

FORMATION OF SOCIAL INTELLIGENCE ABILITIES IN ONTOGENESIS

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It is shown that the formation of the leading components of the social intelligence of an individual occurs unevenly, in close connection with human activity. A diagram of the development of abilities of social intelligence of a personality in ontogenesis is presented, leading sources of formation and main barriers hindering the development of abilities are indicated.

Key words: social intelligence, ontogenesis, abilities, personality.

Показано, що формування провідних компонентів соціального інтелекту особистості відбувається нерівномірно, в тісному зв'язку з діяльністю людини. Наведена схема розвитку здібностей соціального інтелекту особистості в онтогенезі, вказані провідні джерела становлення та основні бар'єри, які перешкоджають розгортанню здібностей.

Ключові слова: соціальний інтелект, онтогенез, здібності, особистість.

Formulation of the problem. The process of formation of intellectual abilities begins in childhood and is carried out in the process of socialization, assimilation by the subject of information transmitted by its institutions. The specificity of social cognition is determined by the use of cognitive operations in the process of perception and understanding of individual subjects and groups. The basis of social cognition is the abilities to understand the motives of people behavior and to predict it by the manifestations that are observed in a social situation. It is clear that obviously vivid actions and their consequences, become known at an earlier age, while non-obvious, hidden ones – at a later age.

The theoretical preconditions for the formation of ideas about social intelligence were laid in S.L. Vygotsky's cultural-historical theory of human development of a person, in which intellect is considered to be the result of the child's mastering cultural values through indirect communication. In modern psychology, among the social factors of mental development that affect the formation of social intelligence, scientists drew attention to the peculiarities of family relationships, place of residence, relationships with employees of educational institutions, and some means of active learning.

According to J. Piaget, social life affects the intellectual development of man because his inalienable side is the need to coordinate the points of view of different communication partners, which stimulates the development of the reversibility of mental operations in the structure of individual intelligence. In turn, it is the operational structures, that create the subject's space for a multidirectional movement of thoughts, are a prerequisite for effective social behavior in situations of interaction with other people [Liakhovets, 2015].

J.F. Kilstrom and N. Kantor argue that "the social intelligence of an individual does not imply that every person at a certain age is necessarily engaged in the decision of the corresponding life tasks", it is proposed to talk about the periods "where a person enters new institutions", as about those times, "where individual differences in life's tasks become most obvious" [Chesnokova, 2005].

Thus, the idea of social intelligence abilities' developing in ontogenesis, depending on the social situation of development, is generally accepted in psychological science, but research often reveals only separate manifestations of social intelligence at a certain age without covering the entire life cycle of the person.

Analysis of recent research and publications. The development of social intelligence in ontogenesis was actively studied by both domestic and foreign scientists (Vlasova O.I., Liakhovets L.O., Mamedova Yu.E., Bychenkova A.A, Ervin P., Selman R. et al.).

The peculiarities of social intelligence at pre-school age were the subject of studies of such teachers and psychologists as (Vlasova O.I., Zhuravleva S.S, Isayeva I.Yu., Makarov A.V, Masyagina O.Yu. Nikitina Ye.Yu.,

Rubleva N.V., Kharitonova I.V., Shilova O.V., Tsybulenkova T.S. etc.), in which the scientists ascertained the peculiarities of formation and the most favorable conditions for the development of children's of social intelligence abilities. Belavina O.V., Yasyukova L.O. and Sheshurova O.V. studied social intelligence of children at junior school age, peculiarities of social intelligence in adolescence were studied by Yelshansky S.P., Meshalevskaya S.V., Odanovych M.V., Panova N.V., Chesnokova O.B., in the youth – by Pashchenko Ye.I., Knyazev N.N., Karpovich T.N., Kapustina Ye.O., Tarasenko M.L., Rakhmankulova Z.A., Poryadina V.O., Vyshvyrkina M.A., Kharchenko S.V. and many others. In adulthood, above all, the interrelation between the abilities of social intelligence with the personality peculiarities in connection with the performance of a certain professional activity was studied of: teachers (Baturina O.S., Henkina V.I., Ivashkevych E.S., Kaidin M.S., Rudenko S.V., Fedori Yu.S. and others), psychologists (Aminov N.A., Barabanshchikova T.A., Berklund A.V., Dehtiarova N.V., Karnieiev R.K., Krasnopol'ska N.S., Liezhnina L.V., Minava S.S., Molokanov M.V., Portnova L.K., Ruda N.L., Riazanova M.M. and others), specialists in social work (Korovina T.Yu., Pavlova O.Yu., Smorchkova V. P., Surhova S.Yu.), heads (Bandurka O.M., Zemlyinska O.V., Bielakon O. V., Bieliaieva O.V., Bobylieva O.A., Hriaznova T.V., Zhihanov B.A., Ilin V.A., Kozina O. S., Lanets H.P., Laptieva V.Yu., Podberezha V.V.), managers (Heraniushkina H.P., Kalnoi D.A.), pharmacists (Alokhin N.V., Teterych N.V., Kotvitska A.A., Demianyk K. O.), entrepreneur (Halochkin I.V.), police officers and officers of the Ministry of Emergencies (Kretova K.P., Moskalenko A.P., Fedotov S.N., Prostiakov V.V., Fetisova M.M., Kharchenko S.V.), physicians (Militsa K.Ye., Solodukho V.V.), engineering and technical workers (Shcherbakov S.B.), service workers (Ozhubko H.V., Ulianova N.Yu., Loktiev K.V.) and others. Little research of social intelligence was done among the elderly (Ivanov A.A.).

