

## Dependence of the Success of Testing Pupils on Social Intelligence of Teachers

### Залежність показників успішності вчителя тестувати учнів від рівня розвитку соціального інтелекту педагогів

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### ABSTRACT

**The purpose** of our article is: to describe the most effective means of a cognitive control in the learning process of a foreign language, to describe three main stages of a test creation, to identify final or intermediate (thematic) tests; to show the dependence of the success of testing on social intelligence of teachers.

**Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods of the statement study and molding experiment. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", adapted by O.S. Mykhailova (Гилфорд & О'Саллівен, 2021).

**The results of the research.** According to our research it is proved that the structure of social intelligence of a teacher had four components, such as: communicative potential, characteristics of self-awareness, social perception and energy characteristics of the individual. The outlined characteristics determine a teacher's prediction of the development of interpersonal situations, the ability to interpret the information he/she has heard or seen and the behavior of others, readiness for effective social interaction and decision-making. Thus, social intelligence of a teacher contains individual inclinations, abilities, characteristics that facilitate the acquisition of individual personal experience, skills and abilities of social actions and contacts.

**Conclusions.** Studying the social intelligence of the teacher is defined as the ability to perceive the surrounding and inner world, which allowed professionals at different levels to easily navigate in interpersonal interaction, harmonize their behavior. The structure of social intelligence of the teacher includes social

*sensitivity, empathy, self-knowledge and self-regulation. Social intelligence of a teacher is identified with certain psychological mechanisms. Social intelligence includes social thinking and wisdom. In such a way we analyze the concept of "social thinking" as a structural component of social intelligence. Social thinking is defined as the ability of the subject to understand and to operate with perceived information. A high level of the development of social thinking allows a teacher to solve problems effectively that are arisen in the process of interpersonal interaction; efficiency means speed, flexibility and accuracy in dealing with the facts of social reality.*

**Key words:** *social intelligence, the success of testing, social thinking, social interaction, decision-making, stages of test's creation, social sensitivity, empathy, self-knowledge, self-regulation.*

## Introduction

From the point of view of scientists the most important components of socio-psychological development of the individual, ensuring his/her social adequacy in the macro- and micro-social environment, are the social imagination and social intelligence. Thus, scientists (Гончарук & Онуфрієва, 2018) believe that social intelligence should be perceived as a special ability of a man, which is formed during his/her professional activities, activities in the social sphere, in the field of communications and social interactions.

Social intelligence in the conditions of practical psychological activity was studied by other scientists (Benson, 2001; Nunan, 2003). Based on the results of empirical researches, they note that the scope of subject-subject cognition of individuals by each other can be called social intelligence, which is a fairly stable ability to understand themselves and other people, their relationships, as well as to predict the course of interpersonal events.

Similar to these scientists (Onufriieva & Ivashkevych, 2021a; Onufriieva & Ivashkevych, 2021b) social intelligence is understood in other psychological researches (Mykhalchuk & Ivashkevych, 2018; Mykhalchuk & Kryshevych, 2019). Scientists believe that social intelligence as the ability to social cogni-

tion is a leading component of individual readiness of the person for professional activity.

We consider social intelligence from a slightly different point of view, but also in the paradigm of social interaction. We analyze social intelligence through the concept of innovativeness, which is understood by us as a complex ability of the teacher to perceive, evaluate and understand the pupil adequately. From this point of view we predict the dependence of the success of testing on social intelligence of teachers. So, **the purpose** of our article is: to describe the most effective means of a cognitive control in the learning process of a foreign language, to describe three main stages of a test creation, to identify final or intermediate (thematic) tests, to show the dependence of the success of testing on social intelligence of teachers.

### Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods of statement study and molding experiment. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", adapted by O.S. Mykhailova (Гилфорд & О'Салливен, 2021).

