**FEATURES OF SELF-ACTUALIZATION OF THE PERSONALITY OF STUDENTS WITH DIFFERENT LEVELS OF SOCIAL INTELLIGENCE**

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***Annotation:*** The work is devoted to the study of the psychological features of communication between students with different levels of social intelligence. The main communication models of students with different levels of social intelligence developed by different researchers are presented. General and distinctive features of student communication patterns are shown. Psychological features of self-actualization of the personality of students with different levels of social intelligence have been identified.

***Key words***: social intelligence, models of social intelligence, communicative properties of personality, self-actualization of personality.

The social intellect acts as the intellectual capacity that characterizes the activity of the individual in social activities, and more specifically in interpersonal communication. This concept has a different interpretation. The essence of social intelligence lies in the process of identification, empathy, cooperation and altruism. All these are aimed at building favorable relations with surrounding people through communication [2].

Social intelligence is the ability to correctly understand and predict the behavior of others, a high level of which is necessary for effective interpersonal contacts and successful social adaptation, in general successful human functioning. However, the mechanisms of influence of social intellect on communication success are not sufficiently represented in scientific research[4].

Mr. Eisenck [2], J. Guilford, L.I. Ancyferova, Y.N. Emelyanov, and many others are the authors of numerous works that consider the psychological and pedagogical features of communication of students with different levels of social intelligence.  
The aim of this work is to study the characteristics of communication of students with different levels of social intelligence.

The theoretical foundations of the essence of social intelligence.

The term «social intelligence» was introduced in the 1920s by the American psychologist Edvardaj Lee Thorndik (1874-1949). E. Thorndike saw social intelligence as a specific cognitive ability that ensures successful interaction with people. In his understanding, intellectual abilities are related to the management of ideas, i.e. abstract intelligence, concrete objects - mechanical intelligence, and people - social intelligence [1].

A similar view was held by J. Guilford, he distinguished social intelligence as a system of intellectual operations that did not depend on general intelligence. These operations relate to the knowledge of behavioral information (behaviour classes, behavioural outcomes, behavioural changes) [5].

Social intelligence was later seen as a component of general intelligence. The most striking example is G. Eisenck’s three-part model. He identified three components in the structure of intelligence:

1. Biological intelligence (processing of information in the cerebral cortex),

2. Psychometric intelligence (intelligence commensurate with different types of testing),

3. Social intellect (the intelligence generated by the socialization of the individual).

In an experimental way we studied the features of interpersonal communication of students with different levels of social intelligence. Relying on a set of techniques such as «Social Intelligence» (J. Guilford) [3], diagnostics of self self-actualization (A.V. Lazukin, in the adaptation of N.F. Kalin) (SAMOA).

The study was conducted on the basis of the Faculty of Physical Culture of the Pedagogical College of Belgorod. The sample was 20 students of 2 courses.

Let’s present the results of the research. Table 1 shows the distribution of subjects by the level of social intelligence.

Table 1

**Distribution of students by level of social intelligence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicator | Low social intelligence | Lower-average social intelligence | Average social intelligence | Above-average social intelligence | High social intelligence |
| Number of subjects, persons | 0 | 4 | 16 | 5 | 0 |
| Percentage | 0% | 16% | 64% | 20% | 0% |

Based on Table 1, we see that the average level of expression of composite social intelligence assessment (64%) predominates among freshmen. This means that in general, students are quite effective in interpersonal relations and are well adapted in society. Above-average social intelligence is found in only 20% of respondents.

For illustrative purposes, see figure 1.

**Fig.1. Percentage distribution of subjects by levels of social intelligence**

The analysis of the data obtained by us shows that the «cognition of the results of behavior» factor is more pronounced in this sample (sub-test 1). Future specialists (94%) are able to anticipate further actions of people based on an understanding of feelings, thoughts, intentions. But their predictions may be wrong if they deal with people who behave in atypical ways.

Knowledge of behavioral transformations (subtest 3) characterizes a group of students (85%) as having a high sensitivity to the nature of human relationships. It helps them to understand quickly and correctly what people say to each other in the context of a particular situation.

In the course of diagnostics, we also found low indicators for a number of subtests in several students: «cognition of classes of behavior» (subtest 2 - 17%) and «cognition of systems of behavior» (subtest 4 - 39%). These results may indicate that students with such low scores are immature and indicate the need to develop the social intelligence of sophomores.

In addition, 39% of students are not able to understand the holistic context of communication, analyze the history of his relationships and be able to explain the results of such analysis to clients (subtest 4). 17% of students are characterized by low grades on the factor of cognition of classes of behavior (subtest 2). This means that they have a poor command of the language of body movements, attitudes and gestures, and are more oriented towards the verbal content of messages. They may often be mistaken in understanding the meaning of an interlocutor’s words, as they do not take into account the non-verbal reactions that accompany them.

Further, students were divided into three groups, based on the general level of development of social intellect, the results were revealed by the method «Social Intellect» J. Guildford.

Table 2

**Self-examination of personality in students with different levels of social intllects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Scale name | Average | | |
| Lower-average social intelligence | Average social intelligence | Above-average social intelligence |
| 1 | Orientation in time | 51 | 55 | 52 |
| 2 | Values | 56 | 58 | 55 |
| 3 | Human nature | 52 | 51 | 53 |
| 4 | Need for knowledge | 44 | 49 | 52 |
| 5 | Creativity | 45 | 51 | 52 |
| 6 | Autonomy | 49 | 52 | 54 |
| 7 | Spontaneity | 52 | 51 | 58 |
| 8 | Self-understanding | 51 | 58 | 60 |
| 9 | Autopsy | 48 | 51 | 58 |
| 10 | Contact | 47 | 50 | 55 |
| 11 | Flexibility in communication | 55 | 57 | 58 |

The high spontaneity (scale 7) of a subgroup with above-average social intelligence, compared to the 1 and 2 subgroups, is most likely the result of the work done on itself, both through training sessions and independent work. Spontaneity is a quality derived from self-confidence and trust in the world around you. The high spontaneity rate indicates that self-actualization is a way of life, not a dream or aspiration. Spontaneity relates to values such as freedom, naturalness, play, lightness without effort.

Attention should be paid to the scales of flexibility in communication and contact, in which is clearly the leading group with social intelligence above average. This confirms our hypothesis about the dependence of students' communication characteristics on their social intelligence. High rates indicate an authentic interaction with others, the ability to self-disclose. People with high scores on this scale are oriented towards personal communication, do not tend to resort to false or manipulation, do not confuse self-disclosure of the person with self-presentation - strategy and tactics of managing the impression.

In the course of our research, we have found that students with average social intelligence have higher outcomes than students with above-average social intelligence on the following personality self-actualization scales: time orientation and value.

Otherwise, students with above-average social intellect have higher levels of self-examination. Which means that the higher the social intelligence, the more the personality is self-actualized.

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