R. Selman and P. Erwin described the stages of development of social intelligence abilities, which cover the ages before adolescence. R. Selman considered social intelligence as a form of acquired experience that makes it possible for a person to be guided in social reality. The scientist characterizes each stage of development through the prism of four vectors of social interaction: the child's understanding of self, close friendly relations, interrelation in peer groups and with parents. The scientist distinguished five basic stages of development of social intelligence [Rays, 2000]:

- the pre-social stage at which the child does not distinguish between internal, psychological, and external, physical, principles of behavior, the stage ends when the thoughts and feelings of other people are identified as an independent reality, become the subject of the child's interests;
- the stage of reconciliation of different points of view, intentions, actions, at which the process of the child's distinguishing his or her own intentions, feelings and thoughts takes place as well;
- the stage of formation of the ability to reflect, understand oneself, when the child tries to take the position of another person, learns to reconcile different points of view;
- the stage (it is usually reached at the pre-adolescence age of 10 to 12 years), which opens up the understanding of the interdependence of different, sometimes opposite, goals of the behavior of individuals; ideas about human interaction get structured and built up into a system;
- stages of awareness of the coexistence of several levels of human closeness, understanding oneself as an integrated system of different I-states.

P. Erwin shows that the development of the child's social intelligence passes the following stages [Fadeyeva, 2007]:

- egocentric (up to the age of 5) – the child is not yet able to distinguish between internal and external states, he or she can not always separate his or her own internal emotional experiences from those of other people;
- subjective level (the age of 5 to 9) – the child is already capable of delimiting his or her own emotional experiences from those of other people, but he or she does not understand the influence of his or her own actions and states on those of other people;
- reciprocal level (the age of 9 to 12) – the child is able to understand the feelings and emotional experiences of other people, to establish causal relationships between his or her own actions and those of other people;
- mutual level (age of 12 to 15) – the child can understand what another thinks about him or her and their relationship, and can feel extent of another's satisfaction with this relationship;
- socio-symbolic level (the age over 15) – the child can understand theoretical ideas, values and notions carried by another.

Vlasova O.I. observed successively dominant deployment with the age of individual potentials of social abilities: emotional (childhood), conative (junior school age and early adolescence), analytical (adolescence and early youthful age), creative (adolescence, adult age) [Vlasova, 2006]. The scientist showed that the general line



of formation of the analytical potential of social abilities of a person develops according to the following logic of priority formation of cognitive mechanisms: nonverbal sensitivity as an understanding of the meaning of other's emotions (childhood) – prediction of the consequences of social events (early adolescence) – lingual sensitivity (late adolescence) – causal-attributive abilities (early youthful age) – integration of socio-analytic abilities (late youthful age) – integration of socio-analytical abilities with other abilities social potentials and substructures of the personality (adult age) [Vlasova, 2006].

The aim of this article is to introduce the idea about the development of social intelligence abilities in ontogenesis.

Presentation of main material. The analysis of publications on the development of social intelligence during separate age-old periods shows that the formation of social intelligence occurs in close connection with the development of the personality as well as the formation and increasing complexity of its system of activities. It should be noted that some factors influence the peculiarities of the abilities of social intelligence throughout the life of a person. For example, Vlasova O.I. in her studies established the influence of conditions of the primary socialization of the child on the specificity of the said abilities in adulthood [Vlasova, 2006]. The correlation of abilities in the structure of social intelligence is influenced by gender, mental and psychological health, psychophysiological features, etc.

The development of abilities of social intelligence has a heterochronous character – in the ontogenesis, separate structural components of social abilities are formed unevenly, in different ranges. In early childhood, abilities to recognize and understand the emotional components of communication, and separate essential features in various nonverbal human reactions are formed most actively. At the pre-school and junior school age, these abilities are improved, and the abilities to verbally react and predict the consequences of behavior of subjects in typical situations. In adolescence, the understanding of the internal motives of human behavior begins to develop, which continues its formation in later age-old periods. In the period of early maturity, there occurs a certain “professionalization” of social intelligence abilities for those who work in the “man” – “man” professions, when verbal and nonverbal reactions, motives, predictions of behavior of subjects of professional activity are improved. In subsequent periods of maturity, the pace of this development begins to slow down and may even acquire a negative sign due to the stereotyping of professional perception of social situations, this becoming especially significant under the conditions of a rich negative communication, lack of further education and strive for self-development. In the elderly, intellectual abilities become less flexible, and the interpretation of social behavior is often colored with negative emotions and subjectivity.

