

PSYCHOLOGICAL FACTORS FOR THE FORMATION OF SOCIAL INTELLIGENCE IN TEACHERS OF PRESCHOOL EDUCATIONAL ORGANIZATION

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ABSTRACT: This article provides information about the factors in the formation of social intelligence and its types.

KEYWORDS: Factors of social intelligence: cognitive, emotional, behavioral.

INTRODUCTION

It is becoming urgent in the world to pay special attention to the issues of training socially active pedagogical personnel with comprehensive potential and pedagogical and psychological competence, possessing the necessary qualities for professional activity. In this regard, the development of social intelligence and its specific creative approaches among educators of preschool educational organizations, ensuring an increase in the effectiveness of professional activity by determining the professionalism, professional competencies and social intelligence of educators in the process of improving the quality and means of education are urgent problems.

The formation of social intelligence among educators of preschool educational organizations in our republic is an urgent issue today, the analysis of the social intelligence of educators of preschool educational organizations, the study of factors affecting it and the fact that these are important factors affecting the effectiveness of activities, as well as the availability of detailed information about the possibilities of social intelligence of preschool educational organizations. At the moment is empirical the analysis of the social intelligence of preschool educational organization educators and related aspects is a difficult task, we tried to investigate the social intelligence of preschool educational organization educators based on the objectives and goals of our study, draw appropriate conclusions and give practical recommendation's. Each result obtained made it possible to obtain the necessary information by entering criteria and points into the system, accepted in a special order.

Today, in the activities of Educators of the preschool educational organization, the scientific study of the issues of the influence of social intelligence on the place and its effectiveness in professional activity, research, creation of a collective of scientific and practical work in preschool

educational organizations, the social intelligence of which is important for professional and personal development.

In the process of carrying out a theoretical analysis of our research work, we noted that social intelligence was the focus of attention of scientists and specialists as early as the century when practical methods of study, research of factors affecting it, and to some extent has its own research technique.

Being the founder of the idea from the point of view of the universality of intelligence, H. Gardner instilled the concepts of internal and interpersonal intelligence of the individual. In conclusion, we can say that the problem of intelligence is very widely studied in foreign psychology (Western Europe, USA), which has been studied on the basis of various theories, concepts, approaches, positions, orientations. Therefore, the criteria for measuring intelligence, its levels, indicators, own characteristics, the creation of a test and its use in testing the mental development of people of different ages are based on different scientific and theoretical foundations. Therefore, analyzing them, we tried to break them into several directions and it is easier to understand the essence of interpretation, to perceive, to refer to a certain feature, form, level, harmony of thoughts with a logical sequence. At the next stage of our research, we first found it necessary to describe the methods used in the study, their feasibility and application procedures.