At this stage of the empirical research 218 teachers of secondary schools of different regions of Ukraine were participated:

1) N group includes 108 teachers of the I-st category (professional experience is from 10 to 15 years, the age is from 30 to 35 years), among them there are 47 teachers of secondary schools № 5, № 15 of Rivne town, 30 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 31 teacher of secondary schools № 45, № 96 of Odesa city. Teachers of N group were divided into such micro-groups:

- N1 group includes 39 primary school teachers (all of them are women);
- N2 group includes 37 teachers of teenagers who teach the natural sciences and humanities (among them there are 17 men and 20 women);
- N3 group includes 32 teachers of senior pupils of the physical and mathematical cycle (16 of them are men and 16 are women);

2) M group includes 110 teachers of the highest category (professional experience is from 15 years and more, age is from 35 years old and older); among them there are 55 teachers of secondary schools № 5, № 15 of Rivne town, 22 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 33 teachers of secondary schools № 45, № 96 of Odesa city. Teachers of M group were divided into such micro-groups:

- M1 group includes 26 teachers of primary school (all of them are women);
- M2 group includes 42 teachers of teenagers who teach subjects of physical-mathematical cycle (there are 22 men and 20 women).

## Results and their discussion

One of the most effective means of a cognitive control in the learning process of a foreign language is a test. A great number of the researches in this area were responded to the needs of nowadays, but they were addressed to some certain aspects and testing issues, often under which the test was understood only as some types of test tasks.

Test is often understood as a procedure intended to identify a particular sample of the person's behavior (in our case – it is the linguistic one), where you can draw conclusions about certain characteristics of the individual.

The main difference from the traditional test activity is that type of learning which always involves some measurement. Therefore, the evaluation based on the results of the test is more

objectively and independent of the teacher's possible subjectivity than the assessment of the performance of traditional test, which is always subjective, since it is based on the impression of a teacher not always free of his/her personal sympathies or antipathy in relation to that or another pupil. The main distinguishing feature of the test is the objectivity guaranteed by the measurement function of which test is to supply quantitative information.

To maximize the reliability of the measurement and the validity of using the test the teacher can follow by three main stages of test's creation:

- to give a clear and unambiguous theoretical and scientifically substantiated definition of skills to be checked;
- to determine the condition and operations precisely that should be followed during the test and monitoring its implementation;
- to determine the results of observations quantitatively in order to ensure that the measuring scales used have all the necessary qualities.

There are various definitions of the concept of "test" – from the type of a simple control task to a set of tasks that have the form of "multiple choice". In foreign practice of language testing differences in the interpretation of the concept of "test" are presented in such a way as the differences between the concepts of "control activity" in general as the basis of evaluation thought and "testing activity", which involves a specially organized verification of knowledge which display a great interest to us (knowledge, skills, abilities). The quality of any measuring instrument, including the test, is determined primarily by its reliability and validity.

The reliability indicator shows how consistent the results of these measurements are. For example, a reliable test would exclude the chance of this or that result. A test that measures the level of the development of those (and only those) abilities, skills, knowledge, for which it is necessary to be intended by the developers, it is understood by us as a valid one.

Validity (it is practical in any form) will determine the legality of the interpretation of the test's results. Obviously, the use of a test for some purposes for which it was not intended will automatically make it unfit for the compilation.

Testing in foreign language learning is used to identify:

- the level of achievements in a certain type of activity;
- the abilities to a certain type of activity;
- the difficulties in mastering one or another type of activity and in presenting some possible ways of overcoming them.

In practice teachers often have to meet the tests of the first group. Such tests can measure general skills in the linguistic activity or achieve a certain level of skills in the process of learning a specific course of study.

Tests can be *final or intermediate (thematic)*. Final tests are designed to confirm the level of pupils' learning objectively. The thematic test is intended to help to improve the educational process itself.

Tests can determine the level of training or developing linguistic competence of other pupils (norm-oriented test), relative to different pupils or using with some specific criterion, such as a level of training (criterion oriented tests).

Thus, the test results can be used to assess the level of students' learning, to select them in one or another educational institution, to certify tests achievements in a particular type of the activity (for a subject), for distribution in groups of learning depending on the level that has to be reached, for diagnosis learning difficulties.

