

ЗІСТАВНА ЕТНОЛІНГВІСТИКА ТА ТЕРМІНОЛОГІЯ В АСПЕКТІ МОВНИХ ТА КОНЦЕПТУАЛЬНИХ КАРТИН СВІТУ

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PSYCHOLINGUISTIC CONTEXT OF THE IDEA OF UNDERSTANDING AND THE PROBLEM OF SOCIAL INTELLECT OF THE PERSON

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In this article there were analyzed different problems of correlation of real and ideal that helps us to answer all questions and forms of philosophical idea of understanding, puts a classic question about truth of knowledge of a man and its presentations in relations to surrounding reality. The author of the research worked out the structure of the teacher's social intelligence, identified and substantiated psychological determinants for the development of personal qualities of teachers, the peculiarities of using by the teachers cognitive styles of the activities which would determine the high level of the development of social intelligence.

Keywords: understanding, real and ideal, social intelligence, cognitive styles of the activities, personal qualities.

The topicality of the research. Range of problems of correlation of real and ideal that helps us to answer all questions and forms of philosophical idea of understanding, puts a classic question about truth of knowledge of a man and its presentations in relations to surrounding reality. If for the paradigm of philosophy of the establishment of truth of presentations of the idea of understanding, it has direct connection with a reflection in relations to the method of cognition, that contains ideas about surrounding reality. Then for logic truth of presentations is always correlated with the analysis of reflection, that helps consistently to line up ideas taking into account a certain sequence, sometimes it helps us to design a separate structural model on their basis. Thus, truth of conclusion has a great interest for logic, first of all, while establishment of truth of outside data goes out of its subject.

So, **the purpose** of our article is to show psycholinguistic context of the problem of understanding and to determine its connection with social intelligence of the person, communicative competence, competence in a sphere of anticipation and reflection (the latter are considered as structural components of social intellect).

The review of recent researches. The phenomenology of understanding in the paradigm of logic in details was described by V.S. Bibler in the book «Thinking as Creativity: Introduction to the Logic of a Mind Dialogue». In basis of reasoning of V.S. Bibler put an idea, that theoretical work came true for logical thinking in the whole human consciousness. Also, if creation of new ideas, invention of new idealizing object takes place out of logic (in particular, at intuitional level), then it means that there can be only logical tautologies

in logic, and only those «concepts are clear», only the ideas are known to the researcher [1, p. 68-69].

Also V.S. Bibler offers the algorithm of understanding the text, pushing off from the idea of logic. Understanding is the internal form of the text and it is possible to understand a text as the motion of concepts. The method of reading the text (after expression of V.S. Bibler, by its «theoretical structures») in its internal form was offered earlier by Dekart and Leybnitc, by Spinoza and Edging. But only Gegel gave readers a shoot by means of the development of logical technology to see the author in the text that helps a reader within the limits of a traditional structure of the text to understand ideas after internal motion, submitting to logic of «dialogue of capabilities» [1, p. 139]. In such a way Gegel suggests to read any text twice. At first the text for a reader seems the simple system of sentences (accordingly as so called judgments, conclusions). In basis of such reading there is a «subjectively predicative structure of sentences». As a result of the second reading the text is understood by this or that concept being formulated. In this case «subject-attributive structure» of the text disappears [1, p. 145-146]. Therefore for Gegel a «logical subject» (the piece of thinking) coincides in an eventual account with the «subject of logic» (by the absolute subject of thinking). A logical subject (so called «absolute spirit») remains in unchanging form, the author of the text recognizes only himself/herself, and every «intermediate logical subject» is only the attribute of absolute subject, that is not included into the sphere of logic. Therefore the chart of understanding has not only a «subject that is a subject in its character», and, rather, it is «predicative-predictable subject»: one predicate shows a context of logical

subject, then there is converting into another logical predicate, that, as well as the first one, acts as a part of the «subject», and so «to the end, from which everything was beginning» [1, p. 151-152]. Such motion is on the chart of any text, in opinion of V.S. Bibler, and it will assist understanding of the text's logical form and to understand the construction of subject-subject structure of the concept. In such a way a reader by means of so-called «motion of concepts» comes to complete, deep understanding of a certain text.

