

THE ROLE OF SOCIAL INTELLIGENCE IN PERSONALITY MATURITY

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ABSTRACT--*The issues of personality maturity are extensively studied in foreign psychology, and they are studied based on different theories, concepts, approaches, positions, and orientations. There is also a scientific analysis of the relation of personality maturity with social intelligence. This article explores the correlation relationships between social intelligence and other types of intelligence in personality maturity. Psychological analysis of the results was performed.*

Keywords--*intellect; analogy, visual, practical and social intelligence, personality maturity, social maturity, student, social intellectual relations*

I. INTRODUCTION

The relevance of the topic. Phenomena in different areas of community life show the relevance of the problem of personality maturity. The development of a person's social intelligence provides the basis for social activity and the ability of a person to make socially significant and socially beneficial changes in the world. Personal maturity means that a person is indifferent to the fate of his country and his people, and he is shaping an active civil position. Even patriotism can be built primarily on the maturity and conscience of social intelligence. For the first time in 1920, E. Thorndike used the concept of "social intelligence" in psychology. He illustrates the foresight of interpersonal relationships using this notion and compares it to a time-bound approach to human relations. This shows the importance of social intelligence and other intellectual components in personality development.

PM Jacobson in practice considers personality maturity and social maturity virtually nothing, and argues that "human perfection is primarily social maturity." Social maturity "is reflected in how a person understands his or her own place in society, how he or she has programmed his philosophy, his attitude to social institutions (ethics, legal norms, laws, social values), his obligations and his work." 143]. L.I. Ansiferova points out the link between personality development and social development: "... the unity of social and psychological development is evident in the leading role of social development in psychologists' attempts to differentiate the criteria of personality development: psychological characteristics are filled with social and socio-historical content." , C. 207-213]. E.V. Andrienko describes personal maturity as "the most important social qualities of a person, that is, an enhanced sense of responsibility; the need to care about other people; ability to actively participate in the life of the society, to be psychologically intimate with other people; ability to effectively use their knowledge and capabilities, to solve various life problems on the way to full expression; high level of general life activity; the development of a tolerant attitude towards adversity and the developmental level of its ability to overcome them"[12].

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It is well-known that the main function of the process of the person's social intellectual activity is to guide the subject in the world around him. It ensures the success of communication and social adaptation as a result of integration of social intelligence. According to E. Thorndike, there are the following types of personality: abstract is the ability to understand abstract, verbal, and mathematical symbols and to perform various mental activities with their help, and the understanding of social intelligence.

II. LITERATURE REVIEW

G.S. Sukhobskaya proposes the following list of attributes of individual psychological maturity: ability to independently predict his behavior, to mobilize his / her decision to act, to monitor the course and outcome of his actions, to reflect reflexivity; ability to “learn” from their behavior in different situations; ability to react emotionally to different situations of behavior [6]. In addition to individual-psychological maturity, the author also speaks of social maturity, which, in his view, is the ability to fully integrate and execute societal values, and to impart personal values exclusively towards human development.

R.R. Kalinina personality maturity includes responsibility, emotional maturity, self-control, independence, creativity, empathy, patience, self-confidence, naturalness, reflexivity. [9].

Personal maturity is controversial in the field of psychology, with a foreign researcher I.S. Cohn, G. Referring to the case of Olport [11, p.177], he discusses social maturity characterized by not only social roles but also human ability to act independently, active social position, and responsibility for the social consequences of one's behavior. , P. 177-193]. A number of authors consider the concepts of “social maturity”, “personality maturity”, “social and psychological maturity” as synonymous and thus emphasize the social nature of the individual [1; 12, pp.102-109].

As a social entity, a person interacts with different social groups and participates in the community. The development of a person's social intelligence is important. At the same time, as participants in many social groups, each of them interacts differently with other members of the group.

An intrinsic referral mechanism, which includes the mind, activity, and self-awareness, is essential for the person to become an individual. The development of a person as an individual is determined by his interest, character, ability, mental development, needs, and attitude to work. It is only when these features are developed that a person attains a certain level of social reality, work, people, and society. [19] Page 82].

