

Social Intelligence and Valuable Orientations of First-Year Students of the University

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Abstract: *The authors turn to the consideration of the issue of social intelligence and value orientations of high school students. Speaking about the relevance of the study, the authors indicate that social intelligence and the value orientations provide students with psychological adaptation to new socio-economic conditions and education systems, and participate in the formation of professional self-determination. Considering social intelligence, the authors turn to the interpretation of this concept by researchers E.L. Thorndike, F. Moss and T. Hunt, G. Olport. When considering the concept of "value orientations", the authors turn to history and give its definition, based on the study of psychological and pedagogical literature. In order to study the social intelligence and value orientations of high school students, the authors conducted an experiment, which is based on a test for the study of social intelligence by J. Guildford and M. O'Sullivan. The students' value orientations were evaluated according to three universal factors: grades (values), strengths (potency) and activity, developed by C. Osgood.*

Keywords: *intelligence, social intelligence, value orientations, test, students, higher school.*

I. INTRODUCTION

The relevance of the study of social intelligence and students' value orientation is explained by the fact that they, being a system-forming element of the worldview, provide psychological adaptation of students to new socio-economic conditions and education systems, participate in the formation of professional self-determination. It is the value orientations, expressing the attitude to the world and oneself, that influence the orientation and content of social activity, fill life with meaning and determine the spiritual core of a person. Statement of the purpose of the article and tasks

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Social intelligence is the ability to correctly understand the behavior of others. This ability is necessary for the purpose of effective interpersonal interaction and successful social adaptation [6].

Value orientations are the most important component of the personality structure. Focusing on the degree of its development, we can talk about the level of personality formation. It is the values that act as the motivating force and reason, focusing on which the individual chooses one or another mode of action. Value orientations, from this point of view, are elements of the motivational structure of the personality, based on which the individual chooses the goal, the motive of a certain activity, taking into account the peculiarities of the situation [8].

Determining the level of development of social intelligence and value orientations of students of higher education is of certain interest from the point of view of students adapting to the new educational environment and mastering the chosen specialty for further professional activity.

Statement of the main material of the article

In the definition of social intelligence by modern researchers, we read that this is the ability to focus on significant references of the representations of both oneself and others, the relationships between them, the result and prediction of both their own behavior and other participants in the interaction, which provide a positive effect in interpersonal interaction, successful social adaptation and the ability to determine the appropriate options for a conscious, indirect influence on the decisions of another person to achieve with common or general communicative or objective goals [1].

The very first mention of the term "intelligence" was found in psychological science in 1920. In the work of E.L. Thorndike, a three-component model of intelligence was examined, which included the ability to understand and operate on ideas (abstract intelligence), specific objects (mechanical intelligence) and people (social intelligence). That is, E.L. Thorndike by this concept designated a special quality of intelligence - efficiency and foresight in interpersonal relationships. The indicated thought was continued by F. Moss and T. Hunt. In their definition, social intelligence is the ability to "get along" with other people and the ability to "deal" with other people. In fact, this ability is the basis of the ability to organize and communicate children and adults and the main basis for professional activity, which relates to the field of "man-person" [9].

II. INTERACTIVE TECHNOLOGIES IN EDUCATIONAL PROCESS

G. Olport defines social intelligence as the ability to predict possible behavioral reactions of an individual. It is interesting that G. Olport finds a connection between the formation of an opinion about a person and the aforementioned ability. In G. Olport's definition, social intelligence acts as a kind of "social gift" that provides comfortable relations between people. The result of these relationships is successful social adaptation [7].

Many researchers tend to associate with the social intelligence significant areas of human life: success in professional activity, in creativity. It is noted that social intelligence directly affects the effectiveness of interpersonal interaction and enables the individual to improve and realize their own potential, despite the changing conditions of modernity due to successful adaptation.

The concept of "value orientations" has social, historical and cultural foundations. It is indisputably associated with human life. Determining the content side of the personality's orientation, the system of value orientations is the basis of its attitude to the world, people, to the person himself. The system of value orientations acts as the basis of the worldview and the center of motivation for life activity, the foundation of the concept and philosophy of life [4].

Interest in changing values and value orientations began to show by researchers from the beginning of the 60s of the XX century. This was expressed in counseling on education and professional choice [10].

In order to diagnose all sorts of aspects of personality orientation, the following have been developed: the "Life Goals" methodology of T. Tarochkova, a Slovak psychologist; test of D. Super and D. Nevil "Scale of values"; methodology of M. Rokich "Study of human values"; Allport-Veron-Lindsay Questionnaire et c.

Based on the research published in the psychological and pedagogical literature, we define values as a concept accepted by philosophy, ethics, aesthetics, sociology, which characterizes the socio-historical significance of certain phenomena of the surrounding world for society and the individual.

Focusing on values, a person makes a choice, decides on the order and methods of implementation in certain conditions of need. The cultural achievements of society determine the content of values. The world of values acts as a sphere of a person's spiritual activity, his moral consciousness, attachments, these are assessments that express the measure of a person's spiritual wealth [5].

Value orientations are a fairly stable, selective attitude of a person to a combination of material and spiritual wealth and ideals, considered as objects, goals or means to meet the needs of a person in life. Here is the unification of all life experience, which is accumulated in the individual development of the individual. This gives an idea of life's claims and determines the behavior of the individual and his relationship with others [2].

The socio-economic processes taking place in the country caused a number of changes, which was reflected in the formation of the value orientations of young people, including

students. According to many studies of the value orientations of students, the main content of the value orientations of modern university students is: to preserve life and health as the highest life values; the paramount spiritual and moral support (happiness, love, a good family, the future of children, friendship); in education, good work and high financial situation; in personal competitiveness, career, success, prestige; in creativity, development of one's abilities and personality, in maintaining spiritual independence and self-esteem; in active social contacts and social competence.

III RESULT AND DISCUSSION

G. Olport defines social intelligence as the ability to predict possible behavioral reactions of an individual. It is interesting that G. Olport finds a connection between the formation of an opinion about a person and the aforementioned ability. In G. Olport's definition, social intelligence acts as a kind of "social gift" that provides comfortable relations between people. The result of these relationships is successful social adaptation [7].

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IV CONCLUSION

Thus, students in both areas of training have a sufficiently developed social intellect and a developed ability for reflection, which make it easy to get along in a team, maintain an optimal psychological climate, show more interest, ingenuity and ingenuity in learning. Value orientations formed as a result of students' socialization are optimal enough for the development of their chosen field of study.

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