We also understand tasks that have a specific organization allowing all the pupils to work simultaneously under the same conditions and write answers to the questions using symbols. Test's tasks always have the unambiguous decision, determining the correctness of the responses which are carried out according to the prepared key. The use of tests for control is appropriate approach in studying because they specify the direction of men-

tal activity of pupils, teach them to vary the process of understanding the information having been perceived.

Testing is an important structural component of the educational process, associated with its goals, content and methods. The results of testing largely depend on the formulation of goals and objectives of learning, choice and consistency of its methods. Due to the testing, the feedback is implemented. It allows the teacher to regulate quickly, to correct the learning process and to set specific tasks for the next lesson.

In the psychological literature the concepts of "testing", "verification", "evaluation", "accounting" sometimes are used as synonyms, but they can not be identified. Verification is a component (means) of testing and it means the detection and measurement of the level and the quality of knowledge, the workload of each pupil. In addition to verification, test elements are the evaluation (the factor of process) and the assessment (the result of the verification). Grades are recorded in the form of points in journals, performance charts, databases. The results of testing are the basis for assessing the pupil's progress. The success involves fixing the results of testing in the form of the estimation, judgment or numerical score in order to analyze the state of the educational process for a certain period, the reasons for tests' ineffective functioning. Consequently, the tests' structure consists of verification, evaluation and accounting.

Testing helps to solve a number of tasks in the learning process:

- identifying pupils' readiness to perceive, comprehend and master new knowledge;
- determining the effectiveness of using of organizational forms, methods and means of teaching;
- detection of the degree of correctness, volume and depth of knowledge acquired by pupils, their skills and abilities.

These and some other tasks define the content of testing, which are changed because of change of didactic and psychologi-



cal tasks of the lesson. The main *objective of testing* as a didactic teaching management tool is to ensure the effectiveness of learning by systematizing knowledge, skills and abilities of students, the independent application of their knowledge into practice. These tasks also include encouraging pupils to study diligently and forming their desire for self-education.

Monitoring and evaluation of pupils' knowledge, skills and abilities are an integral part of the educational process. Based on the logics of the learning process, on the one hand, it is a final component of mastering a certain content block, and on the other one it is a kind of connecting link in the system of educational activity of the individual. In this case, testing is performed solely for the purpose of assessing the knowledge, skills and abilities of pupils. The final act of testing in this case is the teacher's presentation of a certain score.

Testing is the identification, measurement and evaluation of pupils' knowledge and abilities. It has its own functions, own objects and methods.

In a way of correct organization of the educational process testing helps to develop the memory, thinking and language of pupils, systematizes their knowledge, promptly reveals the miscalculations of the educational process and serves to prevent them. A well-organized testing of pupils' knowledge contributes to the democratization of the learning process, its intensification and differentiation of learning. It helps the teacher to obtain objective information (feedback) on the progress of pupils' educational and cognitive activity.

Testing is an integral part of the learning process as the tool for managing, correction and stimulation. Without these processes there can be neither study nor school itself. But for successful testing and tracking of pupils' progress it's not enough just to discover what they know. Their knowledge and skills need to be assessed properly. The assessment is the meaning of knowledge testing. It can act in various forms: verbal and estimated, qualitative and quantitative ones.

The assessment of pupils' success is a system of certain indicators that reflects the objective knowledge and skills of pupils. In such a way the assessment can be understood as a determination of the degree of assimilation of pupils' knowledge, skills and abilities in accordance with the requirements presented to them by school curricula.

First of all, the assessment is characterized by the level of assimilation and quality of knowledge acquired by pupils in the learning process, as well as their development and readiness to apply this knowledge into practice, and shows the relations between what each pupil knows about certain program issues and what he or she can know from the same questions at the moment of studying. In our opinion, this definition characterizes some important moments of evaluation, the essence of which, however, is much deeper and functionally significant.