Authors: BG Ananov, A.N Leontev, L.S Vygotsky conclude that the personality of the teacher is formed in the context of education and socialization [3, 9 - 10].

B. G. Ananov believes that when a person switches from teaching to work, maturity begins with the manifestation of civil, intellectual and moral maturity [2,158-159]. The individuality (physical maturity), personality maturity (civil maturity), the subject of understanding the world (mental maturity), and the orientation to work (work capacity) do not appear at a young age. According to BG Ananov, the general human and sexual maturity of a person is related to biological norms, a clear system of intellectual development and mental maturity, and a historical period, civil maturity with legal literacy, legal status, rights and duties, and national traditions of personal maturity. , environment, economic and political conditions, and professional maturity are directly related to mental and physical maturity.

Although the studies of psychologists of the country E.Goziev, M. Davletshin, G.Shoumarov, B.Kodirov, A.Jabborov, Sh.Barotov, N.Safayev, V.Karimova, Z.Nishanova did not study the role of direct social intelligence

in personal development. but the culture of the individual, the role of communication in the management of educational activities, the independent thinking that is an important psychological factor in teacher-student interaction, the social intellect aimed at ensuring the interaction of interpersonal relationships and interpersonal relationships with students. factors have been studied. [4,6,8,10,14,16,17,20,22,23].

In her research, D. Sobirova also identified behavioral, cognitive, emotional components and gnoseological, accumulative, communicative functions of social intelligence as a factor influencing the effectiveness of teacher's professional activity [17].

Corin Kosmitski and Oliver John explored seven key features of social intelligence based on the study of the implants of the individual: a good understanding of people's thoughts, feelings and goals; good dealings with people; knowledge of rules and norms of human relationships; to understand the other person's point of view; good adaptation to social situations; kindness and attention; be able to adopt new experiences, new ideas and values [24].

MAIN PART

Notwithstanding the foregoing points, it is worth noting that the role and importance of social intelligence in personality maturity. This is because the social intellectual activity of the individual carries the person's relationship with the world and is manifested in the activity of the subject acting in specific conditions at different stages of ontogenesis; the subject of need directs this connection, and as a result it becomes a understood and purposeful change of itself and of the world. Social intellectual activity is expressed as value in an integrative form, reflecting the individual characteristics of the individual and influencing the professional development of individuals of different ages and ensuring their adaptation. It is well known that a person's social intelligence is examined in close interactions with the person's behavior, which are not only resources that appear in communicative interactions, but also a factor influencing social goals and objectives.

Social intelligence is an independent ability in the structure of personality traits and characteristics. However, its incorporation into the organization and management of an individual's behavior in communicative interactions provides a certain social value, which is determined by the combination of moral and social characteristics, including the causes, strategies, characteristics, and characteristics of an individual's behavior. The latter have a certain degree of formation (maturity, development) and are manifested in communicative interactions through social intelligence.

The social intellectual factors that directly influence the effectiveness of the student's personality and the range of indicators explaining these factors have been studied in a comparatively-general and comparative-typical manner and studied in accordance with today's educational development requirements. All this calls for theoretical and empirical research in psychology to serve as mechanisms for further refining the psychological foundations of the human social intelligence.

III. METHODOLOGY

One of the characteristics of personality maturity is social intelligence. To determine the relationship between personality maturity and social intelligence, Dj. We used the method of Gilford and M. Seliven. The first reliable test for measuring social intelligence was developed in 1960 by J. Gilford. We used a personalized test battery based on the results from the Paris Center for Applied Psychology. We also performed a psychological analysis of the methodology's results. J The Gilford test not only predicts the overall development of social intelligence but also the outcome of human behavior; proportionality of verbal and nonverbal expression expression; the ability to analyze complex situations in interpersonal interactions.

Student's ability to work with words related to V-factor in order to determine the interrelationship of other types of intellectual intelligence with personality maturity test "Comprehensive analogies", factor of N-numbers "Signal separation" and "Logical series of numbers", "Mathematical intelligence" tests, practical and motor activity, and the use of tests in the field of "applied intelligence" and "visual intelligence" related to spatial cognition.

