychological pressure due to their ignorance of the environment. Social intelligence can help individuals actively establish connections within an organization. Positive attachment to peers has a significant positive relationship with individual self-identification, while social intelligence is a favorable condition for the implementation of proactive behavior. Individuals are more aware of their own motives, understand the intentions of others, and exhibit more social behavior [16, 55 p.]. The perceived trust of new peers plays an important role in stimulating creativity and reducing pressure on them during the adaptation period. Scientific studies have also shown that there is a linear positive correlation between communication skills and the level of social intelligence [18, 235 p.].

Higher social intelligence is accompanied by improved communication skills and positive character traits. Even when faced with alienated peer relationships, people with high social intelligence usually coordinate resources well, respond proactively to challenges in an inexperienced environment and use appropriate strategies to deal with threats to integrate into the organization as soon as possible. [2, 6 p.].

Social intelligence is self-regulation, a large-scale ability that arises on the basis of a set of intellectual, personal, communicative and behavioral qualities; these traits determine the prognosis of interpersonal situations, interpretation of information and behavior, readiness for social interaction and decision-making [10, 246 p.].

Analyzing the opinion of scientists who recognize social intelligence as an ability, it is necessary to clearly understand that this ability is unique and has two aspects to consider:

The first is interaction. In the concept of A.I. Savenkov, the first aspect associated with social intelligence is represented by the cognitive-emotional component of the subject of social interaction.

The second aspect is represented by the communicative and organizational components. Since communication is carried out in conditions of direct or indirect relations between people, and any organization is realized in the communication system of its subjects, it is advisable to group both previously mentioned components into one communicative-organizational (or behavioral) component [3, 45 p.].

The communicative-organizational component consists of two parts: social adaptation and social communication.

The communicative function of social intelligence is associated with the need to understand others and be able to interpret oneself. The need for communication and social connections is a basic human needs. Communication with people not only contributes to the satisfaction of communication needs but also ensures the safety of a person if he acts following the social environment. If a person's social intelligence allows him to change the environment, the conditions of the social environment are formed according to the person's intention [14, 134 p.].

Being in constant communication with other people, while studying at any educational institution, students begin to actively identify and assimilate the norms and standards of communication. The communicative function is realized in the ability to convey the meaning of the events, to express one's state, and attitude towards the informer and the listener, and to express the intention and target point of view of the message adequately and without detriment to the social environment [1, 136 p.].

In the process of training and education, the communicative function is supplemented by the formation of meanings and values. This happens in the process of searching for the meaning of life and understanding the values of society. In the process of communication, the act of defining oneself in another person constantly takes place, which is associated with the ability of people to perceive and evaluate their personal and socio-psychological positions, analyze the features of their behavior, which are an incentive and signal for continuing communication [8, 67 p.].

Conclusions of communication in the works of domestic scientists: in the research works of Kh. T. Sheryazdanova, psychological and pedagogical approaches to improving the communication of the individual are outlined. Berdibayeva S. K. in her study substantiated creative activity in the communication of a person. B. A. Amirova proves the study of personality as one of the most important areas of modern theoretical and practical psychology. Increasing the communicative activity of a person is an important factor in their formation as a person. The rationale of Professor S. M. Zhakupov that the process of formation of cognitive and in the form of joint dialogical activity in terms of content is carried out in the process of interconnection and interconnection of goals, meanings and motives of individual activity, is considered the unity of joint activity and communication. [9, 66 p.]. N. K. Toksanbaeva personal achievements in the area of joint activity cannot be without communication. Thus, the phenomenon of communication is a tool for effective organization of activities in the applied aspect. The description of specific parties and the definition of the associated capabilities of a person as a carrier of information in any activity coincides with the allocation of all spheres of communication. On the other hand, consideration of the integral individual structure of a person's personality makes it possible to clarify his ability to communicate in joint activities. Joint activities are constantly carried out in cooperation with the same public behavior, that is, as a regulator that really contributes to the development of the same activity. And communication is a complex, multifaceted process of creating and developing connections between people, including the exchange of information, the development of a common strategy of interaction, perception and understanding of another person [16, 10 p.].

