The use of J. Guilford social intelligence test as a social competence readiness indicator

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Abstract. The problem of relevance of using J. Guilford social intelligence test to analyze results of readiness of social competence of Tourism and Hospitality Sphere bachelors by planning a course of culturological disciplines. Elements of conceptions of "social intellect" and "social competence" are revealed. Basing on the analysis of opinions of some scientists the authors conclude that psychological conception "social intelligence" may be joined and correlated with pedagogical conception "social competence".

Introduction

Most pedagogical tasks are unsolvable without using pedagogical mechanisms and knowledge of psychological features of students. Even famous Russian pedagogue K.D. Ushinski noted that psychology is the most important science for pedagogy among all sciences because for thorough education of a person it is necessary to possess the thorough knowledge of that person [1].

Today psychology finds itself on the intersection of philosophy, natural and social sciences. It leads to diversity and variety of psychological problems.

The aim of this work is to provide reasons for relevance of using of such psychological tool as J. Guilford social intelligence test in research of the process and analysis of results of Tourism and Hospitality Sphere bachelors' social competence development by planning a course of culturological disciplines. Research presupposes experiment and providing reasons for tool choice. Prior to discussion of the problem of relevance of using J. Guilford social intelligence test to measure the level of social competence it is necessary to distinguish between the conceptions "competence" and "experience". A number of scientists both Russian and foreign touched this topic in their works [2, 3, 4, 5, 6, 7, 8, 9].

Materials and research methods

Competence definition made by the Academician of the Russian Academy of Education I.A. Zimnyaya we will use as working conception of competence. Definition is the following "*Competences* are certain internal, potential, hidden new psychological forms (knowledge, ideas, behavioral programs (algorithms), value systems and relationships) than later are revealed in experiences of a person as actual active manifestations" [9, p.7-8].

We use social intelligence test in our research. Conception of social intelligence was first used by *Edward Lee Thorndike* in 1920. He defined *social intelligence* as foresight in interpersonal relations that is equal to readiness to wise actions in interpersonal relations.

Results

In 1981 scientist Z. Schternberg conducted survey to understand what people imply as "*social intelligenc*e". Opinions could be divided into three groups:

– capability to settle practical problems (logical reasoning, capability to develop panoramic view on the problem and to see all its facets, make right decisions, use important information sources to solve a problem);

– verbal capability (capability to communicate one's opinion to others clearly and unequivocally, sufficient vocabulary, capability to communicate with people effectively, to understand read text);

– *social competence* (to accept people as they are, respect needs and wishes of the others, make fare judgments)[8].

So, ordinary people associate social intelligence with social competence.

It is necessary to clarify conception "social competence". According to the works of numerous researchers social competence is capability of a person to effectively develop relationships with other people in different social situation on the base of

mutual search of solution optimal for all involved in a certain situation [9, 10, 11, 13].

Social competence may be thought of as consisting of the following basic modules:

1. *Organizational module:*
    - capability to plan one's work;
    - problem situation analysis experience related to professional activity;
    - capability to make effective decision in unclear conditions, capability to take responsibility;
    - capability to use modern communication systems in intercourse with colleagues, partners and clients;
    - persistence in overcoming obstacles;
    - high confidence level;

2. *Social module*:
    - capability to express one's thoughts and opinions;
    - experience in relationship development, mutual aid;
    - development of spiritual and moral landmarks;
    - commitment to understand needs and wishes of the others;
    - capability to change one's behavior considering requirements of the other culture;
    - sociability;
    - capability to work under stress.

In 1991 researcher V.N. Kunitsina started to develop new conception of social intelligence focused on communicative and personality capital. In addition to such functions of social intelligence as support for adequacy, adapteness in changeable conditions; development of programs and plans of successful interaction; planning of interpersonal relations and their development forecast; motivating function; mobilization function that helps develop resistance to stress; self development, self-knowledge, self-education such position of social intelligence function as social competence broadening has been introduced as a main function of social intelligence. The author makes a conclusion that social intelligence helps a man to forecast development of interpersonal relations, promote prudence, support psychological fortitude. Distinctive characteristic and indicator of a person with high social intelligence level is sufficient social competence.

What are these two categories united by? Social intelligence and social competence support effective adaptation in unstable situations. They give a person possibility to make correct evaluation of situation and make and realize effective solution. They are measurable [10].