The reason for our study of the features of social intelligence is that in the last century, there was an idea that intellectual growth alone was not enough for a person to become a person. flexible, able to perceive other people's experiences, influence them, be approachable, adapt their behavior to others An entity also involve the question. There are many types of intelligence that manifest themselves differently. On the contrary, a person with a high IQ may not necessarily be socially mature or socially mature.

Social intelligence as a separate psychological study that promotes personality maturity; empirically we analyze social factors, indicators, and correlation relationships between them that contribute to the harmony of personality maturity. Therefore, let us go directly to the review of the survey results (Table 1).

As we use the method of Gilford in the study of social intelligence in students, the subtests contained in it serve to illuminate the facets of the common human intellect. Based on the content of the concept of general intelligence and the nature of the methodology, the students' ability to adapt to social and social conditions and the integrated intellectual ability to perceive and interact with people represent a moderate value.

Table 1: Indicators of students' social intelligence

	General and social intelligence	M	Y
	General Intelligence	94.12	10.95
	Understanding the feelings, thoughts, and intentions of the participant	3,41	0,59
	Understanding Noverbal Behavior	3,38	0,92
	Understanding Verbal Expression	2,81	0,63
	Analysis of Interpersonal Interaction	2,78	0,94

It is obvious that students should always pay attention to the development of general and social intelligence in the learning process. Their overall intelligence (IQ), as well as the mean, showed a moderate strong level of understanding of the participant's feelings, thoughts and intentions (3.41 ± 0.59) from the criteria for social intelligence. This concludes that students have the ability to predict human interactions and predict the course of events, but must develop. If students had a high ability to solve this subtest, they would be able to look at a photo of strangers and give a detailed description of their identity. Unfortunately, this aspect of students' social intelligence has grown far above average.

Students were also above average in understanding nonverbal behavior (3.38 ± 0.92). Students demonstrate their ability to prepare themselves for a business environment, promote nonverbal signals, and use human nonverbal communication as a basis for assessing skills based on their position, facial expressions and behaviors. If students achieve a higher quality of self-esteem, then this means that they have an increased tendency to active, stench, deep reflexion, sensitivity to their emotional states in communication, and understanding their own feelings.

The students' average of the other two subtest indicators, namely understanding of verbal expression (2.81 ± 0.63), analysis of interpersonal interaction (2.78 ± 0.94), indicates that these areas of student intellectual intelligence are still underdeveloped. Let us try to analyze their correlation relationships using test criteria that serve to assess students' social intelligence (Table 2). There is a positive correlation between the criteria for assessing students' social intelligence. In the analysis of mean values, correlations were found to indicate that students had higher average scores on "understanding the participant's feelings, thoughts and intentions" and "understanding nonverbal behavior" ($r = 0.402$, $p < 0.05$). it was confirmed that opportunities for assessing the environment, the behavior, interpersonal qualities and experiences of the interviewees were legally related (Table 2).

In this case, between the first factor and the second and third factor; the correlation relationship between the second factor and the third and fourth factor and finally the third factor and the fourth factor was obtained

Table 2: Student social intelligence relationships

Social	Unders	Understa	U	Analy
	tanding the feelings, thoughts, intentions of the participant	nding Behavior	nderstanding Noverbal Verbal Expression	sis of Interpersonal Interaction
intellect	1	0,402*	0,341	0,586**
components		1	0,362	0,628**
Understanding the feelings, thoughts, and intentions of the participant			1	0,341

Understanding Nonverbal Behavior				1
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* p<0.05; ** p<0.01

In turn, it is scientifically proven that students do not experience problems in “interpersonal interaction analysis” if they develop the ability to “understand the feelings, thoughts, and intentions of the participant” ($r = 0.586$, $p < 0.01$). By developing the ability to understand nonverbal behavior, “it is possible that perfection of interpersonal interaction can be enhanced. ($r = 0.628$, $p < 0.01$). It is natural that the correlation between the results of general intelligence and the amount of social intelligence also plays an important role in the individual's development. We were able to identify correlation relationships between all the methodologies for examining the relationship between students' social intelligence and other intellectuals.

