

E. Ivashkevych, N. Hupavtseva

THE DEVELOPMENT OF THE SOCIAL INTELLIGENCE OF A FUTURE TEACHER AS A DETERMINANT OF HIS/HER READINESS FOR SUCCESSFUL FACILITATIVE INTERACTION

Ivashkevych E., Hupavtseva N. The development of the social intelligence of a future teacher as a determinant of his/her readiness for successful facilitative interaction. Taking into account that social intelligence is a complex structural entity consisting of a number of mental capacities that directly or indirectly relate to the performance of certain activities and personal characteristics, then the socio-psychological factors of the development of social intelligence of the person can be considered precision understanding of other people, the adequacy of interpretation and forecasting, individual properties of the nervous and mental states, and, finally, the social factors of the environment, the adequacy and successful implementation of social facilitative interpersonal interaction.

According to the goals of structurally-functional model, the following tasks are to be solved: a) the development of potential abilities included into the structure of the teacher's social intelligence, actualization of aspects of social intelligence of future specialists; b) the development of functions of social intelligence that will provide adequate understanding by the teacher himself/herself and the interpersonal interaction of others; c) facilitation of the development of the predictive and communicative competence of the teacher in order to form a structure of the social intelligence of a specialist; d) facilitating the development of personal and intellectual reflection of future teachers. In our further researches we'll propose a special experiment for teachers of secondary schools according to the connection of some abilities of social intelligence of a teacher and the effectiveness of facilitative interaction at the lessons because of it. All these factors contribute the implementation of effective facilitative interpersonal interaction.

Key words: facilitation, facilitation interpersonal interaction, social intelligence, predictive competence, communicative competence, personal reflection, intellectual reflection.

Івашкевич Е.З., Хупавцева Н.О. Розвиток соціального інтелекту майбутнього вчителя як детермінанта його підготовки до успішної фасилітативної взаємодії. В статті показано, що фасилітативна взаємодія вчителя та учнів великою мірою зумовлюється соціальним інтелектом педагога. Доведено, що соціальний інтелект є складним структурним утворенням, що складається з ряду мисленневих здібностей, які безпосередньо або опосередковано пов'язані з виконанням певної діяльності та особистісними характеристиками. Визначено, що соціально-психологічними чинниками становлення соціального інтелекту особистості можна вважати точність розуміння інших людей, адекватність інтерпретації та прогнозування, індивідуальні властивості нервово-психічного стану і, нарешті, – соціальні фактори оточуючого середовища, рівень адекватності та успішності здійснення соціальної фасилітативної міжособистісної взаємодії.

Показано, що суб'єкти з високим рівнем розвитку соціального інтелекту здатні отримувати максимум інформації стосовно поведінки людей, розуміти мову невербального спілкування, висловлювати адекватні й точні судження про людей, успішно прогнозувати їх поведінкові реакції в заданих ситуаціях, виявляти

далекоглядність у взаємостосунках з іншими, що сприяє успішній соціальній адаптації суб'єктів. Ці чинники також великою мірою зумовлюють ефективну фасилітативну взаємодію вчителя та учнів на уроках в середніх освітніх закладах.

Наголошено, що сам по собі рівень розвитку соціального інтелекту ще не є гарантією продуктивності соціальної поведінки особистості. В основі соціальної дезадаптації мають бути покладені деякі психологічні особливості, такі як невротизація особистості, акцентуації характеру, особливості мотиваційної та ціннісно-сислової сфери, негативні настановлення та інші характеристики, які можна та слід виявляти за допомогою відповідних психодіагностичних методик.

Показано, що люди з високим рівнем розвитку соціального інтелекту, як правило, відрізняються здатністю до здійснення успішної комунікації. Такі індивіди характеризуються контактністю, відкритістю, тактовністю, доброзичливістю і сердечністю, прагненням до психологічної близькості в спілкуванні. Високий рівень соціального інтелекту пов'язаний з неабияким інтересом до соціальних проблем, з потребою впливати на інших, що нерідко поєднується з високорозвиненими організаторськими здібностями. Люди з високим рівнем розвитку соціального інтелекту, як правило, мають чітко виражений інтерес до пізнання самого себе, здатність до рефлексії тощо.