The main material of the research. We mean, that in a great degree understanding depends on the level of social intelligence of the person. First of all, its relevance is determined by the social situation of this difficult period for Ukraine, which is characterized by a fundamental conflict between the understanding of the role of social intelligence in the structure of intelligence of the person and the importance of social intelligence in the professional activities of the person. In a relatively stable situation, the person did not have such a distant past that it was not necessary to actualize the main functions of social intelligence, since in fact each expert used the acquired knowledge, skills and abilities in his/her professional activities. If this resource was not enough, its replenishment could be postponed for the future, and social intelligence in general remained unclaimed.

In most psychological researchers, the interest for social intelligence arose, as a rule, in connection with the construction of a new conceptual apparatus for the intellectual processes of the person. At the same time, the term «social intelligence» was used more often contextually, and not in the sense of a separate subject of the research. So today, quite theoretical and experimental psychological researchers on the problem of social intelligence have been implemented. It is worth noting just that the researchers of V.A. Genkina [2], M.A. Lukichova [3] and S.V. Rudenko [4] had a deal with the contemporary studies of social intelligence as a factor of the success of pedagogical activity. However, the structure of the social intelligence of the teacher still remains beyond the attention of researchers. It's necessary to pay attention to the functions of social intelligence of the specialist of pedagogical sphere of the activity, the features of the relationship of social intelligence with the personal characteristics of the teacher and also the success of pedagogical activities.

So, social intellect is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as «people skills», social intellect includes an awareness of situations and the social dynamics that govern them, and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. The author's conception of social in-

tellect shows us that this intellect includes cognitive, mnemonic and emphatic structures.

Based on the model of intelligence of G. Gardner [6] and N. Kentor [5], the structure of the social intelligence of the teacher was shown (Fig. 1). It was noted that the social intelligence of the teacher was a complex of personal entity that contained cognitive, systemic and integral structures. The system structures are communicative and predictive competencies, which include integral components, in particular, mechanisms of anticipation, decentralization, intellectual initiation, decision-making, planning, control and self-control, reflection, etc. At the same time, the communicative competence and the ability of the teacher that are parts of the structure of the cognitive competence of a specialist (the ability to understand and to predict the effects of human behavior, the ability to summarize logically important features and various nonverbal reactions of a person; the ability to understand the changes according to different verbal reactions of a person depending on the context of the social situation, which caused them; the ability to understand the logic of the development of the situation of interpersonal interaction, the value of the behavior of different people in these situations), are presented, first of all, at the micro-level of social intelligence, prognostic competence and empathy are on the meso-level, while the mechanisms of anticipation, decentralization, intellectual initiation, decision-making, planning, control and self-control, reflection, etc., which ensure the functioning of social intelligence, are at the macro-level.

Cognitive aspect of social intelligence involves a set of fairly stable knowledge, assessment, rules of interpretation of events, human behavior, their relationships, etc. Social intelligence is based on the existing system of interpretation on micro-structural and macro-structural levels. The microstructure of cognitive aspect of social intelligence is determined by the features of the latter, namely cognitive evaluation, which determines the competent processing and evaluating the information that the subject perceives, his/her pre-