Students are well aware of their interlocutors' understanding of this, so that they have a good understanding of nonverbal and verbal expressions. They are able to understand the essence and content of the speech, adapt themselves to their interlocutors, and communicate with anyone. In them, comparing nonverbal signals in people with verbal signals and knowing the truth are often understood as intuition signals.

Table 3: Indicators of students' social intelligence with other types of intelligence

Types of the intellect	Total	Analogy	Analysis	Meaning	Visual	Practical	P
Social intellect components Understanding the feelings, thoughts, and intentions of the participant	402*	0,89	0,1	0,110	,096	0,171	-
Understanding Nonverbal Behavior	108	0,68*	0,3	-0,154	,175	0,158	-
Understanding Verbal Expression	228	0,085	-	0,159	,094	0,058	-
Analysis of Interpersonal Interaction	279	0,51	0,2	0,165	,031	0,069	-

* p < 0.05

There was a correlation between students' understanding of the participant's perceptions, thoughts and intentions, overall intelligence ($r = 0.402$, $p < 0.05$), nonverbal behavior, and complex correlation test ($r = 0.368$, $p < 0.05$). This means that the correlation relationship contributes to the understanding of the interviewee's feelings, thoughts, and intentions in the student's intellectual intelligence. The ability to differentiate complex logical relationships also helps to understand nonverbal behavior.

The current diversity of approaches to understanding the interrelationship between social intelligence and other intellectual components that promote student maturity testifies to the active search for truth in this area of research. Clearly, the research resources of social intelligence are not yet complete.

REFERNCE

1. Social intelligence of a person develops under the influence of types of personality, personality traits and cognitive, emotional, and behavioral components that have a specific social psychological structure.
2. The Social Performance Indicators of the Person were studied on a four-dimensional basis using the Gilford method. At the same time, socio-psychological indicators of a person's social intelligence are defined and evaluated by the manifestation of personality traits such as adequate understanding of verbal and nonverbal behavior, tendency to communicate, emotional stability, and effective interpersonal interaction.
3. There are psychodiagnostic methods for research of students' general intellect, and their implementation helps to obtain sufficient scientific and methodological information on the professional and personal development of the person.
4. Criteria for determining students' social intelligence are more closely related to the general intellectual criteria than they are by gender.
5. Student youth's ability to understand verbal expression - their ability to differentiate concepts according to important signs, that is, their ability to reason logically. Significant differences in the ability to analyze them have been observed, which is a slowdown in their ability to make logical conclusions.
6. It was confirmed that the ability to evaluate the social environment, the behaviors, interpersonal qualities and experiences of the interlocutors in the combination of intellectual abilities of students in interpersonal relationships was confirmed.
7. Our analysis showed that students' ability to understand the feelings, opinions, and intentions of the participants in the social intelligence showed a clear correlation with the perception of nonverbal behavior and a clear picture of verbal expression. Also, the criteria for students' social intelligence were able to generate a number of positive relationships with other intellectuals. At the same time, the ability of the participant to understand the feelings, thoughts and intentions can have a positive impact on both the overall intelligence and the understanding of complex logical relationships, and the ability to differentiate important and important aspects of the concepts. indicates that the
8. The students' understanding of the feelings, thoughts and intentions of the participant in social communication, the criteria for understanding nonverbal behavior reflect both a positive and a direct correlation with the overall intelligence.
9. Recommendations: In order to cultivate social intelligence, it is necessary to do research in the new direction of psychological and pedagogical support, which is aimed at solving problems arising in the educational process. It is obvious that for the personal development of students, it is important to consider the educational process in higher education as a holistic system and take into account three aspects of education:
10. Systematic organization of students' psychological and pedagogical impact on their professional development and intellectual development in the process of teaching and personal development.

11. Creation of psycho-pedagogical and social conditions aimed at personal development, intellectual maturity and development of students in the conditions of professional development. This in turn leads to the manifestation of individual characteristics of students.
12. Creating special psycho-pedagogical and social conditions that facilitate the professional and personal development of students in the learning process. The mechanism that will help future specialists to develop their intellectual potential in the formation of personality maturity should be structured interventions that address psychological and pedagogical problems. Develop a series of action plans for the formation of the students' qualities of freedom, independence and social activity by ensuring consistency and continuity between the educational and spiritual work
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