According of researcher D.V. Ushakov all the diversity of approaches to definition, description and diagnostics of social intelligence may be reduced to three variants [12]:

- it is a special capability different from all the others;
- it is social competence, knowledge, skills system acquired in one's life;
- it is personality feature that determine effectiveness of social interaction.

So, our analysis shows that according to opinion of some researchers psychological conception "social intelligence" may be combined and correlated with pedagogical conception "social competence".

Effectiveness of students' studies in high educational institutions are determined by several factors including: financial condition, age, marital status, health, level of school training, self-organizational and self-control skills, educational process organization in institution, individual psychological features of students. Many students become engaged in education and social work in their institutions and obstacles encountered promote them to overcome them with even greater enthusiasm. At the same time there is another group of students who do everything grudgingly and even the lowest barriers in the course of education lower their activity up to giving up education. These differences may be observed for students with equal social and economic state, organization and methodical support of educational process, trainer qualification, etc. [12].

O.B. Arisyan, R.V. Kadyrov and V.V. Chernenko studied relationship of students' successfulness and social intelligence [13]. According to this research determining factor of success in educational is sensitivity to the character and nuances of interpersonal relationships that helps promptly and correctly understand what people say to each other (speech expression) in the context of a certain situation, a certain relationships (evaluation of verbal expression, J. Guilford test). Authors think that it may results from the fact that specifics of educational process in today high educational institution presuppose student's capability to adequately organize his(her) communicative interaction with professors, trainers and in the first place with learning group.

In L.Sh. Karimova thesis "Development of social competence of future pedagogues and

psychologists" J. Guilford social intelligence level test was chosen as diagnostic tools [14].

T.G. Pushkaryova in her research of "diagnostics of the future teachers' of ungraded school social competence readiness level" noted that researcher A.A. Demchuk used 5 methods for measuring readiness level of social competence and among them J. Guilford social intelligence test [15].

A.V. Sokolova also used J. Guilford social intelligence test in her thesis to determine if tourism sphere bachelors social intelligence in grow with planning of the course of culturological disciplines according the author's method.

Several technologies and methods are used to develop tourism bachelors' social competence on the base of disciplines "World culture and arts" and "Asia and Pacific region countries' culture".

Technological element consists of 2 modules. It is theme and rating technology and technology of activity and competence based approach including contract method, project method and reciprocal education method.

Each topic in disciplines "World culture and arts" and "Asia and Pacific region countries' culture" covers one certain country. Each country is analyzed in a seminar. All the students of a group are engaged in the process. They either take part in the work of subgroup on this or that problem or are members of the jury and mark the work of subgroups and share their own opinion. Students receive scores for each seminar – the highest score is 5. Student is rated 1 for attending seminar. In rating variant highest rating is 90 points with 10 points for attending. At the end of term points are being countered and total of the points is being transferred to scores, for example from 0 to 60 points - "unsatisfactorily", from 61 to 75 points - "satisfactory", from 76 to 85 points - "good" and from 86 to 100 - "excellent".

Technology of activity and competence based approach presupposes active role of a student in cognition process. Individual choice of topic in culture and arts of this or that country, work in subgroups and interaction between members of subgroup, search for necessary information, analysis of this information and representation of it as a presentation considering clients' interests – all this is active cognition. Trainer is facilitator of cognition. Trainer gives hints, orientation but he(she) is not dominating. This technology is based on humanistic and personality focus of pedagogical process that is pedagogy of cooperation.

Three methods comprise technology of activity and competence based approach. This method:

1. *Contract method*. This variant does for those students who used to work individually and do not want to work in team. This method allows selecting contract for a certain score that is also an advantage of the method. Student approaches trainer, they agree and write down terms of contract, topic and individual schedule. Both sides sign the Contract. This method promotes development of such dimensions of social competence as capability to take responsibility, self-discipline, punctuality, resistance to stresses, oral speech and writing skills. Besides power of apprehension is being developed – analysis, synthesis, comparison.

2. *Project methods*. It is further development of ideas of problem driven education that is based of development and creation new products (goods or services) by a student under trainer control. These products should have subjective or objective novelty and utility. This way of activity allows students to understand problems that they consider important for them from the point of view of their future profession. Trainer may propose thematic area and students choose the most interesting topics for them by themselves. Project work is organized in small groups of 4-5 people. Leader of a group is being elected and responsibilities are being shared among members. This method promotes development of such dimensions of social competence as work in team; capability to interact with different people, resistance to stresses, sociability, leadership qualities, punctuality, self-discipline, self-organization, tolerance, focusing on client, work in cross-cultural environment is there are students-foreigners in group.