According to R. A. Mandykaeva, social intelligence is associated with the concepts of communication, socializing with others, we transmit a lot of information to each other; sharing knowledge and experience; sharing thoughts about our goals and things that interest us; gaining experience; we improve our knowledge, learn traditions, rules of correct behavior. [12, 95 p.]

Interpersonal relationships arise and develop in the process of communication. “Communication is an informational and material interaction in which interpersonal interaction is realized, reflected and formed.” But communication is not only informational and material interaction, it is carried out through the exchange of emotional states, therefore an emotional connection arises, and the need for communication is formed and satisfied. Relationships and connections are inextricably linked with each other [11, 81 p.].

Research method

The study involved 60 students aged 17 to 21 years.

The following methods can be used to diagnose the communicative and organizational skills of social intelligence:

- Methodology for determining communicative and organizational skills KOS-1;
- terminal questionnaire of values, author I. G. Senin
- On a multivariate study of the personality of Raymond B. Cattell factors A, E, H, N [14, 629 p.].

To assess the ability to clearly and quickly establish contacts with people and influence people, the method of identifying communicative and organizational inclinations (KOS-1) was used. The technique consists of 40 questions, each of which the respondent must answer – “Yes” or “No”. The level of communication and organizational skills is determined separately.

Research results

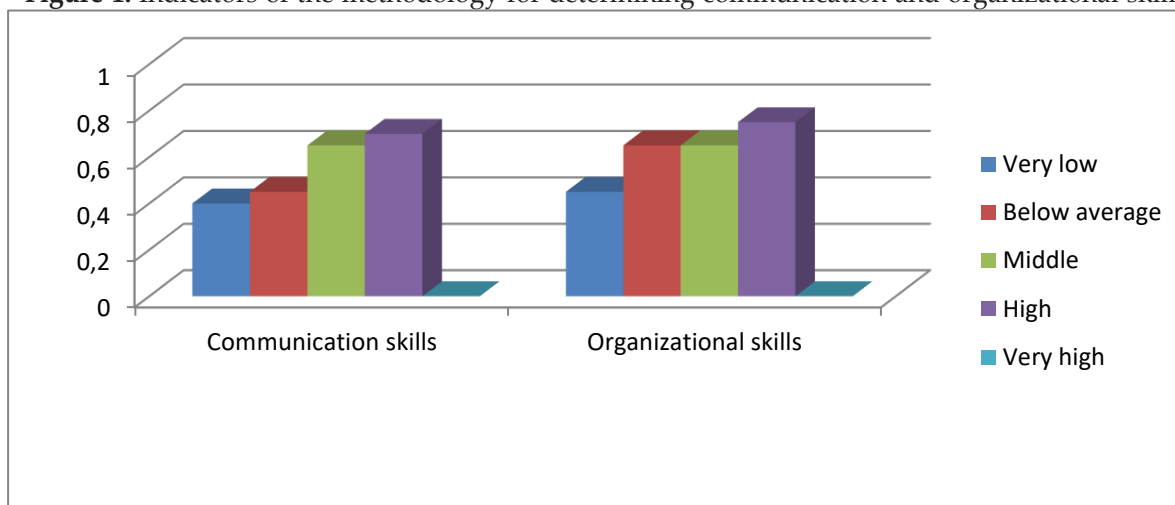
The results of the study are presented in the figure below (Table 1). It has been established that the communicative and organizational skills of compatriot students are at a level above the average.

Table 1

Results of the methodology for determining communication and organizational skills

Indicator	Communication skills		Organizational skills	
	C _{com}	scale	O _{org}	scale
Very low	0,40	1	0,45	1
Below average	0,45	1	0,65	2
Middle	0,65	3	0,65	2
High	0,7	4	0,75	4
Very high	0	0	0	0

Figure 1. Indicators of the methodology for determining communication and organizational skills



Students who received a score of 1 are people with low communicative and organizational inclinations.

Students who scored 2 points have communicative and organizational inclinations below the average. They do not seek to communicate, feel uncomfortable in a new environment, or a team, prefer to spend time alone, limit themselves from acquaintances, have difficulty establishing contacts with people and speaking in front of an audience, stay away from unfamiliar situations, do not defend their opinions, feel resentment. In many matters, they prefer to avoid making their own decisions and initiatives.

