



PSYCHOLOGICAL FACTORS IN THE FORMATION OF SOCIAL INTELLIGENCE AMONG PRESCHOOL EDUCATION TEACHERS

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Abstract

This article examines the psychological factors influencing the formation of social intelligence among preschool education teachers in our republic. It highlights the ongoing reforms in the education system and emphasizes the urgent need to train highly qualified pedagogical personnel. From this perspective, the study substantiates the importance of enhancing the effectiveness of preschool teachers' professional activities by developing and improving socio-psychological factors that positively influence their performance. It also outlines opportunities for identifying innovative theoretical solutions aimed at deepening scientific research in this field.

Keywords: Social intelligence, potential, effectiveness, methodology, principle, consistency, psychological factor, social identification, social adaptation, social reflection.

Introduction

Аннотация

В данной статье рассматриваются психологические факторы, влияющие на формирование социального интеллекта у педагогов дошкольных образовательных организаций в нашей республике. Освещаются проводимые реформы в системе образования и подчеркивается актуальность подготовки высоко квалифицированных педагогических кадров. С этой точки зрения обосновывается необходимость повышения эффективности профессиональной деятельности воспитателей дошкольных образовательных организаций посредством развития и совершенствования



социально-психологических факторов, оказывающих положительное влияние на их работу. Также обозначены возможности поиска инновационных теоретических решений, направленных на углубление научных исследований в данной области.

Ключевые слова: социальный интеллект, потенциал, эффективность, методология, принцип, последовательность, психологический фактор, социальная идентификация, социальная адаптация, социальная рефлексия.

In recent years, significant reforms have been implemented in our republic aimed at fundamentally improving the human resource capacity of the education system and enhancing the professional status of educators, teachers, mentors, and researchers. The Laws of the Republic of Uzbekistan “On Education” and “On Preschool Education and Upbringing” have highlighted the necessity of restructuring the system and content of teacher training.

At present, it has become increasingly evident that the socio-psychological effectiveness of preschool teachers largely depends on their pedagogical mastery, communication culture, and intellectual potential. From this standpoint, new opportunities have emerged to develop innovative theoretical approaches aimed at deepening scientific research on the formation and improvement of socio-psychological factors that enhance the professional effectiveness of preschool teachers.

Today, in modern psychology, relatively few studies are devoted to analyzing the psychological characteristics of social intelligence and the factors influencing it. At the same time, research that reveals the functions of social intelligence and substantiates its methodological foundations occupies a special place in psychological science. In the theoretical part of our study, we analyzed relevant scientific literature and sought to explore the most significant theoretical aspects that explain the methodology of social intelligence.

Many scholars in social psychology, based on fundamental psychological principles, have attempted to scientifically substantiate the key functions of social intelligence. In the theoretical framework of our research, particular importance was given to analyzing studies aimed at identifying socio-psychological tasks essential for the formation of social intelligence.



In examining the characteristics of social intelligence, we analyzed various psychological theories of intelligence. We concluded that the approaches currently used in scientific discourse can be considered important categories for understanding intelligence.

Literature Review

Several theoretical approaches to intelligence are presented in scientific sources: The cognitive approach considers intelligence as a primary category of thinking (V. Keller, K. Duncker, M. Wertheimer, J. Champion, and others). The biological approach views intelligence as a product of interaction between the individual and the objective world (U. Charlesworth, J. Piaget). The sociogenetic approach interprets intelligence as a result of socialization processes (J. Bruner, L. Lévy-Bruhl, A. Luria, L. Vygotsky, and others). The motivational approach describes intelligence as a key factor that drives activity (S. Rubinstein, A. Brushlinsky, L. Venger, K. Abulkhanova-Slavskaya, and others).

The pedagogical approach explains intelligence as a function influenced by education (A. Staats, K. Fischer, R. Feuerstein, and others).

The functional approach regards intelligence as an essential mechanism for receiving, transmitting, and processing information (H. Eysenck, E. Hunt, R. Sternberg, and others). The cognitive-dynamic approach views intelligence as a factor determining the dynamics of cognitive processes (B. Ananyev, E. Stepanova, B. Velichkovsky, and others). The self-evaluation approach considers intelligence a factor of self-regulation (L. Thurstone and others). In our study, we focused not only on the general characteristics of intelligence but also on its broader psychological aspects. Rubinstein's theory suggests that social intelligence functions as a social motive that stimulates thinking when an individual experiences the need to understand something. Stern defined intelligence as "a high level of developed social adaptation," emphasizing that adaptation involves solving various situational problems through intellectual and cognitive abilities. Based on the theoretical analysis, social intelligence can be divided into the following structural components:

regulatory-diagnostic,
communicative-value-based,
adaptive-analytical.



Ya. Ponomaryov made a significant contribution to understanding the psychological mechanisms of intelligence, highlighting two interrelated components: intuitive and logical processes.

According to A. V. Brushlinsky, creativity represents development, which goes beyond previously established patterns and requires anticipation and prediction.

S. P. Geranyushkina (1992) identified three levels of intellectual activity: reproductive, heuristic, and creative. Intellectual initiative and the emergence of new ideas serve as measures of intellectual activity.

