Theoretical Model of Preschoolers' Social Intelligence Development

Alexander Savenkov*

Professor, Director, Institute of Pedagogy and Psychology of Education, Moscow City Pedagogical University, Member of the Russian Academy of Education, Moscow, Russia

***Corresponding Author**: Alexander Savenkov, Professor, Director, Institute of Pedagogy and Psychology of Education, Moscow City Pedagogical University, Member of the Russian Academy of Education, Moscow, Russia.

Abstract

The ways of constructing the content of the child's social intelligence diagnostics and development are described in the article with means of the three-dimensional graphic scheme. A virtually infinite number of methodical means of diagnostics and development of the basic components of the child's social intelligence can be developed because of the intersection of lines on the three faces of the parallelepiped.

Keywords: Social Intelligence; Social Competence; Social Intelligence Diagnostics; Social Intelligence and Social Competence Development

Introduction

Theoretical models of social intelligence developed by psychologists from different countries [1-11] are widely used in applied psychological and pedagogical studies and educational practice. The most intensive work is carried out on the creation of methodical means of diagnostics and development of social intelligence [3,12-14]. Active work of the working-out of the methods of the children of different age social intelligence development is being done based on the proposed theoretical models in pedagogical psychology and educational practice [15-18].

The programs and methods of the child's social intelligence developing in kindergarten are becoming increasingly popular in Russian educational practice. The process of the child's social intelligence development is being significantly activated from the very moment of entering the kindergarten. The child's social circle expands, special classes are conducted with him in various activities and it contributes to the socio-perceptual abilities development and helps to overcome self-centeredness as well as allows the child to master simple skills of teamwork [19].

Our task is to create a basis for constructing the content, forms of organization, means and methods of developing the social intelligence of a preschool child in the context of joint activities with contemporaries and adults. The main function of the theoretical model presented in Figure 1 is to create conditions for the development of a virtually infinite number of methodical means of diagnostics and development of the basic components of the child's social intelligence.

While developing our own theoretical model for diagnosing and developing the child's social intelligence we used the analogy with the well-known in the professional community scheme - "The Structure of the Intellect" by the American psychologist J Gilford [20]. As is well known his theoretical model of the structure of the intellect represents not social but general intellect. Education practitioners involved in the children's intelligence development have always been attracted to the J Guilford [20] model because lots of different intellectual abilities can be revealed by looking closely at the various cells.

There is a reason to believe that it was the multifactor construct that made J Guilford's model one of the most popular in educational practice in different countries. A large number of selected factors is a good basis for the development of educational programs and methods of intelligence diagnostics as well as specifying what is to be purposefully developed in educational practice. From the point of view of solving applied psychological and pedagogical problems, multifactor theoretical models are mostly productive. Not highly strictly verified simple clear schemes but the most detailed theoretical structures containing many different structural elements that characterize the largest possible number of facets of the mental phenomenon being researched are valued in education.

Our proposed theoretical model of the child's social intelligence diagnostics and development is presented in the form of a parallelepiped, each face of which characterizes the processes development of from three sides:

1. The first side describes the basic components of the social intelligence of the child.
2. The second side describes the activities in which the social intelligence of a preschooler is revealed and formed.
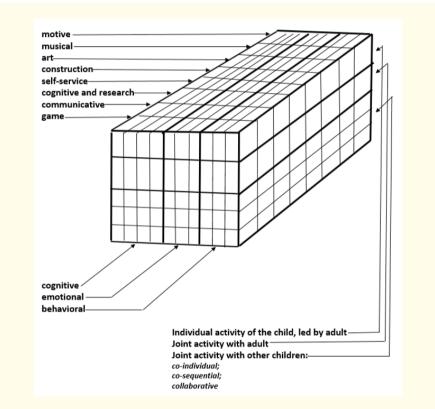3. Third side describes the forms of organization and ways of interaction between children and adults.

Figure 1: Theoretical model of social intelligence of a preschooler diagnostics and development.