For students who received the 3rd grade, the average level of communicative and organizational inclinations is typical. They try to communicate with people, do not limit their circle of acquaintances, defend their opinion, and plan their work, but the intellectuality of their inclinations does not manifest itself in high stability. This group of students needs further serious and systematic work on the formation and development of communicative and organizational skills.

Students who received the 4th grade belong to the group with a high level of communicative and organizational inclinations. They do not lose themselves in a new environment, quickly find friends, constantly try to expand their circle of acquaintances, engage in social activities, help relatives, and friends, are at the forefront of communication, take part in organizing social events with pleasure, and can make independent decisions in a difficult situation. They do all this not by coercion, but per their inner aspirations.

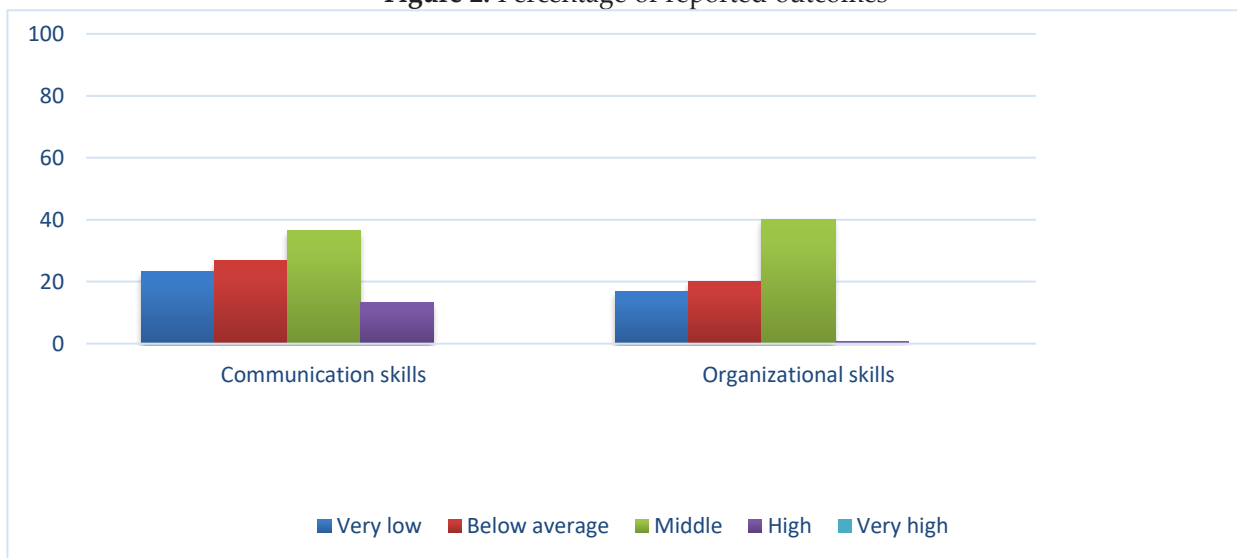
Students with a rating above 5 have exceptional communication and organizational skills. They feel the need for communicative and organizational activities and eagerly strive for them, quickly navigate in difficult situations, and freely behave in a new team, they are leaders who prefer to make independent decisions in important matters or a difficult situation, defending their opinion and striving to accept it in front of others. They quickly assimilate into an unfamiliar company, like to arrange various games, and events, persist in activities that interest them, and look for things that meet their needs for communication and organizational activities.

Communication and organizational inclinations are important components and prerequisites for the development of abilities in activities related to communication with people, and organization of teamwork. They are an important link in the development of psychological and pedagogical skills. The desire to engage in organizational activities and communicate with people depends on the content of the relevant activities and the typological characteristics of the individual.

They are largely determined by the subjective value and significance of a person's future results of his activity and his attitude toward the people he interacts with. This should be taken into account when making recommendations for subjects with a low level of development of the studied inclinations. Often during such activities and communication, inclinations arise that at first do not cause indifference in a person, but become more and more significant as they are introduced. Here, one's efforts and overcoming possible communication barriers are important if a person sets a conscious goal of self-development [10].

