



## PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF SOCIAL INTELLECT DEVELOPMENT IN FUTURE TEACHERS

FarDU Pedagogika yo‘nalishi 1-kurs talabasi

**Najmiddinova Saodat Abduvohid qizi**

**Abstract:** *This article talks about the specific features of the formation of social intelligence in future teachers. Also, the specific features of achieving educational achievements based on the formation of positive motivation for students' educational activities are revealed. In the course of education, theoretical and practical opinions about educational motives were expressed.*

**Key words:** *intelligence, social intelligence, intensive, component, scale of intelligence, communicative, expressive, creativity, category, creativity.*

### Introduction

The word intellect is derived from the Latin word "intellects", which means to know, understand, perceive. Intellect is the mental ability of a person; the ability to accurately reflect and change life, the environment in the mind, thinking, reading and learning, knowing the world and accepting social experience; the ability to solve various issues, come to a decision, act rationally, foresee events. Intellect includes perception, memory, thinking, speech and other mental processes. The development of intelligence depends on social factors such as innate talent, brain capacity, energetic activity, and life experience. The level of intelligence is determined by the results of human activity, as well as psychological tests. Intellect and abilities are directly influenced by the external environment and human relations in it, the period of living.

Intelligence is a personal word that indicates a high level of management based on the ability to analyze and illuminate the study of personal or collective data. Intellectual means having specific requirements that help to solve various problems by taking results and relating them to existing models and experiences. People with good intelligence are good at solving problems and thrive in changing environments.

Social intelligence refers to the intelligent coordination and enlightenment between people to interact, win, analyze and teach each other. This requires learning, developing and teaching effective interpersonal relationships in many places. Social intelligence is important for productivity, as well as for making people happy, supportive, and connected to each other. Social intelligence refers to the ability of people to communicate with and use social values, and it means having an understanding of the values and public rules of dealing in a community. Social intelligence gives people insights into how they behave, change and take their place in society. The development of social intelligence explains the problems of a single life among people and increases their learning of their place in society. This allows people to learn social skills and use them.

The development of social intelligence is the primary act of strengthening human relationships, cooperation, thinking and acting logically. In this process, information and communication technologies, social travel and knowledge of cultural heritage, poetry and art, as well as related information and spirituality are free in every person who stops time in the environment. are resources. Development of social intelligence makes it possible to fulfill tasks of serving humanity, preventing simple problems from being solved, as well as making money. This developmental concept affects the learning process, people's reliance on change, and the people who support high-level culture.

Development of social intelligence is a complex of strategies and technologies that includes the goal of improving people's social health, mastering and strengthening the educational environment. This is a



specialized form of practical activity in an integrative international strategy aimed at influencing governing bodies, legal and political order, economic and material processes, information and communication technologies and other areas. Once intensively developed, social intelligence can help reduce political, economic, and societal risks. The goal of this system includes intensive mastering of the human structural environment, including one's own personality, determining productive methods of intellectual and personal development based on the well-designed and grouped personality of the society.

It is important to develop social intelligence in future teachers. Social intelligence is defined as the ability to recognize and value oneself, to learn and maintain relationships with others, to learn and solve problems, to have a positive attitude, and to do business with others. To ensure the development of social intelligence, teachers should teach young children to solve common problems, develop their ability to use modern technologies, strengthen learning and increase social knowledge, and focus on work and success. Teachers face their position in the development of social intelligence. For example, it teaches students to deal with social issues and learn to do business with others. This is an important task in helping teachers develop the social intelligence of young children.

## **Literature Analysis And Methodology**

The concept of social intelligence was first introduced to science in 1920 by E. Thorndike. He explained this concept as "communicating with conscious, thoughtful, rational actions in interpersonal relations." E. Thorndike considered social consciousness to be a unique cognitive ability that ensures the success of communication with people. The main task of social intelligence is to be able to anticipate behavior in the process of communication. Social intelligence is a type of general intelligence.

All elements of general intelligence are directly involved in the emergence of social intelligence. Views on the concept of social intelligence have a historical basis, which can be witnessed from the earliest written sources. For example, in the holy book of Zoroastrian religion, "Avesta", one can witness a number of information revealing the essence of social intelligence. The pedagogue S. Nishonova in her monographic work "Education of a Perfect Human Being" from the earliest times as criteria for the formation of a person: mental maturity - common sense, high talent, potential; spiritual and moral elevation; physical maturity - physical education, education of charm; noting that our ancestors attached special importance to the education of sophistication, it was mentioned that in "Avesta" it was mentioned that it is possible to get rid of all bad feelings, evils and evils due to human work as the main idea.

The problem of social intelligence has been studied by psychologists and pedagogues of our republic. However, although the problem is not given the character of social intelligence, it is necessary to mention that the issues of interpersonal relations, pedagogical communication skills, mutual understanding and perception, pedagogical cooperation and activity management, which are considered its main components, have been studied. Cooperation by scientists from Uzbekistan H. Abdukarimov, A. Mamajonov, N. Muslimov, B. Rahimov, N. Sayidahmedov, O'. Tolipov, Sh. Sharipov, N. Shodiev, Ya. Haydarov, O. Haydarova, F. Yuzlikaev issues of pedagogy, strategies of formation of cooperative activity skills in students based on mutual friendly relations, pedagogical possibilities of increasing social activity of students-youth are highlighted. Currently, research on social intelligence is carried out in connection with educational problems, its various aspects are studied and expanded. Several models of "cultural intelligence" have been developed by researchers from different countries as an alternative to social intelligence. A special tool to measure it - "scale of cultural intelligence" was created in 2003 by S. Ang, L. VanDyne and K. Kochlar.

## **Discussion And Results**



Verbal influence in the communicative relations found in the activity of the teacher at the present time is extremely diverse and embodies a relatively independent form of direct pedagogical influence. Knowing, understanding, expressive, socio-traditional communication, unconditional understanding of the human condition, empathy are the types of constantly repeating communicative relations found in the teacher's pedagogical activity.

The teacher's creativity in the process of pedagogical communication is manifested in several forms:

- The creativity of the teacher in the process of getting to know the students perfectly;
- Creativity in the system of mutual cooperation with them;
- Creativity in organizing a direct impact on the student;
- Creativity in managing one's own behavior;
- Creativity in the process of organizing interactions with students.

Therefore, it should be noted that the teacher's communication is a professional-creative category, it is a process of solving communicative tasks by the teacher in pedagogical activities and a set of positive results. The teacher works with methods of regular pedagogical influence in the educational process. For example, explaining new material in the course of the lesson, giving the student a reprimand for his fault.

The following methods are recommended for the development of social intelligence in teachers:

1. Improve social skills: teachers can improve their intelligence by improving their social skills. It is based on the teaching of knowledge through special subjects, creating an opportunity to find information at a high level in libraries, and making it possible to search for information on the Internet.
2. Stimulating creativity: teachers use prompts and scenarios to create an environment conducive to creativity and mastery, creating an environment conducive to creativity and mastery.
3. Teaching cooperation with society: teachers help students to develop cooperation with society and solve common problems. Advice, creative gatherings, sharing of social experiences can increase the social intelligence of teachers.
4. Strengthening relationships: teachers should try to strengthen students' relationships.

## Conclusion

In conclusion, it should be said that every teacher must first develop himself before teaching students. He cannot give knowledge to students without developing himself. In the process of imparting knowledge, the teacher should try to be creative, not to return anything, equal rights, justice, provide quality education, and use time efficiently. In every lesson, he should strive for new things and develop his social intelligence. The most important thing is that there should be no personal enmity towards the students. Then the teacher's lesson will be interesting and high-quality.

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