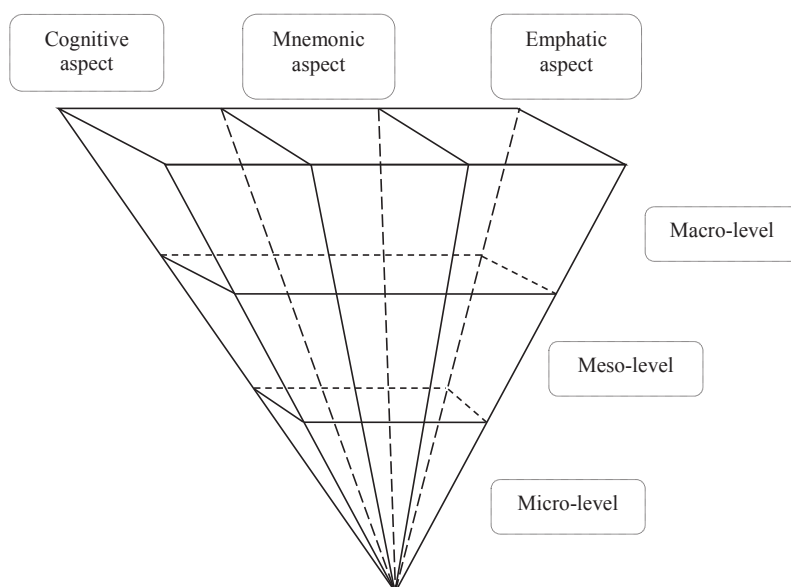


Fig. 1. The structure of the social intelligence of the teacher

diction, based on planning and forecasting of interpersonal interactions, communication, providing proper performance of the process of communication (this function is associated with an adequate perception and understanding of the process of communication of the partner). It is based on the mechanism of reflection which is reflected directly in self-knowledge. In turn, the macrostructure of cognitive aspect of social intelligence manifests itself in the attitude of the person to himself/herself as a value, in the valuable semantic position in interpersonal relationships, as well as the updating of motivation and value orientation of the man with the purpose to reach axiological attitude in professional and other activities.

The source of social intelligence on micro-level is the continuous updating of functions noted by us. The results of integration can be considered a set of subjective scales which enable the subject to focus on the features of interpersonal interactions, identify and adequately evaluate the behavior of other persons. One of the main results of social intelligence is the presence of a high level of individual statistics with different modalities. They are some space of psycho-semantic subjective scales, symbols of nonverbal behavior, norms of language products, etc.

The task of social intelligence on macro-structural level is to provide opportunities to partners of social interaction to evaluate themselves and others as individuals. In this case, the value orientation of the person does not necessarily reflect generally accepted social norms and even enter in conflict with them. But there is always a particular society and its representatives, where individual vision of the world has personal values and meanings for people.

Mnemonic aspect of social intelligence of the person describes the presence of the ability to interpret events, life events, behavior of others and their own as the subject of these events. Mnemonic aspect is based on the personal experience of the subject, where subjective statistics constitute personal interpretive complex. Polimodality in this case means that a person has different interpretative systems according to various aspects of life of a man/woman.

Mnemonic aspect has its own set of interpretations: I – other people – the world. Each of these levels of interpretation is represented at the level of mnemonic aspect in the form of its specific dependent substructures. The core of personal interpretations in the complex is the cumulative set of the person estimated himself/herself. This process of evaluative attitude is always subjectively unfinished, open. Analyzing the features of the interaction of the person with the society, the man can be shown as an integral characteristic of the person's experience (self-respect of the person, the concept of subjective value). Personal interpretive complex is characterized by the ability of the person to do interpretations of others, their behavior and actions. These interpretations allow their participants to expand continuously and adjust stock their interpretative personal experience, provide such kind of compatibility and similarity of different interpretational systems.

In a space of the relations of the person there is a need to evaluate constantly other people, their behavior and actions, gradually produced a different strategies estimated the criterion of compatibility of people's perception of the world and their perceptions by others. In turn, these strategies form the appropriate assessments and personal interpretive complex in the interpersonal sphere, which presents the dominant level of mnemonic component of social intelligence.

Emphatic aspect of social intelligence is largely dependent on what shape of the behavior the person chooses as a priority that he/she expects his/her business associated with the complex of interpretative value in relation to the world of the person.