According to the results of these assessments, communicative and organizational inclinations are the most important component and prerequisites for the development of abilities in activities related to communication with people, and organizing teamwork. Let's denote these indicators as a percentage: a very low level of communication skills is 23.4%, below average – 26.7%, average – 36.6%, and high – 13.3%. The very low level of organizational skills is 16.7%, the average level is 20%, the average level is 40%, and the highest level is 23.3% (Fig. 2).

Figure 2. Percentage of reported outcomes



Next, we processed statistical data on the frequency of indicators of the studied communicative and organizational skills, shown in Table 2.

Table 2

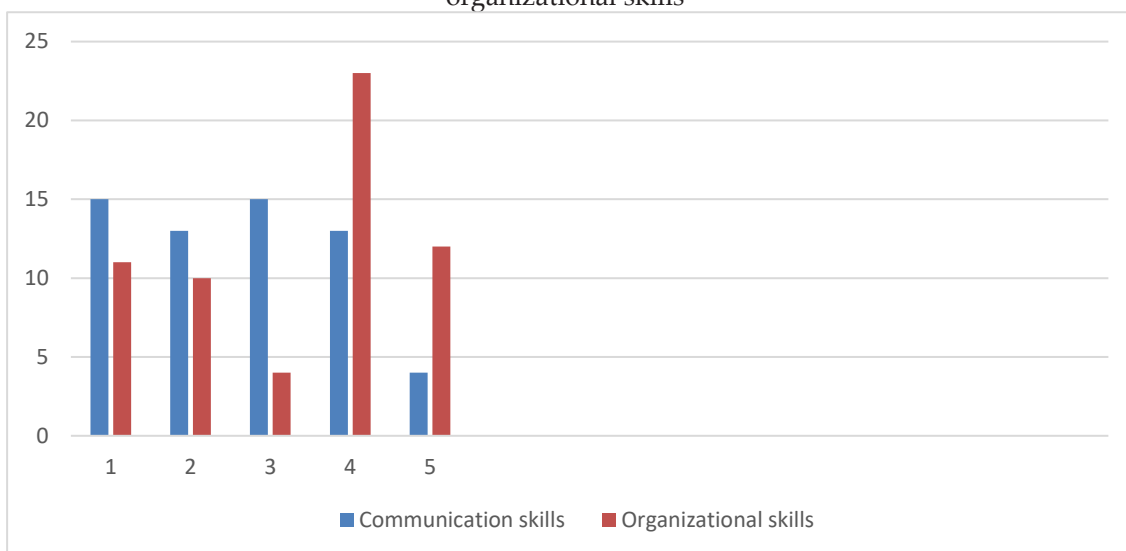
The frequency of overall scores of the indicators of communicative and organizational skills

Gender		
	Frequency	Percent
1-male	18	30,0
2-female	42	70,0
Total	60	100,0
Communication skills		
	Frequency	Percent
1	15	25,0
2	13	21,7
3	15	25,0
4	13	21,7
5	4	6,7
Total	60	100,0
Organizational skills		
	Frequency	Percent
1	11	18,3
2	10	16,7
3	4	6,7
4	23	38,3
5	12	20,0
Total	60	100,0

For a more accurate presentation of the data shown in Table 2, we compiled a histogram of the frequency found in the indicators of communication and organizational skills in percentage, as shown in Figure 3.

We used the Pearson correlation coefficient for further analysis and processing of the obtained data.

Figure 3. Histogram of the frequency of occurrence of the indicators of communication and organizational skills



As shown in the figure, the level of communication and organizational skills is above average.

Table 3

The correlation of indicators of the studied communicative and organizational skills

	Communication skills	Organizational skills
Communication skills	1	,211
		,106
	60	60
Organizational skills	,211	1
	,106	
	60	60

** . The correlation is important at the 0.01 level (two-tailed).

* . The correlation is important at the 0.05 level (two-tailed).

According to the data given in Table 3, there is an average-positive relationship between communicative and organizational skills.