So, testing is an integral part of the foreign language learning system. Unlike teaching a foreign language, the purpose of which is the formation of foreign language skills and abilities, the task of testing is primarily determination and evaluation of the level of their formation. The main purpose of testing in the process of teaching a foreign language is to manage this process. As a component of the training system, testing has its own functions, types, forms, means and objects.

Testing is important for pupils themselves. We believe, that in a way of conjunction with self-control it affects the learning motivation, increases the pupils' responsibility for studying, forms the features of discipline, accuracy and systematic activities. Testing involves continuous monitoring of the learning process and specially organized examination of pupils' knowledge, skills and abilities through the interrogation, oral homework checking, conducting tests, checking of compositions, essays, etc.

Testing of pupils' knowledge is enable to learn the gaps in pupils' knowledge (whereas, there are some gaps in the teacher's activities, when he or she has the opportunity to learn about his/

her personal disadvantages); to find out, whether the pupils understood everything clearly and correctly; to check the completeness of knowledge, awareness and strength of their assimilation, their ability to apply; to stimulate mental activity of pupils; to develop their skills of synthesis and systematization of educational material; to teach pupils to be persistent and responsible in educational activities; to provide operational external and internal feedback in education.

There are some functions of testing, which are very important. These functions are divided into specific control and general one. *Specific functions* are the identification, measurement and evaluation of knowledge. *Common control functions* include:

- diagnostic (determining the level and quality of pupils' knowledge, identifying gaps in knowledge and their causes);
- educational (systematization of pupils' knowledge, correction of the results of their educational activities);
- upbringing/educational (formation of moral qualities of pupils, education of adequate self-esteem, discipline, independence, sense of responsibility);
- developing (formation of autonomy and critical thinking of pupils, development of their cognitive processes);
- stimulating (motivating pupils to systematic activity, achieving the best results in learning, overcoming the gaps in knowledge);
- prognostic (determination of different ways to improve the efficiency of the teacher and cognitive activity of pupils);
- evaluation (comparison of revealed level of knowledge, skills and abilities with the requirements of the curriculum);
- management (adjusting of pupils' activity and also teachers' activities themselves, improving the organization of teaching process in general).

General and specific functions of testing are determined by the main objectives of teaching, and they are closely interrela-

ted. Taking into account the importance of testing, we'd like to say they are also subjective to certain specific requirements.

1. Testing should have a systemic nature, because only in this case its impact on the process of evolution will be sustainable. Random and unsystematic (occasional) testing always makes an element of nervousness and negatively affect the processes of learning and teaching.

2. Processes of learning, monitoring and evaluation should be individual and have to be taken into account both, according to personal capabilities and specific living conditions of each child.

3. The teacher must constantly strive for his or her assessment of the students' activity to be objective and, if it is possible, be closer to the pupils' self-esteem. Conscious or unconscious mistakes of the teacher can cause great harm to the moral and educational character of the process of teaching.

4. The monitoring system should be open, and each assessment should be accompanied by a justification.

5. The teacher's control and assessment of pupils' achievements involves obligatory benevolence between the subjects of study. Testing is not also a simple punishment, but it helps pupils to understand their success and new tasks in further learning.

Observing the pupils' activities during classes, studying the products of the students' educational activity, verification of knowledge, skills and abilities are the main means of control. The basic principles of knowledge testing include the individual character of verification, objectivity, systematic, thematic orientation, unity of requirements, optimality and integrity.

Also, we distinguish *different stages* of testing by their place in the educational process (Table 1):

- *the previous stage* is performed before learning a new material to ascertain the quality of reference knowledge, skills and abilities in order to update and correct them, to establish the necessary relationships;

- *the current stage* is performed in the process of studying a new material, to learn the quality of pupils' assimilating with knowledge, skills and abilities in order to correct them;
- *the periodic (thematic) one* is performed after examining the sections of the curriculum, the teacher has to check, evaluate and adjust the mastering of a certain system of knowledge, skills and abilities;
- *the final stage* consists in the evaluation of the pupils' progress at the end of the academic quarter;
- *the conclusive one* is performed at the end of the school year to record the success of each student during a year. Exams (transitional and graduate) are the most important type of the examination.