The basic characteristics of social intelligence

The basic components of social intelligence describe three groups of criteria: cognitive, emotional, and behavioral. In accordance with them, the first face of the parallelepiped is drawn:

1. Cognitive:
   - Social knowledge: Knowledge about people, knowledge of special rules, understanding of other people;
   - Social memory: A memory for names, a memory for faces;
   - Social intuition: Assessment of feelings, determination of mood, understanding of the motives of other people actions, the ability to adequately perceive the observed behavior within a social context;

- Social forecasting: Formulating plans for one's own actions, tracking one's own development, reflecting on one's own development and evaluating unused alternative opportunities.

2. Emotional:
   - Social expressiveness: To adequately express one's own emotions, to understand the emotions of other people, emotional control;
   - Empathy: The ability to take other people situation, to put oneself in the place of another (to overcome communicative and moral egocentrism);
   - Ability to self-regulation: The ability to regulate one's own emotions and one's own mood.

3. Behavioral:
   - Social perception: The ability to listen to the interlocutor, to understand of humor;
   - Social interaction: The ability and willingness to work together, the ability for collective interaction and as the highest type of this interaction - collective creativity;
   - Social adaptation: The ability to explain one's point of view and to convince others, the ability to get along with other people, openness in relationships with others.

Types of children's activity

In modern Russian kindergartens and in their daily life, preschool children are engaged in the following activities: play; communicative; cognitive and research; self-service and elementary household work; construction of various materials; art; musical; motive; reading.

Let us briefly describe the possibilities of each type of preschoolers' activity in the child's social intelligence development:

1. Game activity includes role-playing, playing with rules, and other types of games. The most important aims are: the development of children's play activities; the formation of positive attitude towards yourself and others; the introduction of children to the elementary generally accepted social, moral norms and rules of relationships with peers and adults.
2. Communicative activity includes communication and interaction with adults and peers. In the process of communicative activity the tasks of developing free communication with adults and children are solved, the tasks of developing all components of children's verbal speech in various activities, practical mastering of speech norms occurs.
3. Cognitive and research activity is focused on stimulating children's research behavior. It includes research of objects, events and phenomena of the surrounding world, observation and experimentation with them. Main objectives: development of sensory culture in children; cognitive and research productive activity; formation of elementary mathematical representations; formation of the foundations of a holistic scientific picture of the world by expanding the children's horizons.
4. Self-service and elementary household work of children are to solve the tasks of self-service skills developing, raising value relationship to their own work results and to the results of the work of other people; the formation of primary ideas about the work activity of adults, its role in society and in the life of each person.
5. Construction of various materials assumes creation of designs from various materials: paper, plasticine, natural materials. This includes working with various game kits for design. During construction the child begins to solve the first design problems.
6. Art activity of children includes drawing, modeling, and appliqué. This type of activity is aimed at improving their productive activities, the development of creativity, perception and understanding of works of art.
7. Musical activity includes: perception and understanding of the beauty and meaning of musical works, singing, mastering musical rhythmic movements, playing children's musical instruments. This type of activity is aimed at the primary development of musical and artistic literacy of children and their introduction to the musical art.
8. Motive activity - mastering the basic movements, the accumulation and enrichment of motor experience, the formation of children's needs for physical activity and physical improvement, as well as the development of physical qualities.

Using the informative material of each type of activity, a lot of special tasks and exercises aimed at child's social intelligence diagnostics and development can be developed. Since social intelligence involves various forms of interaction between children and other children and adults, these ways of interaction must be identified on the next face of the parallelepiped.

The main forms of organization of children's activity

The main forms of organization of children's activity include:

1. Self-activity of the child. In the course of independent activity, the formation and development of purposefulness and self-regulation of one's own actions takes place. In social intelligence development the child's independent activities play not such an

important role as joint activities do, however, the ability to independently engage in any activity is an important predictor of the child's overall cognitive development and an indicator of the health of his emotional sphere.