Розроблено структурно-функціональну модель становлення соціального інтелекту майбутніх педагогів. Відповідно до цілей структурно-функціональної моделі було передбачено розв'язання наступних задач: а) розвиток потенційних здібностей, включених до структури соціального інтелекту педагога, актуалізація аспектів соціального інтелекту майбутніх фахівців; б) розвиток функцій соціального інтелекту, які забезпечуватимуть адекватне розуміння фахівцем самого себе та міжособистісної взаємодії оточуючих; в) фасилітація становлення прогностичної та комунікативної компетентності педагога з метою формування цілісної структури соціального інтелекту фахівця; г) фасилітація розвитку особистісної та інтелектуальної рефлексії майбутніх педагогів. Все це сприяє здійсненню ефективної фасилітативної міжособистісної взаємодії.

Ключові слова: фасилітація, фасилітативна міжособистісна взаємодія, соціальний інтелект, прогностична компетентність, комунікативна компетентність, особистісна рефлексія, інтелектуальна рефлексія.

Problem's statement. Facilitation is a person-centered approach, expressed in a global trust of a person, postulating the actual tendency to grow, to develop and to realize his/her individual potential. Facilitation is a key concept of non-directive, client-centered or person-centered psychotherapy developed by the prominent American psychologist, founder of the person-centered approach – by C.Rogers [8]. Having arisen in the 40s. years of the 20th century as a client-centered psychotherapy, a human-centered approach was developed in the 60-70s years. And, in such a case, in general the 20th century has been evolved into human-centered learning.

For understanding a sense of facilitative interaction the main principles of the theory of C.Rogers are: faith in original, constructive and creative wisdom of a man; the belief in the content of socio-personal nature means the actualization of the constructive personal potential of the individual in the processes of interpersonal communication; the main are the concepts

of “necessary and sufficient conditions” of the interpersonal communication, facilitating personal development and providing constructive personal changes (“unconditional positive acceptance of another person”, “active empathic listening”, “congruent self-expression in communication”); the idea of the natural stages of the course of the group process that occurs in the indicated social and personal conditions, and of its equally regular therapeutic results [8, p. 13].

But a lot of aspects of this problem are also unsolved in psychological literature. We mean the problem of the dependence of social intelligence of a teacher and his/her ability to organize the process of effective facilitative or dialogical interactions at the lessons at secondary school. That’s why this problem is very actual nowadays.

Analysis of recent researches and publications. A discussion according to the terminological problem is preceded by the designation of six requirements, which, according to G. Ball & M. Papucha, presented in the content of the term “facilitation”. Firstly, the phenomenon itself must be objective and holistic in the system-functional sense. Secondly, the term should be unambiguous: to designate one phenomenon that has fairly strict boundaries. It is unacceptable to designate a single term of several phenomena and, conversely, it is undesirable when a single phenomenon is indicated by several terms. The existence of synonyms is sometimes justified, and in some cases – inevitable. Thirdly, the etymological side of the issue should be taken into account. Fourthly, it is necessary, if it is possible, to take into account the prevailing traditions. Fifthly, it is necessary to separate the procedural and productive aspects of this phenomenon. Sixthly, it is necessary to take into account the terminology of related sciences, trying to avoid interdisciplinary contradictions [1, p. 29].

The main one in Psychology is a category that reflects the mechanism of cultural transmission from generation to generalization. According to N. Mykhalchuck & E. Ivashkevych, in relation to the person is a mechanism that ensures the formation of his/her personality. To denote the phenomenon under consideration, the unambiguous term “facilitation” is used – it is stimulating the development of people’s consciousness, their independence and freedom of choice. To stimulate (from Latin) means to encourage, encourage action, to contribute, to give impetus, to serve inducing reason, to activate anyone to present personal activity [7].

It was determined that socio-genetic mechanism of culture transmission is: to facilitate is to stimulate, to activate, to create favorable conditions, to give changes and make influences, to support, to help, to care, etc. Person’s aspects of facilitation are: beliefs in the original, constructive and creative wisdom of man as a value. Formative influence of facilitation as a process is: conviction in the socio-personal nature that actualizes the constructive personal potential of the individual in the process of interpersonal communication. A result of facilitation is: the concept of the necessary and sufficient conditions for interpersonal communication, facilitating personal development and providing constructive personal changes.