Table 1

Means of testing of pupils' achievements

Testing of pupils' achievements		
Forms		Stages
By the way of organization:	By the way of obtaining the information:	Previous Current Periodic The final one Conclusive
<ul style="list-style-type: none"> <li>• individual</li> <li>• differentiated</li> <li>• group</li> <li>• frontal</li> </ul>	<ul style="list-style-type: none"> <li>• oral</li> <li>• written</li> <li>• experimental</li> <li>• computer</li> </ul>	

The effectiveness of testing depends on its *organization*: the time of independent and testing exercises, their frequency and sequence, the nature of independent activity of pupils (individual, group, frontal), a combination of methods of testing and self-control (oral, written, graphic, practical tests), the fixation and registration of testing data of learning process.

From the foregoing we can conclude, that the teacher has to adhere to didactic requirements, use different forms of evaluation, remember about impact of assessment on the pupils' emotional state, when he or she evaluates and testing pupils' achievements.

ments. Testing of the process of learning outcomes occurs at all stages of the learning process. It becomes of particular importance after studying any section of the program or the completion of the learning stage. The main task of checking the learning outcomes is to identify the level of mastering the knowledge, skills, competencies that have to meet the educational standards.

Empirical results are shown in Table 2.

*Table 2*

The levels of the development of social intelligence of teachers of groups N1, N2, N3 (in %)

The level of social intelligence of teachers by subtests of the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", adapted by O.S. Mykhailova	Groups					
	N1		N2		N3	
	men	wo-men	men	wo-men	men	wo-men
<b>I Subtest "Stories with completion"</b>	-	65.3	62.5	64.0	68.0	37.5
High level						
Middle level	-	30.7	19.4	18.4	32.0	44.2
Low level	-	4.02	18.1	17,6	0	18.3
<b>II Subtest "Groups of expressions"</b>	-	62.1	29.9	42.2	69.0	36.2
High level						
Middle level	-	28.5	47.3	37.8	18.9	41.4
Low level	-	9.41	22.7	20.0	12.2	22.5
<b>III Subtest "Verbal expression"</b>	-	64.0	31.0	41.2	71.0	37.9
High level						
Middle level	-	24.5	39.7	34.9	12.0	40.0
Low level	-	11.5	29.4	24.0	17.0	22.2
<b>IV Subtest "Stories with additions"</b>	-	73.2	42.4	29.3	69.0	41.2
High level						
Middle level	-	26.8	38.6	48.3	31.0	40.6
Low level	-	0	19.0	22.5	0	18.3

In general, the data obtained indicates that women (teachers of the natural sciences) were more sensitive to the nature and various manifestations of human relationships and they were able to show considerable role of flexibility in the situations that were arisen. This may be explained by the fact that education in the paradigm of "love" (passion) for the natural sciences contributes to the development of women's style aimed at emotional sensitivity, communicative compatibility. Men, on the contrary, are encouraged to develop the ability to hide and suppress their feelings, that is, emotional restraint, competition, activity, the ability to control the situation are encouraged.

For the subtest of the "The Groups of the Expressions", which measures the factor of knowledge of different classes of behavior of people, namely the ability to logical generalization and the allocation of common essential features in various non-verbal reactions, the teachers of the disciplines of natural sciences and humanities did not receive very high (or better, mediocre) results. At the same time, with a high level of the development of social intelligence there is a statistically significant difference in the results of men and women, which is diagnosed at the level of reliability  $p < 0.01$ . So, women are better than men in evaluation the states correctly, in feelings and intentions of people for their nonverbal manifestations: facial expressions, poses and gestures. The high results for this subtest are characterized for 29.92% of men and 42.16% of women in N2 group; for 31.06% of men and 42.18% of women in M2 group.