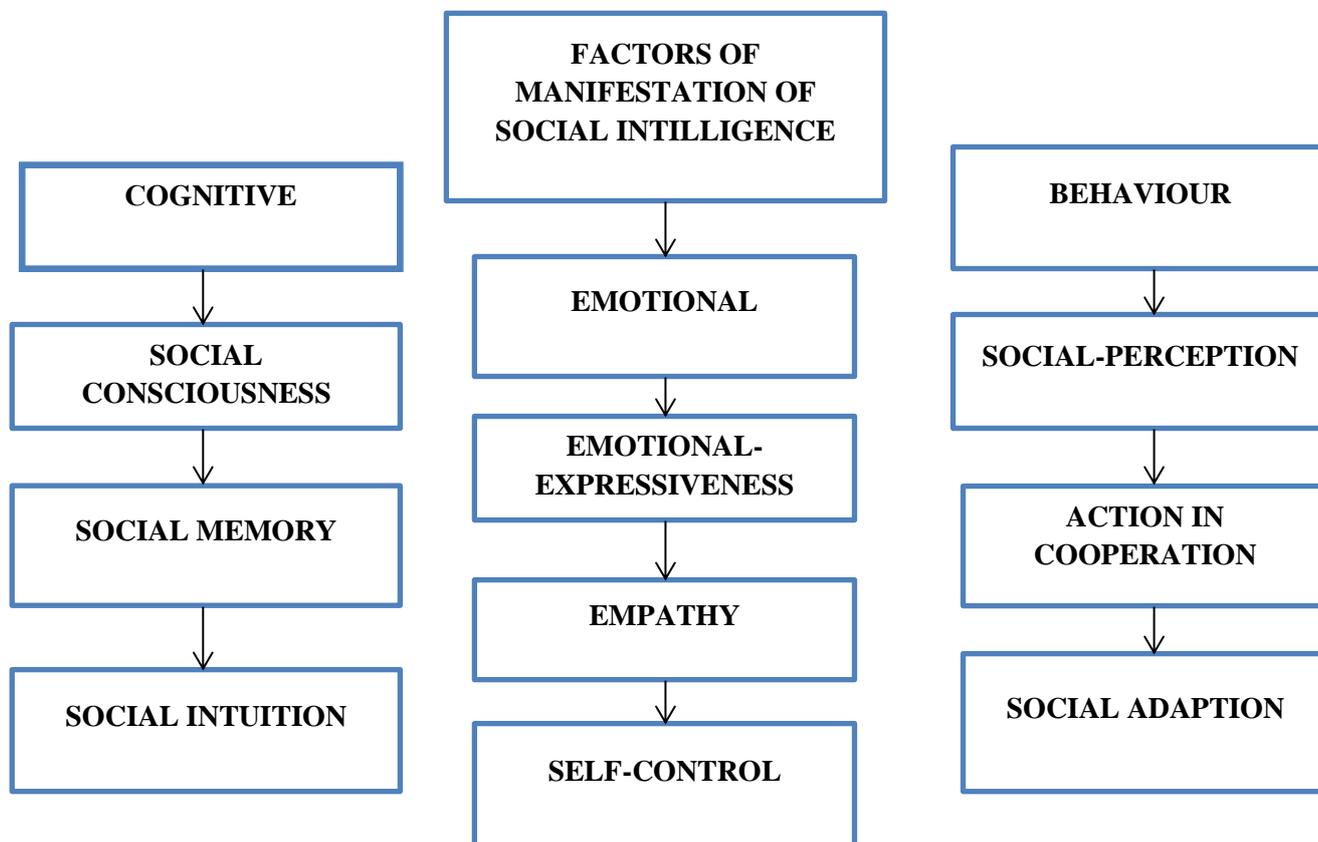
In modern science, the fact that social intelligence differs from other types of intelligence (Yu.D.Babayeva, D.B.Bogoyavlenskaya, G. Gardner, L.I. Larionova, A.V. Luneva, L.V. Popova, M.A. Khaladneya, D.V.Ushakov, V.D. Shadrikov, V.S. Yurkevich, etc.), and in this Dora are conducting intensive scientific research work, and verification work is being carried out as a research object of the experiment

In the process of studying social intelligence, the research method of J. Guilford and M. Sullivan for the study of social intelligence is widely used. It occupies an intermediate position between general intelligence tests and personality tests. The technique makes it possible to diagnose such a mental phenomenon as social intelligence, which is understood as the ability to understand and predict people's behavior. In various everyday situations, intentions, emotions and experiences are manifested through verbal and non-verbal expression. The general level of social intelligence, as well as the components of a social personality, is an understanding of the general state of intelligence (knowledge of the consequences of behavior in advance, the ability to understand oral and nonverbal behavior, interpersonal interaction).

Social intelligence the proposed methods and content of progress diagnostics will certainly make it possible to understand its essence. The social development of each child in society, i.e. socialization and individualization, are closely related. Its acceptance, on the one hand, is a process of mastering socio-cultural experience. It includes: established rules, regulations, forms of behavior in society, norms of behavior and forms of interaction of people with each other, and on the other hand, the process of developing a child's personality, his individuality and

uniqueness, independent activity in society, able to effectively adapt to social situations on the board and make the right decisions in important situations.

Psychological factors of the formation of social intelligence in Educators of the preschool educational organization are manifested in the following manifestations



In preschool educational organization educators, social intelligence is manifested and formed in the process of thinking, self-awareness, understanding of the behavior of other people, dealing with others, entering into relationships, emotional-emotional cognition, behavior in society, at home, in the educational organization of the mummy in public places, in the process of manifestation of behavior in relations with objects, people.

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