

LEBEDYNSKA Anna,
*associate professor at the Psychology, Philosophy and Pedagogics
Department, Ph.D in Political Science, Kremenchuk Mykhailo
Ostrohradskyi National University, vul. Pervomayskaya,
20, m. Kremenchuk, Ukraine*

FORMATION OF TECHNOLOGICAL MAJOR STUDENT'S SOCIAL INTELLIGENCE DURING THE TRADE EDUCATION

ЛЕБЕДИНСЬКА Ганна Олександрівна – доцент кафедри психології, педагогіки та філософії Кременчуцького національного університету імені Михайла Остроградського, кандидат політичних наук, доцент: ФОРМУВАННЯ СОЦІАЛЬНОГО ІНТЕЛЕКТУ В СТУДЕНТІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ У ПРОЦЕСІ ПРОФЕСІЙНОГО НАВЧАННЯ. В тезах йдеться про соціальний інтелект та його вплив на формування абсолютно нового покоління фахівців: креативних і соціально активних професіоналів. В якості пріоритетного напрямку досягнення цієї мети в нових соціально-економічних умовах виступає компетентнісно-орієнтований підхід до підготовки висококваліфікованих фахівців, дається аналіз соціальної компетентності студентів технічних спеціальностей.

Висновок вказує на те, що умовою розвитку соціального інтелекту студентів слід розглядати психологічно сприятливу атмосферу на занятті, що сприяє розвитку і прояву їх товариськості та допитливості.

Problem statement. In the context of social situation complication in the country, the problem of social competence formation of future technological field specialists, who are intended not only to create and use new equipment, but also to affect the inter-individual relations of staff and society, to be responsible for their own well-being and the social one as well.

The effectiveness of students' social and personal competence formation can be achieved due to following some pedagogical terms complex, which includes the commitment of education to the actual level of students' social and personal competence development, social and professional orientation of education, improving intersubject

communications, application of active method and collective mode of education, conducting classes which are aimed at the self-perception and self-development of personality, creating of a favourable climate for all the education subjects and the situation of success.

Experimental part and results obtained. The problem of function essence, social intelligence formation and development were analyzed in foreign science (H. Allport, J. Hillford, N. Cantor, D. Wechsler, R. Sternberg). The American psychologist, the trait theory creator, Hordon Allport, describes the social intelligence as the special capability to judge people in the right way, to predict their behavior and to provide suitable interpersonal adjustment.

Correlation of social and practical intelligence is determined more accurate in the conception of American professor of Psychology Robert Sternberg within the framework of the intelligence theory which leads to success. In this theory, intelligence is described as a capability to adapt, to form and to choose an environment which suits the aim of society and culture [1].

In the 1987 the book by N. Cantor «Personality and Social Intelligence» was published, in which the author equalizes social intelligence to cognitive competence, which allows people to conceive situations without surprise and with personal interest.

A lot of scientist in psychological field are interested in the social intelligence, among them are H.M. Andreeva, E.A. Abulchanova-Slavskaya, A.L. Yuzhaninova, D. Myers, V.A. Labunskaya, E.S. Michailova, H.E. Belitskaya, A.A. Bodalev; in general and age-specific psychology: S.L. Rubinstein, D.A. Leontiev, A.V. Petrovkiy; in correctional pedagogy and psychology for special needs: L.S. Vyhotskiy, V.H. Petrova, V.V. Korkunov, O.K. Avahelian.

Nowadays, education along with other social institutes executes its socializing function most effectively by introducing students to life in society giving them a set of values, knowledge and skills.

Due to change of ideological views, social images, ideals and self presence of people in general, higher education performs a stabilizing function and aids students to adapt to new living conditions, develops social activity, forms readiness to self-definition.

So, that's why there is a need to regard psychologically favorable working environment, that helps to develop social skills as the condition of social intellect developing.

In order for future specialists to adapt successfully to new conditions of living in the society, to cooperate peacefully and harmoniously in certain environment it is necessary for process of developing qualities and

skills to be performed in educational space of higher educational establishment systematically.

Unfortunately, today the process of students' socialization, development of their social competency cannot be estimated as full-fledged. While studying, students, who gained certain experience in practical activity, aren't always ready to execute different functions in society, they do not often gain proper social experience, because the process of students' social development is viewed only as suspended occurrence over objective process of becoming a specialist, that's why the problem of forming social competence of students in a higher educational establishment gains a special relevancy [2].

The research about the level of knowledge about social competence, skills, abilities and merits which are important for future personal and professional development and for participation in social life, has been carried out among the students of Kremenchuk Mykhailo Ostrohradskyi National University (26 male and 4 female technical students).

The assessment of social intelligence conditions formation has been performed with help of text and questionnaire methods. J. Hilford's and M. Sullivan's «Social Intelligence Test» has been used for social intelligence level detection.

The analysis shows that the students of the computer engineering faculty coped successfully with the subtest that measures the ability to foresee consequences of behavior (24 students showed the average level and 6 of them – the above average level) and with the subtest, which measures the ability to evaluate non-verbal expression (27 students showed the average level and 1 of them – the above average level) correctly. The subtest indicators which measure the ability to evaluate speech expression are as follows: 15 students have demonstrated the average level, 8 – low figures in the field of communication. At the subtest showing the ability to analyze situations of interpersonal interaction, the subjects received the lowest results from all subtests – 26 students have the low level on this criterion.

Conclusions. The obtained results show that the students of the computer engineering faculty are able to anticipate future actions of people, they can build a strategy of their own behavior, be sensitive to non-verbal expression, but they do not always understand correctly verbal expression, they experience difficulties in the analysis of situational interpersonal interaction, make mistakes in finding the reasons for a particular behavior. It is associated with specific professional activities – work with technology, not with people. In the process of educational activity you must consider this specificity and increase the social

competence of students of technical specialties. In general, 18 of the future computer engineering specialists showed the average level of the social intelligence development and 12 of them have below average social intelligence level that suggests low involvement of this category in the process of interpersonal communication.

The emergence of social intelligence in the process of solving educational-cognitive tasks will occur more successfully than traditional training under the following conditions: to form confidence in his own abilities; to create conditions for the manifestation of the reflexive assessment of value-semantic relations (selection of sequence learning and cognitive tasks that are appropriate to educational interests); to include student in goal setting and provide him with the choice of implementation strategies to overcome difficulties.

References

1. Sternberg Robert. (2002). Prakticheskij intellekt. [*Practical intelligence*]. Robert Sternberg. – SPb. : Piter. [in Russia].
2. Mudryk, A.K. (2006). Sotsial'nyy intelekt ta sotsial'na kompetentnist'. [*Social intelligence and social competence*]. A.K. Mudryk. Kyiv : Praktychna psykholohiya ta sotsial'na robota. [in Ukrainian].