

Dominant Functions of Social Intelligence of Teachers of Preschool Educational Establishments in the Conditions of War in Ukraine

Домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні

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ABSTRACT

The purpose of our article is to analyze dominant functions of social intelligence of the teachers of preschool educational establishments in the conditions of war in Ukraine.

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. In our research we also used empirical methods, such as the statement study.

The results of the research. The functions of “understanding the actions of other people and influencing them”, “understanding oneself and modeling behavior in accordance with the person’s needs, his/her goals and abilities” are distinguished by us. We consider the level of the development of the specified characteristics of these functions to be indicators of the development of these functions. So, as a result, we distinguish between interpersonal and personal intelligence.

Conclusions. We consider the dominant functions of social intelligence to be “the ability to express spontaneous judgments about other people” and “to predict the behavior of others”. These functions are noted to actualize the so-called “social gift”, that is the ability to adequately express oneself about the surrounding subjects of people. The function of “adaptation to life situations” is also distinguished by us. This function is noted to significantly affect the development of general abilities and personal qualities, facilitates the formation of cognitive competence, which allows people to perceive the events of social life with a minimum of surprises and with maximum of personal benefit. The functions of “solving practical tasks and situations of everyday life” and “social adaptation” are also highlighted. This function actualizes a high level of the individual’s ability to solve daily tasks, including complex situations and situations of cognitive dissonance.

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Key words: *intelligence, social intelligence, cognitive competence, adaptation to life situations, understanding the actions of other people and influencing them, the ability to express spontaneous judgments about other people, to predict the behavior of others.*

Introduction

One of the views on the problem of the structure of social intelligence was offered by scientists (Arbuthnott, & Frank, 2000; Heino, Ellison, & Gibbs, 2010). The authors analyze the structure of social intelligence taking into account the qualitative components of groups of abilities. The scientists (Ishkhanyan, Boye, & Mogensen, 2019) single out cognitive, emotional and behavioural components, the content of which is represented in the specific abilities of the individual. The model of social intelligence (Cattell, 1988) is quite similar, but more detailed in the evaluation criteria of its components.

However, as it was noted by scientists (Lawson, & Leck, 2006), all existing models of social intelligence were significant in both theoretical and practical aspects, but they did not sufficiently meet the theoretical and methodological requirements of modern Psychology. After all, the scientists claim, that all the models of social intelligence proposed in the scientific literature, are not fully consistent with the requirements of the integrity of mental phenomena, such as:

- J. Gilford's model of social intelligence and models, which are similar in structure to those ones of scientists (Mykhalchuk, & Ivashkevych Ed., 2018), and they do not explicate signs of continuity of social intelligence; however, the last feature is one of the most important features identified by scientists (Key-De-Lyria, Bodner, & Altmann, 2019);

- the models proposed by scientists (Nowak, Watt, & Walther, 2009), on the contrary, which reflect continuity as a characteristics of social intelligence by distinguishing different levels of these abilities; however, the disadvantage of these models is that one they do not characterize the variety of components of social intelligence (Mykhalchuk, & Kryshevych, 2019);

• the characteristic feature of all models, in the center of which there is the identification of personal characteristics, which were included into the structure of social intelligence, however, based on the content of these models, actualized the relationships between personal qualities and the level of social intelligence, which has remained also unclear (Pimperton, & Nation, 2010).

According to scientists (Ramirez, & Wang, 2008), social intelligence has a rather complex structure, therefore, it consists of: 1) communicative and personal potential; 2) characteristics of self-awareness; 3) cognitive processes; 4) energy characteristics, etc. In the research the scientists (Гончарук, & Онуфрієва, 2018) clearly distinguish the concepts of “social intelligence” and “social competence”, which are often understood by scientists as some identical concepts. The scientists note the social intelligence to be the means of knowing social reality, and the social competence of an individual is a product of this knowledge.

Empirical studies conducted by scientists (Rains, & Scott, 2007) allowed us to identify seven basic components of social intelligence, which were united by scientists into two groups (taking into account the components included in each of these components): 1) a cognitive component: assessment perspectives of interpersonal interaction; understanding people; knowledge of social rules of interaction; openness in the attitude towards others; 2) behavioral component: the ability to interact with people; social adaptability; a high level of empathy in interpersonal relationships.

