

## THE ROLE OF COMMUNICATIVE COMPETENCE IN THE STRUCTURE OF SOCIAL INTELLIGENCE OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS

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**Abstract.** *Communicative competences occupy a prominent place in the structure of social intelligence. Communication skills play a particularly important role in the activities of teachers of higher education institutions. The purpose of the article was to find out the role of communicative competence in the structure of social intelligence of teachers of higher education institutions. The methodological basis of the research was the general scientific methods of analysis and synthesis, comparison and generalization, as well as the historical method and the method of visualization. The information base of the research was scientific works obtained from open sources. The main results of the study were the systematization of scientific works in the field of social capital, compiled according to the chronology of the study. The main theories of the stage of multidisciplinary development of social capital in modern conditions are summarized. Systematized the main components of the subject's communicative competence in general, and of teachers of higher education institutions in particular. The main characteristics of a communicatively competent teacher of higher education institutions are summarized. The author's concept of "communicative competence of a teacher of secondary education" is proposed.*

**Keywords:** *social capital; communicative competences; communicative competence of the teacher of higher education institutions.*

**JEL Classification:** I22, I33, J24

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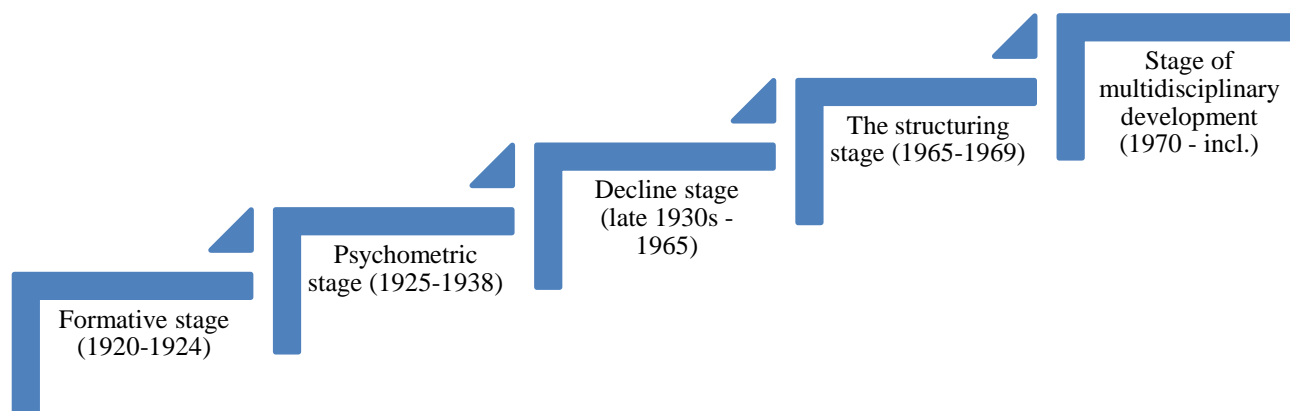
**Introduction.** Successful socialization depends on the characteristics and level of social intelligence (SI). That is why in the last two decades, domestic psychological science has paid special attention to the study of social intelligence, since it determines the success of social cognition, social interaction and social adaptation. Among scientists, there is no unified vision regarding the definition of intelligence itself, and there are many discussions about the structure of intelligence.

That is why we need to analyze the existing approaches to determining the place of social intelligence in the structure of intelligence and make a theoretical and methodological analysis of the phenomenon of social intelligence, its functions and structure.

**Literature review.** Among scientists, there is no unified vision of the content of intelligence and there are many discussions about its structure. That is why it is necessary to analyze the existing approaches to determining the place of social intelligence in the structure of intelligence.

The periodization of the study of social intelligence proposed by us includes only works that consider social intelligence as a psychological phenomenon (Fig. 1). Social intelligence can also be considered as a group phenomenon, irreducible to the sum of

the social intelligences of group members. This direction is especially popular within organizational psychology and team building training.