Based on L.S. Vygotsky's cultural-historical theory, the concept of leading activity of Leontyev A.N. and Elkonin D.B, ideas about the heterochronism of mental development of Ananyev B.G. and Rybalko Ye.F., and studies on the development of social intelligence in separate age-old periods, we offer the following scheme of development of abilities of social intelligence in ontogenesis (Table 1).

Table 1

Scheme of development of abilities of social intelligence in ontogenesis

| Stage | age | Source of formation | Main barriers | Main contents of the stage |
|----------------------|---------------|---|--|--|
| I – pre-intellectual | Up to 3 years | emotionally rich communication with significant adults | emotional or social deprivation | abilities to recognize the emotional component of relationships are formed, cognitive conditions for the further development of social cognition are formed |
| II – role | Up to 6 years | gaming activity, first of all, plot-role game role-playing game | manifestation of social derivation, underdevelopment of gaming activity, directive or ignoring the attitude to parents | the child adopts the most typical cause-effect relationships in behavior, social standards; the child learns to identify them while observing directly the deployment of the social situation, skills to identify the emotional and verbal component of communication are improved |



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| III – accumulation of knowledge | Up to 12 years | active adoption of social experience in the educational process, openness to the understanding of new information, access to art resources, expansion of communication boundaries | limited communication, poor education, inappropriate practices in education, and parents' and teachers' demands | experience in understanding various communicative situations with adults and peers as well as the knowledge of social norms and rules is accumulated, repertoire of strategies for interaction and solving social situations is expanding |
| IV – reflexive | Up to 14 years | expansion of social activity, active communication with peers | limited communication, poor education, inappropriate practices in parents' educating, presence of psychological dependencies (game addiction, selfie addiction, etc.), residence in a too large or too small locality | increase in the level of awareness of the process of interaction, sensitivity to verbal stimuli, flexibility of perception and understanding of social situations |
| V – social level | before the beginning of one's own professional activity | further expansion of the spheres of social activity, education, self-improvement | limited communication, rigorous value and sense sphere, inclination to «polar» thinking, certain personality peculiarities, presence of psychological (game addiction, selfie addiction, etc.) and chemical dependencies, lack of education | the ability to predict the effects of behavior develops, the range of communicative situations that can be adequately understood expands, but this understanding is "hard" enough, hardly yields to persuasion, painted with values; more importance is given to verbal communication in comparison to other ages, integration of intellectual abilities begins |
| VI – professionalization of abilities | up to 30 years | active development in the chosen professional activity, general social activity, marital relations and the upbringing of children, self-improvement and self-education | limited communication, social passivity, presence of psychological and chemical dependencies | integration of abilities, development of the ability to understand internal motives of people's behavior and the consequences of this behavior, the professionalization of the abilities of social intelligence |

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|---------------------------------|----------------|---|---|--|
| VII – stereotyping of abilities | up to 60 years | general social activity, interaction with colleagues and subjects of professional activity, marital relations and the upbringing of children, preservation of friendly relations, self-improvement and self-education | stereotypes in interpersonal perception, restriction of communication with professional activity, social passivity, presence of psychological and chemical dependencies | improvement of the control of abilities, a closer integration with the abilities of the general intellect and other personality peculiarities, the stereotyping of perception and understanding of social situations |
| VIII – rigid | over 60 years | general social activity, self-improvement and self-education | the narrowing of communication, social passivity, age-old changes in the cognitive and emotional spheres, diseases | wisdom in social situations, preservation of the abilities of social intelligence |

The solution to the problem of developing social intelligence in ontogenesis is impossible without taking into account the age-old peculiarities of human development. At different age-old stages, the ability of social intelligence is revealed through individual psychological phenomena and changes.

Conclusions and perspectives of further research. Formation of social intelligence in separate age periods occurs in close connection with the development of personality, the formation and complication of the system of activities. Important for developing the abilities of social intelligence are those conditions in which a personality develops.

The proposed scheme of development of social intelligence covers all the age-old periods, in each of which both the major sources of formation and the main barriers impeding the development of personality abilities are named. In the above scheme, purposeful psychological and pedagogical influences on the development of abilities are not taken into account. In our opinion, special conditions contribute to a higher level of development of those abilities that are formed at a certain age, but can not be formed prematurely, in isolation from other new changes.

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