It should be noted that in work of project group client jury is also being elected to evaluate the work of this or that project group from the point of view of potential clients. Client jury has some criteria of evaluation. These criteria are being discussed on general meeting of student group.

The following criteria for jury work provisioning are proposed:

1. correct speech and writing;
2. project material choice and presentation;
3. interest for potential client;
4. emotional stability during presentation;
5. team work during presentation.

Evaluation criteria each group may evaluate its work by:

group leader work;

planning and organization;

mutual aid and keeping good relationships;

work in cross-cultural environment;

focusing on achievements and motivation.

Evaluation of subgroup work is made by client jury in the process of project defense. Each group evaluates itself after presentation. In discussion

of the the project advantages and imperfections of each project are analyzed and conclusion is made.

3. *Method of reciprocal education*; has a number of advantages both for student and for trainer. Students are chosen for such qualities as sense of responsibility and enthusiasm. This method is good for a middle of a term when a trainer has already got acquainted with students and having learned their individual qualities is capable to choose students that fit requirements.

This method presupposes that trainer delegate his(her) role in a seminar to such group of students. It may be a lecture and students prepare for a speech and material for demonstration regarding today cultural landscape of some country or raise a question that requires discussion. It may be also a seminar and group of students acts as a leader of a seminar and guide their peers. They supervise both the work of subgroups and client jury. They also give final comments and scores.

What are the advantages of this method? At first, such elements of social competence as work with many people at a time, self-confidence, capability to retain attention of people, control and planning, stress resistance, correct speech and writing, independent opinion, focusing on achievements and motivation are being developed. At third this method allows trainer to get rid of the role of indisputable leader (with negative coloring) and promote development of democratic relations between trainer and students.

Set of criteria in this case is the following:

1) capability to work with many people at a time;

2) capability to retain attention of people;

3) stress resistance;

4) correct oral speech and writing;

5) independent opinion;

6) focusing on achievements and motivation.

Client jury marks the work of this group in from 1 to 5 and at the same time other students share their opinion of the work of their peers.

Effectiveness of these methods depends also on creative potential of trainer and his(her) readiness to innovative work.

Social competence development model is logically completed with its final element "non-delayed using of tasks". It is work as guides for visitors of the University, city and foreign guests. It is the way to link education with profession, students' involvement in the process of knowledge applicating in practice.

Let us consider in details the module of planned result. Regarding cognitive dimension of this module one may point out the following: from methodical point of view skills of material search in different sources (specialized print editions, Internet, electronic reference books, etc.) as well as analytical skills applied to material available, comparison of heterogeneous parts of information and selecting the most interesting for a client are being improved due to necessity of preparation of individual projects and considering already seen and reflected presentations of the other groups' projects.

Regarding social dimension of planned result module the following should be noted: the necessity to present projects or the work in the scope of reciprocal education presupposes fine tuning of communicative skills. Before entering the high educational institution many students are unable to communicate their ideas smoothly or get confused speaking for big audience. Right focusing of trainer-facilitator in the beginning of courses "World culture and arts" and "Asia and Pacific region countries' culture" promote gradual development of social competence namely capability to work with big group of people, capability to deliver tourists country research information in attractive form, capability to build benevolent relations with other team members, work in team, right attitude to critics, capability to listen to opponents with calm and capability to make right conclusions.

Conclusion

Effectiveness of tourism bachelors' social competence development model by planning the course of culturological disciplines "World culture and arts" and "Asia and Pacific region countries' culture" was analyzed in experimental part of A.V. Sokolova's research and processed with mathematical statistics methods with software application package STATISTICA 5. Experiment results showed that this model undoubtedly promotes social competence development although is additional factor. A number of other factors such as educational environment of high educational institution (unlike school environment), attending lectures and seminars, necessity to interact with each other, participation in social life of an institution, relationships in student group outside institution are determinants of social competence development. The more successful a student is the higher are his(her) results of final social intelligence testing. As analysis of social competence development is possible by the help of social intelligence testing it may be reasonably supposed that tourism bachelors that have studied successfully are successful in their work.

So analysis of scientific works and

experimental data shows that J. Guilford social intelligence test may be reasonably and methodically ground used as indicator of readiness of social competence because social competence and social intelligence are interrelated factors determined by similar indicators.

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