For example, procedural side of facilitation at the English lessons at secondary school are: the principles of synergy – cooperation, interaction, a dialogue; truth and openness; acceptance and truth; empathic understanding; skills formation. The principles of facilitation in the process of interpersonal communication at the English lessons are: the development of the individual educational route, to provoke changes of pupils’ person through a series of bifurcations, stimulating them to the process of creation, creating for this the conditions for interaction, proposing various feedbacks between the subjects of learning (mutual survey –

dialogue, interview, group forms of communication and training, etc.); conclusions according to individual and group contracts with pupils, organization of the learning process in dyads, forming communication groups, creating conditions for the formation of meaningful learning and personal development in general.

We think that facilitation is a phenomenon of interpersonal interaction and communication, which greatly enhances the productivity of teaching or education of the subjects of the educational process because of their harmonious, democratic style of communication and tolerant, empathic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives; it creates positive preconditions not only for a student in such a case he/she has to take a certain conscious position ("And I can do it" or "And I will do it"), but also for a harmonious cognitive activities with the aim to acquire new knowledge, skills, in which there is a pupil's desire to learn. Facilitators should seem to "provoke" autonomy and create preconditions for the responsible freedom of schoolchildren. These movements would be taken into account when drawing up curricula for teachers, and when formulating learning goals and evaluating learning outcomes, all of which will create the most favorable preconditions for independent and meaningful learning for pupils, enhancing their cognitive sphere of the person, stimulating learning curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance at the process of educational activity, contributing to the development of the active personal position and self realization of teachers. All this, in turn, facilitates a high level of cognitive functioning of the entire educational paradigm.

As C. Rogers thinks, the reform of the educational system should be based on the restructuring of the constant personal preferences of a teacher, which are exploited in the processes of his/her interpersonal interaction with pupils. The scientist identifies three basic directions of the teacher-facilitator. The first is "truth" and "openness"; the second instruction is described in terms of "acceptance" and "trust"; and, finally, the third attitude correlates positively with "empathic understanding" [8, p. 27].

Such a philosophy of the scientist actualizes the conviction of the person that each subject has, in fact, personal self-worth, dignity and capacity for self-realization. So, C. Rogers emphasizes on the trust and acceptance of the personal meaning that is inherent for each person in the direction of personal growth, self-realization and self-improvement. A study of the therapeutic process by C. Rogers found that the patient's healing takes a place when the client feels himself/herself "accepted" and understood by the therapist. Feeling "accepted" and understandable is a rare experience, especially when the patient approaches a psychotherapist with a particular problem, when he/she feels fear, anger, grief, jealousy and others. However, thanks to facultative psychotherapy, it is possible to heal at the levels of acceptance and understanding, and this, in turn, leads to the desired psychotherapeutic effect [8].

The most important feature of the facilitative approach is the formation of a sense of unconditional trust of the person. We traditionally think that a person by its nature is unmanageable, lazy. He / she, as a rule, is not interested in anything, the person is selfish, immoral and sinful. Therefore, any person from the early age should be under constant external care and supervision by adults. That's why it is quit natural that the main points of the facilitative approach are: the inner nature (or essence) of a person is exceptionally positive, constructive,

moral and social; this nature begins to explicate itself every time in the relationship of some person. According to another person (or other people) there is the atmosphere of unconditional positive acceptance, empathetic understanding and congruent self-presentation.

The purpose and the objectives of the article. So, the purpose of the article is to show and to analyze the results of our research, which can explicit the connection between social intelligence of a teacher and his/her ability to organize facilitative interaction at the lessons.

The tasks of our research are:

1. To analyze the results of the research of social intelligence of teachers of preschool establishments.

2. In order to facilitate the development of social intelligence of future specialists in the pedagogical sphere of the activity, to develop structurally-functional model, which will positively influence the process of facilitative interaction of teachers and schoolchildren at secondary schools.

3. To make conclusions about the development of social intelligence of a person.

Methods and methodical instrumentation of the research. The first phase of the experiment was carried out during 2005. The method of the research at this stage was the observation of teachers of preschool establishments, the selection of methodical tools for empirical research. The second, empirical stage of our study was carried out during 2006–2008. The following methods were used in the research: 1) general scientific methods (analysis, comparison, generalization); 2) the psychodiagnostic method, which was provided using the test of J.Gilford and M.O'Sullivan "Research of Social Intelligence", verbal and figurative subtest "Methods of studying divergent thinking" by P.Torrens, J.Gilford (in the modification of O.E.Tunik) [4]; associative experiment (using the method of B.V.Zeygarnik "Understanding the portable value of proverbs and metaphors" [5]; 3) mathematical and statistical methods (statistical estimations of distribution parameters, χ^2 -Pearson criterion, checking of statistical hypotheses by means of parametric t-Student's criteria and the non-parametric U-criterion Manna-Whitney, the r-Spearman correlation coefficient).

