



DEVELOPMENT OF SOCIAL INTELLIGENCE IN PRESCHOOL CHILDREN

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Abstract: The article discusses the concept of intelligence, ways of developing intelligence, the concept of social intelligence. Opinions on the development of social intelligence of preschool children were studied.

Keywords: preschool education, intellect, ways of developing intellect, social intellect, emotion.

The most important condition for the successful adaptation of a person in society is his developed intellectual abilities related to the social aspect - developed social intelligence. How to form these abilities in preschool children? What is the difference between these concepts and is there any?

Intelligence - the ability of a person to mental operations, based on the existing store of knowledge. Social intelligence has the same characteristics, but only the scope is different - society. And here you can sometimes see discrepancies in the levels of general and social intelligences. A person with a high level of general intelligence, with a good store of knowledge in various fields, may demonstrate an inability to communicate in society or an unwillingness to communicate at all. And vice versa, a person with a developed social intelligence may not have great knowledge in scientific fields, which does not prevent him from easily communicating with people from different communities.

What then is social intelligence?

This type of intelligence combines four abilities that make up its structure:

- ✓ Analyze situations interactions people ;
- ✓ Recognize verbal expression ;
- ✓ Recognition, understanding and analysis of non-verbal expression;
- ✓ Predicting the consequences of one's behavior or others.

Adults are more oriented in social communication to non-verbal signals, since they are less controllable than verbal ones. An adult can control speech, hiding behind the control of the design of phrases, following the desired intonation, true feelings or intentions. The child is open in communication, he is literal. He is not yet familiar with these tricks. At preschool age , extra-situational communication is only being formed. Social intelligence is at the initial stage of its development.

Is it necessary to pay attention to the development of this intelligence in preschoolers? There can only be one answer - yes! Along with other abilities, the ability to communicate effectively with the outside world must be developed from childhood. A preschooler, due to the still not sufficiently developed social intelligence, does not always have access to an analysis of interaction situations, but verbal and non-verbal expressions are available for understanding:

- Determine the mood and feelings of a person by facial expressions, posture, gestures;
- Analyze speech utterances by tone, accentuation and melody of speech.

During preschool childhood, the foundation of the most important moral qualities of a person is laid - the ability to empathize, mutual support, the desire to help, the ability to rejoice in the success of another. It would not be superfluous to note the fact that a developed social intelligence can ensure the child and his personal safety, given the imperfection of modern society.

The task of developing non-verbal expression is to expand and teach understanding of non-verbal signals of others. By developing facial expressions, body language, it will be easier for children to convey their emotional state to others and understand the state of others. To do this, you must first introduce the basic fundamental emotions:

- ✓ Joy ;
- ✓ Surprise ;
- ✓ Anger ;
- ✓ disgust ;
- ✓ Fear ;
- ✓ contempt ;
- ✓ Shame ;
- ✓ resentment ;
- ✓ interest ;
- ✓ Wine.

Acquaintance with these emotions occurs in the process of playing, analyzing the social situation in which the child showed these emotions. When working on the development of non-verbal expression, you can use etudes for the expression of a particular emotion, discussing emotional reactions with the child, mirroring his facial expressions, gestures, paying attention to the position of the hands, the frown of the forehead, eyebrows, the line of the mouth, etc. Use the sensory experience of the child in the work.

The development of understanding of verbal expression occurs in children even before the moment of their own speaking. The gentle voice of loved ones the child hears from the first days of life. In the process of growing up, in the speech addressed to the child, intonations are added: surprise, strict notes, warning. The adult demonstrates to the child by the tone of his voice that his careless behavior can hurt another. We ask the child to regret, to correct the consequences of his act, demonstrating to him a model of expressing emotions with his voice, while using facial expressions and gestures. Reproducing feelings in a complex way is an effective way to develop social intelligence.

In the process of formation and development of their own speech, the understanding of the nuances of speech sounding becomes more accessible to children. They catch and understand the mocking, aggressive, contemptuous tone of speech, the notes of fear in the voice. They can independently demonstrate the tonality of many emotional states in the course of theatrical activities, role-playing games. The task of adults is to teach children to understand verbal negative reactions, but not to demonstrate them in society.

Development of the ability to establish cause-and-effect relationships in behavior.

There are a lot of folk proverbs, sayings about the need to instill responsibility for one's actions from childhood:

- Evaluate by actions, not promises .
- Don't judge by appearance, but by deeds.

- A bad deed will not lead to a good one.
- Good glory lies on the stove, and the thin one runs around the world.
- Don't think to be smart, but think to be neat.
- Beautiful is the one who acts beautifully.

The child begins to assimilate the simplest cause-and-effect relationships in the process of interaction with the objective environment. A higher level of establishment, understanding, understanding of these connections occurs already in the process of interaction with the outside world. The child learns to identify the causes and consequences of specific actions, manifestations of emotions. For him, this is not always easy and understandable. Preschoolers are keenly aware of the injustice shown by their peers, but are not always able to connect actions with causes and effects. Then the children go for help to adults with complaints. Who, if not an adult, will restore justice, will figure it out. At this point, adults need to give the correct response. Do not judge hastily, but delve into the essence of the current situation, find out the reasons, discuss them with the children - participants or observers. Since children cannot yet rely on their not yet rich experience of complex relationships, the task of an adult is to help understand cause-and-effect relationships, discussing with children not only the situations that occur with the children themselves, but also analyzing the motives, causes and consequences of the actions of literary heroes.

Preschool age is the most important beginning of the process of formation of social intelligence, each structural component. This is the beginning of the path to achieving the main goal - effective interaction in society, the elimination of barriers in communication, personal success, and sometimes personal security in each individual case.

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