**Fig. 1. The main stages of the development of the theory of "social capital"**

Source: systematized by the authors

*The 1st stage - the stage of formation (1920-1924)* - the appearance of the concept of "social intelligence" in psychology. It is believed that the term was first used in 1920 by E. Thorndike in a short article "Intelligence and its use" for "Harper's Magazine", where he noted that intelligence as measured by tests is abstract-logical, but there are other practical and social intelligence. Abstract-logical intelligence provides understanding and operations with abstract, verbal, and mathematical symbols; practical - with concrete things and phenomena, and he described social intelligence as the ability to succeed in interpersonal relationships, the ability to manage other people, to behave "wisely" in communication situations. In addition to the above-mentioned article, E. Thorndike did not specifically consider the problem of social intelligence [1].

*The 2nd stage is the psychometric stage (1925-1938).* This period is characterized by the attempts of many researchers to find adequate methods of researching social intelligence and to develop psychometric tests to measure personal differences in its manifestations. For this purpose, the characteristics of social intelligence listed in the works of P. Vernon [2] were most often used. Most researchers faced the difficulty of distinguishing the concepts of SI and IQ, with the difficulty of verifying the validity of these diagnostic methods, which, over time, led to a loss of interest both in such tests themselves and in the concept of "social intelligence."

*The 3rd stage is the stage of decline (late 1930s - 1965).* During this period, the concept of "social intelligence" disappears from scientific circulation and psychological research, interest in it fades, most active AI researchers have recognized further work in this field as unpromising. The research was continued only by J. Guilford [3].

*The 4th stage is the structuring stage (1965-1969).* Social intelligence was considered in the framework of the intelligence model of J. Guilford, who, starting in the 20s, was engaged in the study of facial expressions and hoped to continue the work on a wider scale [3]. His model of the "structure of intelligence" is based on the "stimulus - latent operation - reaction" scheme. The role of stimulus in this model is performed by "task content", the role of operation is "mental abilities", and the response is "test results". By operations, the author understands the operation of concepts, memory, divergent and convergent performance, evaluation. J. Guilford's classification scheme has a total of 120 factors, highly specialized, independent intellectual abilities, which are determined by a combination of 5 different operations with 6 types of behavior and 4 areas of activity content. J. Guilford himself considered his model of intelligence as an extension of the triple classification of intelligence proposed by E. Thorndike [4].

The symbolic and semantic components of his system correspond to abstract intelligence, the figurative component to practical, and the behavioral component to social intelligence. J. Guilford and his colleagues paid the main attention to the study of the semantic and figurative components of the model of intelligence, and only at the last stages of their work they paid attention to the study of the behavioral component of intellectual abilities, which includes understanding the actions of other people and oneself. The behavioral component of his model corresponds to the concept of social intelligence, introduced into scientific terminology by E. Thorndike in 1920. Thus, J. Guilford, following E. Thorndike, singled out social intelligence as a separate intellectual ability, including interpersonal perception, social understanding, social competence and empathy, and in co-authorship with M. O'Sullivan created the first reliable test to measure of social intelligence and practically the only test measuring SI, which is widely used in world and domestic psychology today [5].

The last attempt to study SI within the J. Guilford project was made by a group of researchers led by M. Hendricks (Hendricks, Guilford, Hoepfner, 1969) [6]. They tried to develop test techniques to measure a person's ability to interact with other people, not just to understand their behavior. They called these skills "basic decision-making skills in interpersonal interactions." Because successful interaction involves the generation of diverse behavioral ideas, researchers have called these divergent thinking abilities creative social intelligence. As in the case of behavioral cognition, the very nature of the behavioral field was a prerequisite for technical problems in the development of tests, however, this period contributed to the growth of interest in SI and the development of psychological ideas about it [6]. According to N. Cantor and J. Kihlstrom, an important result of J. Guilford's research was the selection of two different, independent from each other and from other cognitive abilities, aspects of SI: understanding people's behavior (cognition of behavioral content) and adaptive interaction with them (production of behavioral content) [7].