Thus, scientists introduced emotional and expressive components into the interpretation of the structure of social intelligence of the individual. Social intelligence turned out to be a phenomenon in the structure of which cognitive and emotional aspects of human intellectual activity are clearly distinguished. This idea is quite thoroughly described in the studies of scientists (Schleicher, & McConnell, 2005) from the point of view of intuition, emotional and expressive characteristics of a person's

individuality, etc. Scientists (Rezaei, & Mousanezhad Jeddi, 2020) also emphasized the considerable role of emotions in the functioning of the social intelligence of the individual.

An important component in the structure of social intelligence, according to scientists (Stephens, & Rains, 2011), is a *person's self-esteem*. Adequate self-esteem allows the individual to choose a style of interpersonal relations appropriate to the situation and to adjust it if it is necessary. Overestimated and underestimated self-esteem create a state of mental tension in communication, as a result self-esteem leads to situations of cognitive dissonance. According to scientists (Key-DeLyria, Bodner, & Altmann, 2019), the structure of social intelligence of an individual includes the following components: 1) social-psychological, which includes a communicative component; 2) emotional; 3) motivational; 4) cognitive; 5) a component of energy, etc.

So, **the purpose** of our research is to analyze dominant functions of social intelligence of the teachers of preschool educational establishments in the conditions of war in Ukraine.

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 and generalization. In our research we also used empirical methods, such as a statement study. 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).

The first phase of the experiment was carried out during 2023. The method of the research at this stage was the observation of teachers of preschool establishments, the selection of methodical tools for empirical research. The second empirical stage of our study was carried out during 2023-2024. The following methods were used in the research: 1) general scientific

methods (analysis, comparison, generalization); 2) the psychodiagnostic method, which was provided using the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", verbal and figurative subtest "Methods of studying divergent thinking" by P. Torrens, J. Gilford (in the modification of O.E. Tunik) (Гилфорд, & О'Салливен, 2021); associative experiment (using the author's Methodology "Detecting of general erudition" (Набочук, & Івашкевич Ер., 2020); 3) mathematical and statistical methods (statistical estimations of distribution parameters, χ -Pearson criterion, checking of statistical hypotheses by means of parametric t-Student's criteria and the non-parametric U-criterion Manna-Whitney, the r-Spearman correlation coefficient).

Also, to determine the psychological type of the teacher's person we used: Methodology "Study of personality orientation" (Смекало, & Кучер, 2022); Psychological Test «Simple Symbol Personality Test» (DRBJ, & SHERRY, 2022); SHL Occupational Personality Questionnaire (2022).

Therefore, 114 respondents were evenly distributed in groups:

E1 – 16 teachers of II and III categories (the experience of work – from 5 to 10 years, age – up to 30 years) of regional cities (5 respondents of the Kindergarten No. 2 of Rivne, 5 educators of the Kindergarten No. 5 of Kharkiv and 6 teachers of the Kindergarten No. 11 of Odesa city, Ukraine);

E2 – 18 teachers of category I (work experience – from 10 to 15 years, age – from 30 to 37 years) of regional cities (7 respondents of the Kindergarten No. 2 of Rivne, 6 teachers of the Kindergarten No. 5 of Kharkiv and 5 teachers of the Kindergarten No. 11 of Odesa city, Ukraine);

E3 – 15 teachers of the highest category (the experience of work – from 15 and more, age – from 37 years) of regional cities (5 respondents of the Kindergarten No. 2 of Rivne, 5 educators of the Kindergarten No. 5 of Kharkiv and 5 teachers of the Kindergarten No. 11 of Odesa, Ukraine);

E4 – 13 teachers of category I (work experience – from 5 to 10 years, age – up to 30 years) of regional towns (4 respondents from the town of Zdolbuniv of Rivne region, Kindergarten No.1; 5 tutors of Shepetivka, Khmelnytskyi region, Kindergarten No. 2; 4 respondents from the town of Zdolbuniv, Rivne region, Kindergarten No. 5, Ukraine);

E5 – 14 teachers of II category (the experience of work – from 10 to 15 years, age – from 30 to 37 years) of regional towns (6 respondents in the town of Zdolbuniv of Rivne region, the Kindergarten No. 1, 4 educators of Shepetivka, Khmelnytskyi region, the Kindergarten No. 2; 4 respondents from the town of Zdolbuniv, Rivne region, Kindergarten No. 5, Ukraine);