E. S. Mikhailova (1989) emphasized that information can be perceived positively or negatively, yet in both cases, individuals demonstrate a certain level of mental activity in processing it. The ability to use information effectively contributes to self-awareness and self-understanding.

V. Shadrikov (1997) viewed intelligence as a combination of spirituality and moral abilities, enabling individuals to coordinate their internal changes with the social environment.

The first reliable test for measuring social intelligence was developed by J. Guilford, who studied social intelligence as an independent category distinct from general intelligence and associated with the perception and processing of socially relevant information.

When the factors constituting social intelligence are sufficiently developed, individuals can adequately perceive events, evaluate situations correctly, and predict future outcomes. The ability to respond appropriately to verbal and nonverbal influences also forms the basis of social intelligence.

Discussion

Based on the objectives of our research, we used the author-developed questionnaire “Socio-Psychological Adaptability (SPA)” to assess the level of social intelligence factors among preschool teachers. The questionnaire focuses on analyzing how social intelligence factors are manifested in their professional activities.

The study involved two groups of preschool teachers: those with up to five years of work experience, those with ten or more years of work experience.



According to expert evaluations, the overall indicators of socio-psychological adaptability showed that although the values of social intelligence factors were above average, statistically significant differences were identified using Student's t-test.

For the “social identification” criterion, teachers with up to five years of experience scored 6.58 points, while those with ten or more years of experience scored 7.27 points ($p < 0.05$). These findings indicate that teachers demonstrate empathy, the ability to adequately assess others' psychological states, attentiveness, and effective listening skills.

Teachers with shorter work experience tended to maintain a certain interpersonal distance in professional interactions, which may explain their relatively lower scores compared to more experienced colleagues.

For the “social perception” criterion, teachers with longer experience demonstrated higher scores (6.67 points), indicating effective collaboration skills, reliability, responsibility, and professional competence within groups. These qualities also reflect well-developed social skills in interactions with children and their parents.

Regarding the “social reflection” criterion, significant differences were observed between teachers with up to three years of experience (5.42 points) and those with up to six years of experience (7.33 points), with high statistical significance ($p < 0.001$).

Analysis

The findings suggest that preschool teachers demonstrate well-developed social intelligence in terms of establishing adequate interpersonal relationships, adapting to different group settings, regulating their emotions, and effectively mastering communication techniques. These qualities are essential for fostering positive interactions with children, parents, and colleagues, thereby enhancing the overall effectiveness of preschool educational institutions

**Table 1 Results of the Social Intelligence Index (SII) Questionnaire Among
Preschool Education Teachers
N=120 (IPS)**

No	Criterion	Medical staff with up to 3 years of experience.		Medical staff with up to 6 years of experience.		Difference	
		χ	Σ	X	σ	T	P
1.	Social Identification	6,58	2,21	7,27	0,82	-1,046	0,09
2.	Social Perception	5,53	1,66	6,67	1,06	-2,054	0,05
3.	Social Reflection	5,42	1,75	7,33	0,93	-2,827	0,05
4.	Altruism	8,76	2,53	6,43	0,95	2,045	0,01
5.	Social Adaptation	5,14	2,67	6,47	0,91	-2,313	0,06

Note:

* $p < 0.05$; *** $p < 0.001$

t – difference according to Student's t-test at the 99% confidence level

p – level of significance

The sufficient development of social intelligence factors among preschool education teachers enables them to establish appropriate interpersonal relationships, adequately perceive their interaction partners, and predict future events.

Recommendations

Based on the research findings and the general conclusions drawn from them, the following practical recommendations are proposed:

As identified in the study, social intelligence among preschool education teachers is a highly complex and important component of professional activity. Therefore, it is necessary to begin forming this essential competence at the bachelor's level in secondary specialized and higher educational institutions.

It is recommended to organize social training programs designed specifically for preschool teachers and to conduct regular corrective interventions aimed at



helping them effectively overcome psychological barriers encountered in their professional activities.

In order to develop social intelligence among preschool teachers, it is necessary to introduce modifications into the curricula of professional retraining and advanced training courses. Additionally, their level of professional competence should be regularly monitored through online diagnostic assessments, taking into account their years of professional experience.

To foster social intelligence among preschool teachers, it is first essential to systematically develop the underlying factors of social intelligence.

Conclusion

Based on the results of the conducted research, the following conclusions were formulated:

The social intelligence of preschool education teachers is formed and developed depending on types of intelligence, individual personality traits, and socio-psychological components.

The social intelligence indicators of preschool teachers can be assessed and studied using:

four scale-criteria according to Guilford's method,
six criteria according to Gardner's method,
ten scale-factors according to Cattell's method,
fifteen criteria according to Kunitsyna's method.

Professional effectiveness can be enhanced through the application of psychodiagnostic and psychocorrective methods aimed at adequately assessing social intelligence factors demonstrated in teachers' professional activities (social identification, social perception, social reflection, social adaptation, and altruism).

The manifestation and development of social intelligence factors among preschool teachers are, to a certain extent, related to personality traits, length of professional experience, and socio-psychological competence.



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