2. Individual activity of the child, carried out under the guidance of an adult. A significant part of the tasks provided by the plan of educational activities in kindergarten the child fulfilled individually, but under the guidance of an adult. In this way, classes can be built in areas of any subject orientation (game, communication, cognitive and research, design, art, musical, etc.). An adult should help the child to feel like a full-fledged participant of the activity to have an opportunity to show initiative and independence in achieving the goal.

   It is important to understand that the emotional and social development of a preschooler does not occur by itself, it is carried out based on purposeful education carried out by an adult [19]. The nature of the relationship of this adult with others, his behavior, his affective reactions to what is happening set the child standards and models of modes of action. The child imitates the emotional reactions of this adult, which is very important.

3. Joint activity with adults. A somewhat different aspect the segregation of the joint activity of the child with an adult reveals. At first glance, this kind of interaction resembles the previous version, however, the differences are very noticeable on closer examination. In the first case an adult plays the role of a mentor, in the second he is a full participant of the process. Concerning the joint activity of the child and the adult we are not so much interested in the productivity of this activity, but in the educational value of the interaction process.

4. Joint activity with other children. Joint activities create prerequisites for the positive socialization, the formation of the foundations of collective relationships, the development of children's cooperation, and the overcoming of children's egocentrism, expressed in trying to act in the interests of other people.

To understand the pedagogical action of joint activity mechanisms, it is necessary to classify its possible options, which allows organizational and methodological decisions being structured; it will provide an opportunity to build up gradually more complex educational activities for children's social intelligence development.

Three main forms of joint activity organization are revealed by specialists in the psychology of joint activity:
   1. Co-Individual;
   2. Co-Sequential;
   3. Collaborative [21].

They are presented on the right side of the parallelepiped (Figure 1). Despite the conventionality of their verbal designation, each of these names indicates the nature of the interaction of group members in the process of their activities.

The first of the selected forms - co-individual, is characterized by the fact that at the beginning the participants work in isolation, autonomously and only at the final stage the work of each becomes a part of the overall result. For example, each child draws a flower (a bird, a boat, a butterfly, etc.), and then his flower is glued on a general sheet and one large bouquet is made by a group of children.

The following form of organization of joint activities is conventionally called "co-sequential". In a co-sequential form of activity organization the result obtained by one participant becomes the subject of the activity of the next, then the third, the fourth and so on and so forth (for example, a sports relay or a conveyor). The co-sequential form of activity organization may be creative by its content or orientation.

The third "jointly interacting" form of organizing joint activities, implies that the coordination of the participants' actions takes place at all stages of work, from planning to receiving the final product. The interaction can be organized in pairs, in a small group (three or four people), and in a group of relatively large composition (20 - 25 children).

Noting the importance of joint activities for preschool education, it should be underlined that we are not so much interested in the effectiveness of the group and the child participating in it. We are interested in the pedagogical value of this participation, which is important in terms of the positive socialization of the preschooler's personality. In preschool education, individual, personal experience obtained by children in the course of joint activities is of fundamental importance [22-27].

Conclusion

In order to use this scheme, just select one of the cells. A virtually infinite number of methodical means of diagnostics and development of the basic components of the child's social intelligence can be developed because of the intersection of lines on the three faces of the parallelepiped.

Bibliography

1. Bar-On R. "Emotional intelligence and self-actualization". Emotional intelligence in everyday life. Joseph Ciarrochi, Joe Forgas, and John D. Mayer. New York: Psychology Press (2001): 82-97.

2. Luneva OV. "The main models of social intelligence". Bulletin of KSU. ON. Nekrasov 18 (2012): 44-47.

3. Lyusin DV. "Modern ideas about emotional intelligence. Social intelligence". Theory, measurement, research. Ed. D.V. Ushakova, D.V. Lucina Moscow: Institute of Psychology, Russian Academy of Sciences (2004): 29-39.