E6 – 19 teachers of the highest category (work experience – from 15 years and more, age – more than 37 years) of regional towns (5 respondents in Zdolbuniv city of Rivne region, Kindergarten No. 1; 5 educators of Shepetivka town of Khmelnytskyi region, Kindergarten No. 2; 9 respondents from the town of Zdolbuniv, Rivne region, Kindergarten No. 5, Ukraine);

E7 – 19 directors of kindergartens (this group includes directors of cities and regional towns, such as: nursery schools No. 2 and 4 of Rivne, nursing homes No. 5, 13, 14, 15, 18 of Kharkiv, nursery schools No. 3, 8, 9, 11 in Odesa, kindergarten No. 1, 2 in Zdolbuniv, Rivne region, nurseries No. 1, 2, 4 in town of Shepetivka, Khmelnytskyi region, kindergartens No. 1, 2, 5 in town of Kamianets-Podilskyi, Khmelnytskyi region, Ukraine).

Results and their discussion

At the first stage of the experiment we analyzed the results obtained by us depending on the subtests used in order to study the level of the development of the teacher's social intelligence. Thus, the ability to know the results of behavior in a particular situation, the ability to understand the typical social significance of the situation were investigated using subtest 1 "Completion of the story" by the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", verbal and figurative subtest "Methods

of studying divergent thinking” by P. Torrens, J. Gilford (in the modification of O.E. Tunik) (Гилфорд, & О’Салливен, 2021). As a whole, we see that according to the results of factor analysis, the data of the respondents of all our groups were insufficiently high, more mediocre, despite the age of the respondents, their professional experience and the position of the directors of kindergarten. Thus, for teachers of E1 the result for this ability is 0.41, for E2 group it is 0.45, for respondents of E3 group – it is 0.43, for teachers of E4 group – 0.42, for respondents of E5 group the result is 0.41, for E6 groups – 0.40, and, finally, directors of kindergarten (E7 group) – 0.41.

Somewhat higher there are the results of the respondents of all groups in terms of *the ability to recognize classes of behaviour, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions* (Subtest 2 “Groups of Expressions” with the use of the test of J. Gilford and M. O’Sullivan “Research of Social Intelligence”). Among respondents of group E1 the result on this scale is 0.50, in E2 – 0.55, in E3 – 0.54, in E4 – 0.53, in E5 – 0.51, in E6 – 0.52, in E7 – 0.50. These results, in our opinion, indicate that the kindergarten teacher has formed integral social-perceptive standards that do not involve the analysis of individual details of subjects or objects, which, however, significantly increase the flexibility of teachers in understanding non-verbal speech of even non-verbal speech acts.

With regard to such abilities as “the ability to recognize classes of the behaviour, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions” (subtest 2 “Groups of Expression”) and “the ability to understand the meaning of an expression depending on the context of the situation” (subtest 3 “Verbal expression”), the results of the respondents of all groups are quite mediocre. In general, the results do not exceed the mark of 0.56. Only in group E7 (principals of children’s preschool institutions) the indicator “the ability to understand the meaning of the statement

depending on the context of the situation" is slightly higher and it is 0.6813. We believe that this result was significantly influenced by the administrative activity of the preschool head of the educational establishment.

Also, the result of kindergarten teachers and heads of these institutions in terms of "the ability to understand behavior systems, the meaning of the situation of interaction in dynamics" (Subtest 4 "History with the addition") is quite mediocre. The results are shown on Fig. 1.

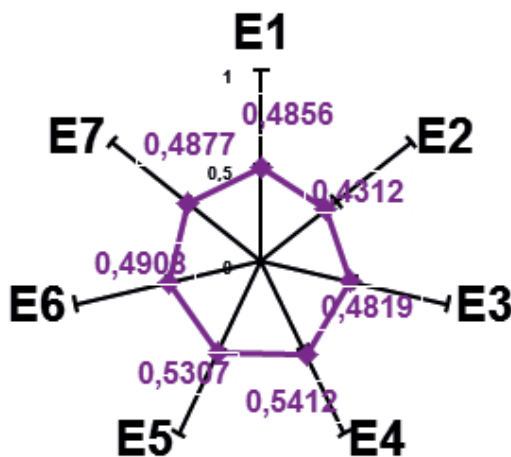


Fig. 1. The results of teachers of preschool educational institutions according to "the ability to understand systems of the behavior, the meaning of the situation of interpersonal interaction in dynamics" (Subtest No. 4 "Stories with an addition" with the use of the test of J.Gilford and M.O'Sullivan "Research of Social Intelligence"), in points, according to the results of factor analysis

Thus, among respondents of groups E1 and E3, the indicator of the development of this ability is 0.48, among the teachers of group E2 – 0.43, in group E4 – 0.54, in group E5 – 0.53, in group E6 – 0.49, in group E7 – 0.48, etc. Such results also indicate that the development of social intelligence of preschool teachers is at

a rather mediocre level. The composite assessment of social intelligence of the respondents of the groups we studied is shown on Fig. 2.

