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## THE INFLUENCE OF INTELLECTUAL ACTIVITY ON THE DEVELOPMENT OF REFLECTIVENESS IN A PERSON

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### ABSTRACT

The article is devoted to the issues of reflexivity and social intelligence in a person. According to him, the relationship between the characteristics of reflexivity in a person and social intelligence is substantiated. Also, a psychological study was conducted to investigate the relationship between reflexivity and social intelligence, and the results were analyzed.

### KEYWORDS

Reflection, self-management, self-awareness, intelligence, social intelligence, empathy, interaction, self-motivation, social thinking, social imagination.

### INTRODUCTION

Since the concept of social intelligence was one of the first to be put forward in the field of science, interest in this concept has changed. Researchers, trying to understand the specifics of this phenomenon, have proposed different methods to study it. Accordingly, various methods of intelligence have been identified, and since errors have arisen in trying to distinguish the

boundaries of the concept of social intelligence, most scientists have avoided it.

The concept of "social intelligence" was first used in 1920 by E. Thorndike, who interpreted it as predictability in interpersonal relationships and equated it with the ability to act rationally in human relationships. E. Thorndike considers social intelligence

as a unique cognitive ability that ensures successful communication with people. The main task of social intelligence is to predict behavior. According to E. Thorndike, there are three types of intelligence: abstract intelligence as the ability to understand verbal abstract and mathematical symbols and perform actions with them; concrete intelligence, as the ability to understand things and objects in the material world and to perform actions with them; social intelligence as the ability to understand and communicate with people. E. Thorndike says that social intelligence is different from ordinary intelligence [5].

G. Allport describes social intelligence as the ability to correctly assess people, predict their behavior, and adapt to interpersonal relationships. It highlights a number of features that provide a better understanding of other people. Social intelligence is included as a special ability in the structure of these characteristics. According to G. Allport, social intelligence is a special "social gift" that provides fluency in relationships with people [3]. At the same time, the author emphasizes that social intelligence is related to behavior, and not to the considered concepts: its product is not working with concepts, but social adaptation.

In particular, according to J. Godefroy, social intelligence is determined by one of the processes of social thinking or social imagination, which is not studied in general and social psychology (D. Myers). Issues of social intelligence are discussed in solving the problem of intellectual ability, where genetics is considered as the primary form of intellectual ability. Social intelligence is often thought of as intelligence as a form of intellectual talent.

A methodological guide to the study of social intelligence was created in the 1980s. D. Keating created a test that evaluates moral or ethical thinking.

M. Ford and M. Tisaklar (1983) successfully solved problem situations based on the measurement of intelligence [4]. They demonstrated that social intelligence represents a distinct and consistent set of mental abilities related to social information processing, underlying "formal" thinking as tested by "academic" intelligence tests.

Initially, E.M. Emelyanov defined social intelligence in psychology, he closely connected social intelligence with the concept of "social sensitivity". He believed that personal "heuristics" are formed on the basis of human intuition, which are used to draw conclusions about interpersonal relationships (1987). The author understood social intelligence as a stable, unique thought process, social experience, understanding of self and others, their interactions and prediction of interpersonal events. Sensitivity is needed to form social intelligence, empathy is the basis of social intelligence. Here, social intelligence is considered in terms of the main characteristics that contribute to its formation [2].

A.A. Bodalev considered social intelligence in terms of interpersonal intelligence. According to A.A. Bodalev, a comparative study of the characteristics of human cognitive processes is an interesting task. Therefore, he emphasizes that it is necessary to study the main components of the human mind: attention, perception, memory, thinking, imagination, because a person communicates with other people. At the same time, the research of these emotional processes, which express their productivity, specific characteristics of activity, involves solving tasks in the form of simple communication [1].

It is known that one of the tasks of research work is to study the formation of social intelligence in a person, as well as to check whether it is related to the characteristic of reflexivity. A modified version of S.

Hall's "Social Intelligence" methodology was used in the research process. The methodology consists of 30 questionnaires, which examine the level of personal development of a person, that is, self-awareness, self-

control, empathy, interaction skills, self-motivation, etc. This questionnaire was conducted among students and teenagers, and the results were analyzed quantitatively and qualitatively.

Table 1

The relationship between social intelligence and reflexivity at different ages

Reflexivity properties	Types of social intelligence				
	Self awareness	Self-discipline	Empathy	Communication skills	Self-motivation
Self-directedness	0,04	0,03	-0,001	-0,01	-0,003
Orientation to other people	0,04	0,03	0,04	-0,04	-0,01
Retrospective reflection of activity	0,07	0,08*	0,10*	-0,05	0,07
Reflection of current activity	0,03	0,05	-0,02	-0,03	0,09*
Reflection of future activity review	0,08*	0,03	0,04	-0,05	0,04
Reflection of action and communication with other people	0,05	-0,01	0,02	-0,05	0,05

According to the results of the research, it was possible to check the relationship between the characteristics of reflexivity and the types of social intelligence during adolescence and student period. According to him, it was determined from the results of the experiment that the priority strategies of reflexivity directed at oneself and others are not related to the types of social

intelligence. As it is known, we can see that people who can plan and manage their own activities have harmoniously developed processes such as empathy, interaction, and self-motivation.

Based on the results of the experiment, it is determined that retrospective reflection of activity is correlated with self-control ( $r=.080$ ;  $r \leq 0.05$ ), empathy

( $r=.103$ ;  $r\leq 0.05$ ). It should be noted that the activity process itself essentially requires self-management. In particular, self-regulation is the ability of a person to control his emotions. Self-control in this person allows him to manage his emotional state. It is one of the important qualities in professional activities related to management, communication, service, education. When a person has developed the characteristic of self-management, then in the process of activity it is observed that the actions are carried out systematically according to the purpose.

According to the results of the table, it is observed that the reflection of current activity is related to self-motivation ( $r=.095$ ;  $r\leq 0.05$ ). It is worth noting that the emergence of reflexivity today requires self-motivation of the individual. If we look at the daily activities of a teenager and a student, all their processes are related to the characteristics of the motivational system. Therefore, we can see that the basis of success in one's work is literally inextricably linked with the development of the motivational field.

It is observed that reflection on future activities is related to self-concept of social intelligence ( $r=.084$ ;  $r\leq 0.05$ ). Self-awareness is the ability to understand one's emotions, motives, and needs. It should be noted that self-awareness refers to being aware of one's emotions, motivations, and needs.

The results of the methodology show that there is a relationship between individual reflexivity and social intelligence. In particular, retrospective reflection of activity is associated with self-control, empathy, reflection of current activity with self-motivation, and reflection of future activity with self-awareness.

Based on the studied theoretical sources and the results of the conducted research, we can make the following conclusions and recommendations:

- the relationship between the types of social intelligence and reflexivity in individuals of different age periods is noticeable;
- retrospective reflection of activity in a person is observed to be related to social intelligence, self-management, empathy, etc.;
- there is no correlation between the priority strategies of reflexivity to oneself, others, reflexivity of action and communication with other people, and interaction skills of social intelligence at different age periods.

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