4. Ushakov DV. "Social intelligence as a type of intelligence". Social intelligence: theory, measurement, research. Ed. DV Lyusina, DV Ushakov. M: Institute of Psychology, Russian Academy of Sciences (2004): 11-28.

5. Savenkov AI. "The structure of social intelligence". *Modern Foreign Psychology* 7.2 (2018): 7-15.

6. Salovey P and Mayer JD. "Emotional intelligence". *Imagination, Cognition, and Personality* 9 (1990): 185-211.

7. Sternberg R., *et al*. "Practical Intelligence". SPb: Peter (2002): 265.

8. Cantor N and Harlow R. "Social intelligence and personality. Flexible life-task pursuit". Personality and intelligence. Eds. R.J. Sternberg, P. Ruzgis. Cambridge, U.K: Cambridge University Press (1994): 137-168.

9. Gardner H. "Frames of Mind. The Theory of Multiple Intelligence". New York: Basik (1983): 440.

10. Mayer JD., *et al*. "Perceiving affective content in the field of environmental intelligence". *Journal of Personality Assessment* 54.3-4 (1990): 772-781.

11. Mayer J., *et al*. "Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT". User's Manual. Toronto, Canada: Multi-Health Systems (2002): 109.

12. Belova SS. "Subjective assessment of the intelligence of another person: the effect of verbalization". Social intelligence: theory, measurement, research. Ed. DV Lyusina, DV Ushakov. M: Institute of Psychology, Russian Academy of Sciences (2004): 39-62.

13. Sergienko EA., *et al*. "Creation and psychometric testing of methods for measuring emotional intelligence (TEI)". *Kazan Pedagogical Journal* 3.122 (2017): 113-118.

14. Chapin FS. "The Social Insight Test. Palo Alto". CA: Consulting Psychologists Press (1967): 242.

15. Andreou E. "Social preference, perceived and relational aggression". *School Psychology International* 27.3 (2006): 339-351.

16. Karpova SI., *et al*. "Model of development of emotional intelligence and social competence in children of senior preschool age in collective visual activity". Bulletin of the University of Tambov. Series: Humanities 23.174 (2018): 99-107.

17. Pabian S and Vandebosch H. "Developmental trajectory of the ciber (bullying) during early adolescence". *Journal of Early Adolescence* 36.2 (2016): 145-170.

18. Razaei A AND Mousanezhad Jeddi. "Relationship between wisdom, perceived control of internal states, perceived stress, social intelligence, information processing styles and life satisfaction among college students". *Current Psychology* 1 (2018): 1-7.

19. Vygotsky LS. "Psychology of human development". M: Publishing House of Meaning; Publishing house Eksmo (2005): 1136.

20. Guilford J. "The structure of the intellect". Psychology of thinking. Ed. A.M. Matyushkina M: Progress (1965): 433-456.

21. Zhuravlev AL and Zankovsky AN. "Trends in the development of organizational psychology". *Psychological Journal* 38.2 (2017): 77-88.

22. Handbook of cultural intelligence: Theory, measurement, and applications. Eds. S. Ang, L. van Dyne. New York, NY: Routledge (2015): 414.

23. Kosmitzk C and John OP. "The implicit use of explicit conceptions of social intelligence". *The Personality and Individual Differences* 15.1 (1993): 11-23.

24. Mayer JD. "Emotional Intelligence: Key Readings on the Mayer and the Salovey Model". John D. Mayer; Eds. Marc A. Brackett, Peter Salovey. Port Chester, NY: National Professional Resources (2004): 329.

25. Roberts RD., *et al*. "Emotional Intelligence: Problems of Theory, Measurement, and Practical Application. Psychology". *Journal of Higher School of Economics* 1.4 (2004): 3-26.

26. Savenkova TD and Parkhimovich ZV. "The development of emotional intelligence of the child by means of play and art activities". News of the Institute of Pedagogy and Psychology of Education 1 (2018): 100-113.

27. Yurkevich VS. "Intellectual talent and social development: a controversial connection". *Modern Foreign Psychology* 7.2 (2018): 28-38.