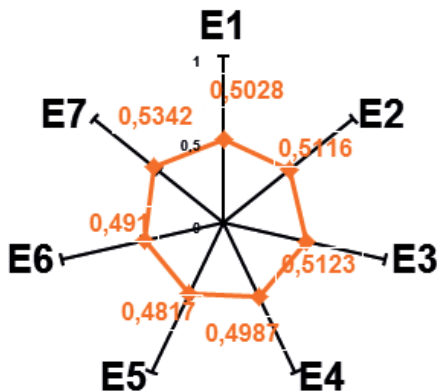


Fig. 2. Composite assessment of social intelligence of teachers of preschool educational institutions (in points, according to the results of factor analysis)

This assessment in group E1 is 0.50, in groups E2 and E3 – 0.51, in groups E4 and E6 – 0.49, in group E5 – 0.48, in group E7 – 0.53. These evaluations indicate a rather mediocre level of the development of social intelligence among all teachers of preschool educational institutions, including teachers who manage preschool educational institutions. So, the results obtained by us allow us to draw the following conclusions:

1. The respondents of all groups have the results which show the advantage of average indicators of their ability to understand the meanings of non-verbal expressions and the meaning of the expression, depending on a social context. This may be due to the fact that these abilities are formed in the immediate process of communication and to a large extent depend on the conditions of the life of the subjects, at the first place – on the conditions of their professional activity, means and methods of professional activity of teachers of preschool educational establishments.

2. The indicators of social intelligence, related to the ability to learn the results of the person's behavior in certain situations, combined with knowledge of the systems of the behavior and knowledge of the situations in the dynamics do not have significant differences in the groups of respondents, including the results of directors of preschool educational establishments. Also, there were no significant differences in the results of respondents residing in the district centers, indicating the independence of the level of social intelligence from the social conditions of teachers' residencies, their age, professional experience, etc., as the respondents with the highest category demonstrated such level of the development of social intelligence, as well as teachers who had only the 1st and the 2nd categories.

According to these results, there is no impact of detected residence (saturation with typical cultural and social values), of significant professional experience of the person on the ability to understand the meanings of typical social situations as socio-cultural factors of social intelligence of teachers of preschool educational establishments. The overall indicator of social intelligence in all groups of respondents is somewhat lower than the results of the individual abilities of social intelligence, which indicates the compensation of certain skills and abilities through higher levels of others, in particular, as we think – by divergent thinking.

We mean that high results of teachers of preschool establishments depend on tactical type of thinking, which is realized in forecasting situations, making the details of the plan and predicting conditions for playing role-playing games with children. The result of forecasting is the construction of a conceptual model of the professional activity by a teacher, that helps to create a generalized image of situations and actions that are adequate in preschool establishments. We've also emphasized that teachers were involved in game types activities, they better predicted the likelihood of more rare event. This is due to the fact that players' games are shaped by the expectation of not only typical

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but also unexpected events as the tactics of the game are more diverse in comparison with the tactics of conducting a discussion or performing a scenic action (besides teachers themselves and the opponents who are also partners on a team whose positions must be taken into account). Consequently, teachers of preschool educational establishments have the ability to predict incredible situations with a high level of productivity.

Also, so high results are diagnosed in groups of the teachers of pre-school educational establishments for “the success of the generalization of the systems of symbolic units and the ability to build these units into logical structures”. We believe that high results of teachers according to this characteristic are in that fact that the success of this subtest is related to the ability to operate the system of values, to reduce them into the whole structures defined by verbal-logical rules directing on constructing the sentences, since the sign has a double ontology: it appears as an instrument of knowledge and means of interaction in the process of communication. It should be noted that, based on the results of the observation carried out at the first stage of the experiment, all teachers of kindergartens were creative individuals, they were actively engaged into a space of artistic creativity, music, dance and others. In turn, artistic creativity, developing a figurative perception of the reality, leads to the development of the ability to express more greater differentiation of the external world, taking into account new, symbolic grounds. Consequently, artistic creation involves the structuring of specific, sensory features into a single image-symbol, so we mean the generation of semantic units and the ordering of them into a certain structure getting its development in these conditions of professional activity of the teachers of pre-school educational establishments.