*The 5th stage - The stage of multidisciplinary development (1970 - present time),* combines modern directions of SI research and is characterized by a significant duration, a wide range of different approaches and views on the nature of SI.

The research of this stage can be grouped according to several directions:

a) *Verification of the validity of SI and selection of its components*. This period is characterized by certain contradictions and paradoxical results. At that time, the following worked on the SI problem: D. Keating, 1978; M. Ford, M. Tisak, 1983; N. Frederickson, S. Calson, W.C. Ward, 1984; R. L. Lowman, G.E. Leeman, 1988; L. J. Stricker, D.A. Rock and others, and the main achievements were the selection of certain aspects (characteristics) of social intelligence and the transition to measuring the effective behavior of an individual in specific social situations [8-11];

b) *Theory of multiple intelligences by H. Gardner* [12]. H. Gardner, an American psychologist, specialist in the field of education, abandoning the tradition of searching for cognitive abilities that ensure high IQ scores and paying attention to other ways of knowing reality, suggested that intelligence is not a unitary, single cognitive ability and identified eight different types of intelligence : linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal and intra-personal, natural-research, which, in his opinion, are related to different areas of the brain. In the considered model, two types of intelligence (interpersonal and intrapersonal) are personal and social in nature. The scientist defined intrapersonal intelligence as a person's ability to have access to himself, openness to his own inner life, the ability to understand himself, his abilities and desires, reactions to various things, events, as well as urges and avoidance motives. He considered interpersonal intelligence to be the ability to distinguish between different personalities. The researcher attached great importance to the different system of symbols in which each form of intelligence is encoded in different cultures, therefore he considered personal and interpersonal intelligence to be very sensitive to linguistic representation and the socio-cultural environment where their formation takes place. H. Gardner built the justification of his theory on information from the respondents' testimonies, which caused fair criticism from the academic psychological community [12];

c) *Study of implicit ideas about social intelligence*. Some authors - Cantor, Mischel, 1977; Cantor, Smith, French, Mezzich, 1980; Kosmitzki, John, 1993; Sternberg et al., 1980 and others built their ideas about SI on the basis of the methodology of measuring everyday ideas, asking research participants to list the types of behavior characteristic of manifestations of various types of intelligence, and then to evaluate the degree of expression of these manifestations in specific and ideal people [13- 14]. The factor analysis carried out on the basis of the obtained results made it possible to identify the factor of "social competence", which included: the ability to correctly correlate information with the problem; sensitivity to the needs and wishes of other people; openness and honesty in relation to oneself and others; as well as kindness and attentiveness; punctuality; interest in world events and others; ability to perform conscious actions; the ability to identify errors and show interest, etc. In many studies of implicit theories, a clear SI factor was identified, which was determined by the above-mentioned characteristics, as well as the factors "social influence" and "social memory" [13]. An interesting concept within this research approach was presented by S. Kosmitsky and O. John, distinguishing two groups of SI components: cognitive and behavioral. To the group of cognitive characteristics, scientists included: assessment of perspective in communication, understanding of other people, knowledge of social

norms, openness in interaction with others. The behavioral group includes the ability to establish interpersonal relationships, social adaptability, warmth in interpersonal relationships [14] Thus, implicit theories of SI reflect a departure from considering this concept as a purely cognitive ability;

d) *Socio-intellectual approach to personality*. The dissatisfaction of researchers with the psychometric approach to SI stimulated the search for another understanding of its nature. V. Mishchel, who considered the most important result of cognitive development and social cognition to be the formation of a "repertoire" of cognitive and behavioral design competencies, which leads to the adaptive behavior of an individual, is considered the immediate predecessor of the consideration of personality from the perspective of social intelligence. Such behavior is provided by skills, external manifestations and actions, as well as internal mental activity [15]. N. Kantor and J. Kigelstrom [7], developing the SI model within this direction, distinguished three categories: declarative knowledge, which consists of abstract concepts and specific memory, and procedural knowledge - rules, skills, skills and strategies, using which a person operates with declarative knowledge, transforms it and applies it in practice. Together, they make up competence, that is, the ability to solve problems of social life, current tasks and manage personal projects;