We have combined the average indicators of the level of communication and organizational skills in Table 4 for ease of comparison, and for the sake of clarity of the data presentation, we have created a histogram shown in Figure 4.

Table 4

General characteristics of the studied communication and organizational skills

Descriptive statistics					
	N	Minium.	Max.	Average value	Rms deviation
Communication skills	60	1	5	2,63	1,262
Organizational skills	60	1	5	3,25	1,434

Figure 4. Histogram of descriptive statistics



Conclusion

Describing the results, we came to the following conclusions:
 – increasing the level of communicative and organizational inclinations;
 – to behave freely in the environment;
 – it is necessary to show enthusiasm and interest in communication and organizational activities, to look for actions that awaken needs [6, 202 p.].

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Коммуникативті және ұйымдастырушылық өзара әрекеттесу әлеуметтік интеллект құралы ретінде

Аңдатпа. Психологиялық ғылымдағы теориялық және эксперименттік тәсілдерді талдау әлеуметтік интеллект біртұтас, бір мағыналы түсіндірмесі жоқ ұғым екенін көрсетеді. Әлеуметтік интеллектті анықтаудағы әртүрлі тәсілдер оның құрылымының түсініксіздігін көрсетеді. Әлеуметтік интеллект проблемасы және оның даму деңгейін арттыру «адам-адам» сияқты кәсіптер үшін кәсіби маңызды сапаға ие болады. Әлеуметтік интеллект-адамның өзінің және қоғамдағы басқа адамдардың мінез-құлқын дұрыс түсіну қабілеті. Бұл қабілет адамға тиімді тұлғааралық өзара әрекеттесу және сәтті әлеуметтік бейімделу үшін қажет. Әлеуметтік интеллект адамды қарым-қатынас пен іс-әрекеттің серіктесі ретінде көрсетуге байланысты танымдық процестерді жүзеге асырады. Жұмыста негізгі ұғымдарға теориялық шолу жасалады («әлеуметтік интеллект», «тұлғаның коммуникативті қабілеттері» және «тұлғаның ұйымдастырушылық қабілеттері»), аталған ұғымдарды зерттеудің негізгі тәсілдері мен бағыттары келтірілген. Сондай-ақ, мақалада қандас студенттеріндегі психологиялық құбылыстарды эмпирикалық зерттеу нәтижелерінің қысқаша сипаттамасы берілген. Эмпирикалық зерттеудің нәтижесі, респонденттердің психодиагностикасының бастапқы

деректері және деректерді статистикалық өңдеудің нәтижелері жарияланады. Алынған нәтижелер бойынша қорытындылар ұсынылған.

Түйін сөздер: әлеуметтік интеллект; қабілет, коммуникативті қабілет, ұйымдастырушылық қабілет, мінез-құлық, бейімделу, әлеуметтік жағдай.

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Коммуникативно-организационное взаимодействие как инструмент социального интеллекта

Аннотация. Анализ теоретических и экспериментальных подходов в психологической науке показывает, что социальный интеллект - понятие, не имеющее единой, однозначной трактовки. Разнообразие подходов к определению социального интеллекта свидетельствует о неоднозначности его структуры. Проблема социального интеллекта и повышения уровня его развития особенно актуальна как профессионально необходимое качество для профессий типа «человек-человек». Социальный интеллект - это способность человека правильно понимать свое поведение и поведение других людей в обществе. Эта способность необходима человеку для эффективного межличностного взаимодействия и успешной социальной адаптации. Социальный интеллект реализует когнитивные процессы, связанные с проявлением человека как партнера по общению и деятельности. В статье представлен теоретический обзор ключевых понятий («социальный интеллект», «коммуникативные способности личности» и «организаторские способности личности»), приведены основные подходы и направления изучения этих понятий. В статье также приводится краткое описание результатов эмпирического исследования рассматриваемых психологических феноменов среди студентов казахской диаспоры. Публикуются результаты эмпирического исследования, первичные данные психодиагностики респондентов и результаты статистической обработки данных. Представлены выводы, основанные на полученных результатах.

Ключевые слова: социальный интеллект; способности, коммуникативные навыки, организаторские способности, поведение, адаптация, социальная ситуация.

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