Thus, we highlight the main functions of social intelligence of teachers and directors of preschool educational establishments as “understanding other people”, which provides foresight in interpersonal relationships, the effectiveness of un-

derstanding of social situation in general and the situations of interpersonal interaction in particular. The function of "adaptation to the requirements of the society" is also dominant. We have to note that this function provides the ability of the person to use psychometric intelligence in order to adapt to the society effectively. The indicator of highly developed social intelligence is the effectiveness of the use of individual metacognitive strategies while performing social tasks and solving various problems.

The next dominant function of social intelligence of teachers and directors of preschool educational establishments is the function of "deep knowledge of the behavior of social objects". This function ensures the ability of the person to communicate with other people, the ability to predict the consequences of other people's behavior; the ability to distinguish essential features in the content of verbal and nonverbal reactions of people; the ability to understand changes in the meaning of verbal and nonverbal reactions of people depending on the context of a particular situation; the ability to understand the logic of the development of the situations of interpersonal interaction, to understand the value of the behavior of other people.

Also, we have to underline cognitive and behavioral functions of social intelligence. In particular, the cognitive function involves the assessment of the prospects of the person's development; understanding of people; to provide social insight; knowledge of social norms. Behavioral functions include: the ability to co-operate with other people; social adaptation and empathy in interpersonal relationships.

The functions of "understanding the actions of other people and influencing them", "understanding oneself and modeling behavior in accordance with the person's needs, his/her goals and abilities" are distinguished by us. We consider the level of the development of the specified characteristics of these functions to be indicators of the development of these functions. So, as a result, we distinguish between interpersonal and personal intelligence.

Conclusions

We consider the dominant functions of social intelligence to be “the ability to express spontaneous judgments about other people” and “to predict the behavior of others. These functions, we’d like to note, actualize the so-called “social gift”, that is the ability to adequately express oneself about the surrounding subjects of people. The function of “adaptation to life situations” is also distinguished by us. We note that this function significantly affects the development of general abilities and personal qualities, facilitates the formation of cognitive competence, which allows people to perceive the events of social life with a minimum of surprises and with maximum of personal benefit. The functions of “solving practical tasks and situations of everyday life” and “social adaptation” are also highlighted. This function actualizes a high level of the individual’s ability to solve daily tasks, including complex situations and situations of cognitive dissonance.

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Івашкевич Едуард, Куриця Денис. Домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні.

Метою нашої статті є проаналізувати домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні.

Методи дослідження. Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання й узагальнення. Також у дослідженні використано емпіричні методи, зокрема констатувальне дослідження.

Результати дослідження. Виокремлено функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні «розуміння дій інших людей і вплив на них», «розуміння себе і моделювання поведінки відповідно до своїх потреб, цілей і здібностей». Показниками розвитку цих функцій ми вважаємо рівень розвитку

значених характеристик даних функцій. Отже, як результат, ми розрізняємо міжособистісний та особистісний рівні інтелекту.

Висновки. Домінувальними функціями соціального інтелекту ми вважаємо «здатність висловлювати спонтанні судження про інших людей» та «прогнозувати поведінку інших людей». Ці функції актуалізують так званий «соціальний дар», тобто здатність адекватно висловлюватися про оточуючих суб'єкта людей. Ми також виокремлюємо функцію «приспосовування до життєвих ситуацій». Така функція значно впливає на розвиток загальних здібностей та особистісних якостей, фасилітує становлення когнітивної компетентності, яка дозволяє людям сприймати події соціального життя з мінімумом несподіванок і з максимальною особистою користю. Функції «розв'язання практичних завдань та ситуацій повсякденного життя» і «соціальна адаптація» актуалізують високий рівень здатності особистості розв'язувати щоденні завдання, в тому числі – складні ситуації та ситуації когнітивного дисонансу.

Ключові слова: інтелект, соціальний інтелект, когнітивна компетентність, адаптація до життєвих ситуацій, розуміння дій інших людей і вплив на них, здатність висловлювати спонтанні судження про інших людей, передбачати поведінку інших людей.

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