e) *Emotional intelligence*. Understanding the importance of emotions in human life, establishing their connection with social intelligence, and difficulties in the development of research on SI itself contributed to the emergence of scientific interest in emotional intelligence. This concept is closely related to the concept of social, and most researchers developed this problem precisely in the context of studying social intelligence: H.J. Eysenck [16], H. Gardner [12], J. Guilford [3]. For the first time, the concept of "emotional intelligence" and its model were presented in R. Bar-On's doctoral dissertation, defended in South Africa in 1988 [17]. J. Mayer and P. Salovey developed the first model of emotional intelligence in 1990, which was later refined [18], and emotional intelligence began to be considered as the ability to perceive information provided by emotions: understand the meaning of emotions, their relationship, use emotional information as a basis for thinking and decision-making. The refined model of emotional intelligence consists of four skills that develop sequentially in ontogenesis and relate to both one's own emotions and the emotions of other people: identification of emotions; using emotions for effective activity; understanding and managing emotions. The researchers themselves considered emotional intelligence as a part of social, which includes the ability to control one's own feelings and emotions, the feelings and emotions of other people, distinguish them and use this information to control thinking and activities;

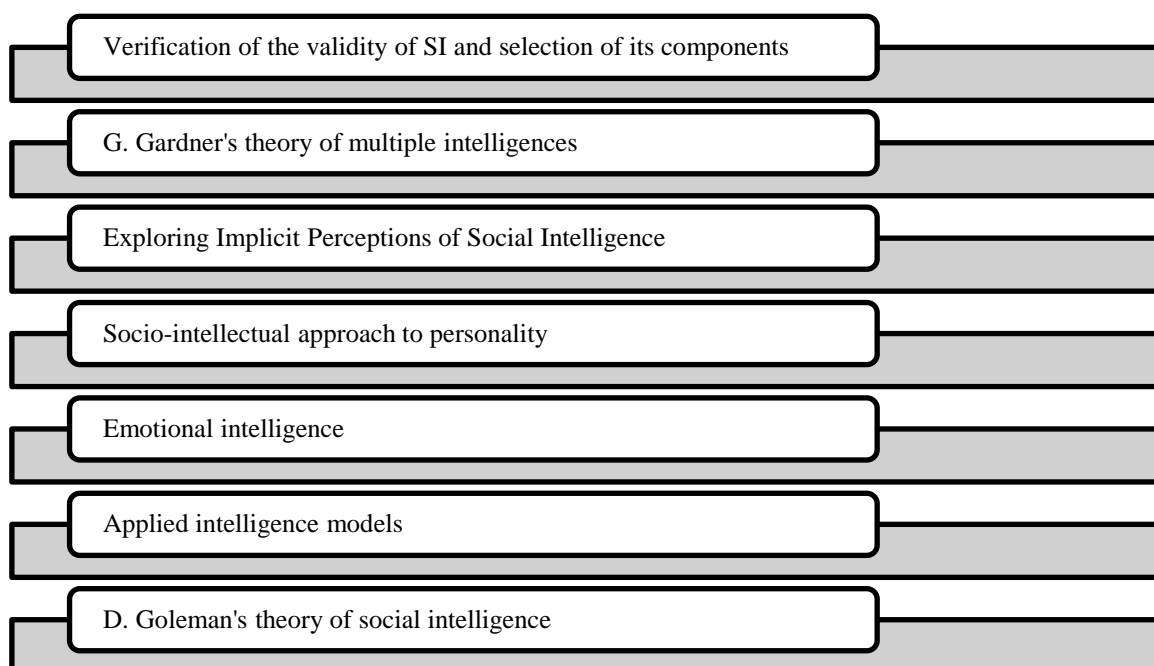
e) *Applied intelligence models*. This direction includes theories and approaches that have a direct connection with social intelligence and a significant practical orientation. Among the most developed is R. Sternberg's triarchic model of intelligence, according to whose opinion, intelligence ensures the interaction of an individual with the external environment, leads to success, and determines intelligent behavior. The author singled out three main groups of abilities in it: analytical, creative and practical, and referred to the latter as social intelligence, as the ability to reflect

socio-cultural and professional contexts. The researcher considered intelligence as a means of adaptation to the environment [19-20].