Thus, we assume the main results of the integration of the functions of social intelligence are the presence of individual statistics with different modalities. The first result is a space of psycho-semantic subjective scales, symbols and principles of nonverbal behavior and different norms of speech production. A list of these modalities can be complement, implying that statistics actually reflect various aspects of life because they are so different, based on depth, length, representativeness and others. At the same time statistics can be the units of social intelligence, their structure, functions and genesis which are deep enough from one side, and so different from social stereotypes – from the other.

Social intelligence can be measured. Measuring social intelligence involves identifying key interaction skills and then assessing them behaviorally. All human interaction takes place with some context or other, and effectiveness involves mastering the contexts within which one is called upon to interact. So, according to this reasoning, social intelligence means understanding contexts, knowing how to navigate within and between various contexts, and knowing how to behave in various contexts so as to achieve one's objectives. In other words, social intelligence is inferred from behavior, so we use various observable behaviors as indicators of social intelligence.

So, social intelligence can be developed. By first understanding social intelligence, as a combination of skills expressed through learned behavior, and then assessing the impact of one's behavior on others – the degree to which one is successful in dealing with others – one can experiment with new behaviors and new interaction strategies. In the simplest terms, this is the ability to «get along with people», which – it is assumed – people learn as they grow up, mature, and gain experience in dealing with others. Unfortunately, many people do not continue to learn and grow as they age, and many people never acquire the awareness and skills they need to succeed in social, business or professional situations. It is quite clear that adults who lack insight and competence in dealing with others can make significant improvements in their social intelligence status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness.

Conclusion. According to our research, the ability to solve practical terms communicative tasks, analyze and implement appropriate feedback (for

example, to provide a kind of «talented communication»), is related to paradigms of social intelligence. Therefore, the structure of social intelligence, which is obvious from our empiric results, includes distinguish the following five basic components: 1) the ability to perceive the person in the most thoroughly and adequate way (to demonstrate observation, to be ready to quick orientation in situations of social interaction, etc.); 2) the ability to understand deeply the internal properties and characteristics of the person (we mean penetration of the spirit world, intuition); 3) the ability

for empathy (empathy, compassion, kindness, respect for willingness to help); 4) the ability to analyze the behavior of the other person (to reflect); 5) the ability to manage yourself and the process of subject-subject communication (to self-control). So, we are sure, that social intelligence also includes such phenomena as communicative competence, competence in a sphere of anticipation and reflection (the latter are considered as structural components of social intellect). But this point of view must be tested in our empiric researchers, which we'll described in consequent articles.

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ПСИХОЛІНГВІСТИЧНИЙ КОНТЕКСТ ІДЕЇ РОЗУМІННЯ ТА ПРОБЛЕМА СОЦІАЛЬНОГО ІНТЕЛЕКТУ ОСОБИСТОСТІ

Анотація

У статті аналізуються проблеми співвідношення реального та ідеального, що допомагає нам відповісти на питання щодо форм філософської ідеї розуміння, щодо істини пізнання людиною самої себе та власне презентації цієї істини у взаємовідносинах із навколишньою дійсністю. У статті описано структуру соціального інтелекту педагога, виділено і обґрунтовано психологічні детермінанти розвитку індивідуальних особистісних якостей педагогів, особливості використання педагогами когнітивних стилів виконання діяльності, які будуть визначати високий рівень розвитку соціального інтелекту.

Ключові слова: розуміння, реальний та ідеальний, соціальний інтелект, когнітивні стилі діяльності, особистісні якості.

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Аннотация

В статье анализируются проблемы соотношения реального и идеального, что помогает нам ответить на вопрос о формах философской идеи понимания, об истине познания человеком самого себя и собственно презентации этой истины во взаимоотношениях с окружающей действительностью. В статье описана структура социального интеллекта педагога, выделены и обоснованы психологические детерминанты развития индивидуальных личностных качеств педагогов, особенности использования педагогами когнитивных стилей исполнения деятельности, которые будут определять высокий уровень развития социального интеллекта.

Ключевые слова: понимание, реальный и идеальний, социальный интеллект, когнитивные стили деятельности, личностные качества.