So, social intelligence is also a basic personal ability that arises on the basis of a set of intellectual, personal, communicative and behavioral traits, as well as psychomotor qualities of the individual, processes of self-regulation of its activities. According to our research we proved that the structure of social intelligence of a teacher had four components, such as: communicative potential, characteristics of self-awareness, social perception and energy characteristics of the individual. Outlined characteristics determine a teacher's prediction of the development of

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interpersonal situations, the ability to interpret the information he/she has heard or seen and the behavior of others, readiness for effective social interaction and decision-making. Thus, social intelligence of a teacher contains individual inclinations, abilities, characteristics that facilitate the acquisition of individual personal experience, skills and abilities of social actions and contacts.

### Conclusions

Having studied the social intelligence of the teacher, we defined it as the ability to perceive the surrounding and inner world, which allowed professionals at different levels to navigate in interpersonal interaction easily, harmonize their behavior. The structure of social intelligence of a teacher includes social sensitivity, empathy, self-knowledge and self-regulation.

Social intelligence of a teacher is identified with certain psychological mechanisms. Social intelligence includes social thinking and wisdom. In such a way the concept of "social thinking" is analyzed as a structural component of social intelligence. Social thinking is defined as the ability of the subject to understand and to operate with perceived information. A high level of the development of social thinking allows a teacher to solve problems effectively that are arisen in the process of interpersonal interaction; efficiency means speed, flexibility and accuracy in dealing with the facts of social reality.

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**Івашкевич Едуард, Данчук Юлія. Залежність показників успішності вчителя тестувати учнів від рівня розвитку соціального інтелекту педагогів.**

**Метою** нашої статті є: описати найбільш ефективні засоби когнітивного контролю в процесі навчання школярів іноземної мови, описати три основні етапи моделювання тесту, визначити підсумкові або проміжні (тематичні) тести, показати залежність успішності тестування від соціального інтелекту вчителів.

**Методи дослідження.** Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у дослідженні використовувалися емпіричні методи констатувального дослідження та формувального експерименту. Для діагностики рівня розвитку соціального інтелекту застосовувалась «Методика дослідження соціального інтелекту» Дж. Гілфорда та М. О'Саллівена, адаптована О.С. Михайловою (2021).

**Результати дослідження.** Відповідно до отриманих результатів нашого дослідження доведено, що структура соціального інтелекту

*вчителя має чотири складові, такі як: комунікативний потенціал, характеристики самосвідомості, соціальна перцепція та енергетичні характеристики особистості. Окреслені характеристики зумовляють прогнозування вчителем розвитку міжособистісних ситуацій, здатність до інтерпретації почутої чи побаченої ним інформації та поведінки інших, готовність до ефективної соціальної взаємодії і прийняття рішень. Отже, соціальний інтелект вміщує індивідуальні задатки, здібності, властивості, що фасилітують набуття вчителем особистісного досвіду, умінь і навичок соціальних дій і контактів.*

**Висновки.** Досліджуючи соціальний інтелект вчителя, ми визначаємо його як здатність сприймати навколишній і внутрішній світ, що дозволяє професіоналам різних рівнів легко орієнтуватися у міжособистісній взаємодії, гармонізувати свою поведінку тощо. До структури соціального інтелекту вчителя входять: соціальна чутливість, емпатія, самопізнання та саморегуляція. Соціальний інтелект учителя ототожнюється нами з певними психологічними механізмами. До них відносимо соціальне мислення та мудрість. Зокрема, проаналізовано поняття «соціальне мислення» як структурний компонент соціального інтелекту. Соціальне мислення визначається нами як здатність суб'єкта розуміти та оперувати сприйнятою інформацією. Високий рівень розвитку соціального мислення учителя дозволяє йому ефективно розв'язувати завдання, що виникають у процесі міжособистісної взаємодії; під ефективністю мається на увазі швидкість, гнучкість і точність в оперуванні фактами соціальної дійсності.

**Ключові слова:** соціальний інтелект, успішність тестування, соціальне мислення, соціальна взаємодія, прийняття рішень, етапи моделювання тесту, соціальна чутливість, емпатія, самопізнання, саморегуляція.

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