The practical needs of business education led to the emergence of development models. K. Albrecht [21], a specialist in organizational psychology, based on the analysis of theories of social intelligence, developed his own CI model focused on personnel training, calling it the abbreviation "SPACE" after the initial English letters of the five main components of this model: Situational Radar (Awareness) – situational awareness (awareness, psychological orientation); Presence - presence; Authenticity - authenticity; Clarity – clarity; Empathy - empathy. Characterizing SI as "a combination of basic understanding of other people and the skills of successful interaction with them", the author distinguishes it from ordinary intelligence (IQ) and correlates it with the model of multiple intelligence proposed by H. Gardner. The author divides people's behavior into toxic, nourishing and neutral. People with manifestations of toxic behavior, have poor social interaction skills and have low indicators of the level of SI development. In his work, the author develops a set of exercises and recommendations, and singles out five areas of its development for the purpose of further use in business, professional work and life: situational awareness - the ability to perceive the situation as a whole, distinguish emotions and intentions of people in given circumstances; presence - awareness of the impact on people created by your appearance, mood and body language, what impression you make on others; authenticity - behavior that proves that a person is honest with himself and others; clarity - the ability to express oneself, clearly formulate one's thoughts, use language effectively, justify one's position and convince others; empathy – the ability to perceive the feelings and emotions of other people, to feel one's connection with them [21].

g) *D. Goleman's theory of social intelligence* [22-25]. Drawing on the latest research in neuroscience, he describes the biological, chemical, and structural components of the brain that underlie skill and competence in social relationships. Considering emotional intelligence as one of the structural components of social, he defines SI as the ability to perceive and distinguish signals from other people and act on these signals. In their works, D. Goleman and R. Boyatzis described further research in the field of social neuroscience, studying the processes that occur in the brain of people during interaction, and identifying important and necessary traits inherent in a leader. Developed SI, according to the researcher, involves understanding social norms, the ability to establish close relationships with people, understanding people's reactions, their interests and motives for behavior, recognizing emotional signals that people transmit to each other. The development of SI increases confidence and skill in the field of human relations, forms the ability to express one's position without conflict, without spoiling relations with other people, helps to reduce manifestations of professional stress [24-25].

In fig. 2, we systematized the main theories of the stage of multidisciplinary development of social capital.



**Figure 2. Basic theories of the stage of multidisciplinary development of social capital**

*Source: systematized by the authors based on [8-25]*

Thus, after summarizing the history of the development of ideas about social intelligence, we see a paradigmatic shift in ideas about it from a purely cognitive ability to a socio-personal characteristic, which, in addition to the ability to cognitively understand the behavior of other people, their social and verbal manifestations, includes the ability to emotional and volitional regulation and differentiation of one's own emotional states, the ability to influence the emotions and behavior of other people, to demonstrate social and communicative competence.

The study of SI in psychology is now actively continued, various aspects of this problem and new approaches to its research are being studied. According to modern scientific views, SI is an important practical ability, and with the development of research, new, completely non-obvious areas and areas of its application are revealed. For example, the relationship between social intelligence and creativity, social intelligence and leadership qualities, social intelligence and stress resistance of the individual [25-26], etc., has been revealed.

**Aims.** The purpose of the article was to find out the role of communicative competence in the structure of social intelligence of teachers of higher education institutions.

**Methods.** The methodological basis of the research was the general scientific methods of analysis and synthesis, comparison and generalization, as well as the historical method and the method of visualization. The information base of the research was scientific works obtained from open sources.

**Results.** Based on the analysis of psychological research, it can be argued that communicative competence is a complex, most likely, multi-component psychological formation, more precisely, a new personality formation. In the structure of the subject's communicative competence, components are most often distinguished [27]:

- 1) a set of skills of perception, understanding and evaluation of other people - social sensitivity;
- 2) the ability to optimize interpersonal interaction in microgroups;
- 3) the ability to use behavior patterns, tactical communication skills, communication techniques, etc. in activities;
- 4) some personal characteristics of communicative potential: stability of the "I" concept, communicative abilities, communicative autonomy, etc.

Communicative competence should be considered in three planes:

- 1) in the personal plane, when the structure of communicative abilities is implicitly emphasized;
- 2) in the conative plane – understanding the patterns of situational readiness to communicate and the ability to organize productive communication;
- 3) in the plane of mutual perception and evaluation of other people - reflection of competence in communication due to the acquisition of communicative properties [28].

In the psychological paradigm, "communicative competence" is often considered as "a set of communicative qualities", the structure of which includes the communicative abilities and abilities of a person. We consider it appropriate to consider communicative competence as a characteristic of a person's communicative capabilities.

When studying the development of the communicative competence of teachers, the following components are distinguished in its structure [29]:

- 1) motivational and personal component;
- 2) cognitive component;
- 3) behavioral component.

The motivational personal component includes: communication motives, stress resistance, empathy, sociability, adaptability, etc.

The cognitive component includes a system of knowledge about communication, such as, in particular, people's understanding of each other in the process of their joint activities, typological features of thinking, organizational and communicative abilities.

The behavioral component includes communication skills and abilities, styles and methods of communication. The author identified and described the levels of formation of communicative competence of student-managers: low (initial), high (professional), as well as the degree of formation of each of the three above-mentioned components was determined as a criterion for the formation of levels. Thus, one of the components of a person's communicative competence is communicative abilities.

Thus, communicative abilities are defined as a component of the personality structure that meets the requirements of communicative activity and ensures its successful implementation. In the structure of communicative abilities, the author distinguishes gnostic (cognitive) abilities, expressive and interactive abilities. The first is connected with knowing people, the second with the self-expression of a person as an individual, the third with the ability to influence people. In this definition, communicative abilities are associated with a specific type of activity - communicative, and, thanks to its features, with communication between a person and others.



In the structure of communicative competence [30], verbal and non-verbal means of communication, forms of speech etiquette, and features of people's perception and understanding of each other are distinguished. When dealing with the problems of the development of communicative competence in a specially modeled business or training interaction, communicative abilities, communicative skills and skills (their sufficient level of development for solving communicative problems or tasks) are distinguished as structural components of communicative competence.

The author's definition of communicative competence is offered by G. Rickheit, H. Strohner and C. Vorweg. Scientists believe that communicative competence provides a person with mastery of complex communication skills and abilities, the formation of adequate communication skills in unfamiliar situations of social interaction, knowledge of cultural norms and traditions in communication, knowledge of etiquette customs in the communication sphere, compliance with moral and ethical rules and norms, education; orientation in the peculiarities of the use of communicative means, inherent in the mentality itself, which ensure the mastery of the role repertoire of roles within the limits of a certain profession (in this case, pedagogical) [31].

Communicative competence of a teacher's personality consists of communicative abilities:

- a) to give a socio-psychological forecast of the communicative situation in which communication takes place;
- b) program the communication process, based on the uniqueness of each specific communication situation;
- c) the ability to "get used to" the socio-psychological atmosphere of the communicative situation;
- d) to carry out socio-psychological management of communication processes in a communicative situation.

This understanding of communicative competence, in our opinion, implies its direct relationship with social intelligence, because, in the context of all the abilities identified by the author, we are talking about the functions of social intelligence.

We suggest that the communicative competence of a teacher of higher education institutions be considered as knowledge of the norms and rules of communication, for example, traditional, festive, etc., mastering communication techniques, etc. Communicative competence, in our opinion, is a structural component of a person's communicative potential; at the same time, the structure of the latter includes the communicative properties of the individual and communicative abilities.

The characteristics of a communicatively competent teacher of higher education institutions may be as follows:

- makes decisions regarding the communicative process, communicative situations and seeks to understand one's own feelings;
- ability to block unpleasant feelings and own insecurity;
- imagines exactly how to achieve a certain goal in the most effective way;
- adequately understands the wishes, expectations and requirements of other people, considers and takes into account their rights, communication capabilities and abilities;

- analyzes the sphere defined by certain social structures and institutions, adequately defines the role of their representatives and includes this knowledge in the paradigm of own behavior;
- imagines exactly how, taking into account what specific circumstances and time one should behave, taking into account communicative features and capabilities of other people, ethical norms of certain social structures and personal requirements, etc.;
- realizes that communicative competence has a negative correlation with aggressiveness and involves respect for the rights and responsibilities of other people.

**Discussion.** Evaluating the actual characteristics of the teacher's communicative competence of higher education institutions, one can completely agree that it is a component of the psychological culture of the individual. Based on the analysis of psychological research, it can be argued that communicative competence is a complex, multi-component psychological formation.

However, we believe that the communicative competence of a higher education teacher is not determined only by knowledge, skills, and communicative abilities. We can talk about the formation of communicative competence in the subject only in cases where the specialist has a sufficiently developed ability to understand what exactly happens in the process of subject-subject interaction; at the same time, it is quite important that knowledge is really built at the subject-subject level.

We propose to define the communicative competence of a teacher of higher education as the ability to "get out" of any situation without losing one's inner freedom and, at the same time, not allowing one's students to lose this freedom. Decisive for the high level of development of the teacher's communicative competence is the system of formed attitudes of the teacher and the student to the communication process, that is, the communicative position of both the former and the latter is manifested in the corresponding behavior and actions.

In situations of pedagogical communication, the communicative position means the desire and ability of the subjects of interaction to take into account the psychological analysis of behavior, which involves the interpretation of motives, thoughts, feelings and other psychological characteristics of the participants of communication. Competent pedagogical communication requires its participants to take a subject-subject position, then the value for each participant in communication is the ability to understand and implement a joint, clearly coordinated communicative action, and the ability to understand the communicative situation is provided by social intelligence. Thus, the psychological analysis of the problem of communicative competence allows us to recognize as competent such communication, within the limits of which a competent position (position "on equals") is appropriate.

Therefore, "communicative competence of a teacher of higher education" is a system of internal means of regulation by the teacher of his own communicative actions, in the content of which there are indicative and executive components that ensure effective communicative pedagogical interaction. The communicative competence of the subjects of pedagogical interaction is manifested in the communicative behavior of the participants of the pedagogical process. A high level of

formation of communicative competence presupposes the application of intellectual abilities in situations of interpersonal interaction (communication), i.e., communicative competence is directly related to the result of pedagogical activity.

A high level of formation of the communicative competence of higher education teachers can hardly be achieved under conditions of low or medium levels of social intelligence development. Considering the fact that social intelligence appears as a means of personal knowledge of social reality, and communicative competence is a product of this knowledge, it can be argued that the level of development of communicative competence can be increased in the process of learning, expanding the knowledge and experience of the individual, conducting social-psychological trainings; as a result, social intelligence can be developed through the formation of personal and communicative properties, self-regulation, reflection, etc.

**Conclusions.** Based on the results of the conducted research, it is appropriate to draw the following conclusions. Communicative competences occupy a prominent place in the structure of social intelligence. Communication skills play a particularly important role in the activities of teachers of higher education institutions.

The main results of the study were the systematization of scientific works in the field of social capital, compiled according to the chronology of the study. The main theories of the stage of multidisciplinary development of social capital in modern conditions are summarized.

Systematized the main components of the subject's communicative competence in general, and of teachers of higher education institutions in particular. The main characteristics of a communicatively competent teacher of higher education institutions are summarized. The author's concept of "communicative competence of a teacher of secondary education" is proposed.

**Author contributions.** The authors contributed equally.

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