Also, to determine the psychological type of the teacher's person we used: a questionnaire by V.M.Minyarov [6]; a questionnaire for evaluation of personal and business professional-important qualities of the person (T.Yu.Bazarov) [2]; a questionnaire for evaluation of interpersonal admissibility (N.V.Bahareva) [3]; the questionnaires proposed by us for the purpose of diagnosing difficulties of interaction of teachers with other people.

Therefore, 114 respondents were evenly distributed in groups:

E1 – 16 teachers of II and III categories (the experience of work – from 5 to 10 years, age – up to 30 years) of regional cities (5 respondents of the garden № 2 of Rivne, 5 educators of the garden № 5 of Kharkiv and 6 teachers of the garden № 11 Odessa city, Ukraine);

E2 – 18 teachers of category I (work experience – from 10 to 15 years, age – from 30 to 37 years) of regional cities (7 respondents of the garden № 2 of Rivne, 6 teachers of the garden № 5 of Kharkiv and 5 teachers of the garden № 11 Odessa city, Ukraine);

E3 – 15 teachers of the highest category (the experience of work – from 15 and more, age – from 37 years) of regional cities (5 respondents of the kindergarten № 2 of Rivne, 5 educators of the garden № 5 of Kharkov and 5 teachers of the garden № 11 of Odessa, Ukraine);

E4 – 13 teachers of category I (work experience – from 5 to 10 years, age – up to 30 years) of regional towns (4 respondents from the town of Zdolbuniv of Rivne region,

kindergarten №1; 5 tutors of Shepetovka, Khmelnytskyi region, kindergarten №2; 4 respondents from the town of Zdolbuniv, Rivne region, kindergarten №5, Ukraine);

E5 – 14 teachers of II category (the experience of work – from 10 to 15 years, age – from 30 to 37 years) of regional towns (6 respondents in the town of Zdolbuniv of Rivne region, the garden №1, 4 educators of Shepetivka, Khmelnytskyi region, the garden №2; 4 respondents from the town of Zdolbuniv, Rivne region, garden №5, Ukraine);

E6 – 19 teachers of the highest category (work experience – from 15 years and more, age – more than 37 years) of regional towns (5 respondents in Zdolbuniv city of Rivne region, kindergarten №1; 5 educators of Shepetivka town of Khmelnytskyi region, kindergarten №2; 9 respondents from the town of Zdolbuniv, Rivne region, kindergarten №5, Ukraine);

E7 – 19 directors of kindergartens (this group includes directors of cities and regional towns, such as: nursery schools №2 and №4 of Rivne, nursing homes №5, 13, 14, 15, 18 of Kharkiv, nursery schools №3, 8, 9, 11 in Odessa, kindergarten №1, 2 in Zdolbuniv, Rivne region, nurseries №1, 2, 4 in town Shepetovka, Khmelnytskyi region, kindergartens №1, 2, 5 in town Kamenets-Podolskyi, Khmelnytskyi region, Ukraine).

The results of the research and their discussion. Thus, the ability to know the results of behavior in a given situation, the ability to understand the typical social value of the situation was studied using subtest 1 “History with the completion” (the test of J.Gilford and M.O’Sullivan “Research of Social Intelligence” [4]). In general, we see that according to the results of factor analysis, the data from respondents of all groups were insufficiently high, mediocre, regardless of the age of respondents, the acquisition of their professionally significant experience and the position of the director of kindergarten. Thus, for E1 teachers, the result for this ability is 0,41, for the group of educators E2 – 0,45, for the E3-group respondents – 0,43, for the E4-group – 0,42, for respondents from the group E5 – 0,41, groups E6 – 0,40 and, finally, from the directors of kindergartens (group E7) – 0,41.

So, at the first stage of the experiment we will analyze the results obtained by us depending on the subtests used in order to study the level of the development of the teacher’s social intelligence. Thus, the ability to know the results of behavior in a particular situation, the ability to understand the typical social significance of the situation were investigated using subtest 1 “Completion of the story” by the methodology of the research of social intelligence [4]. As a whole, we see that according to the results of factor analysis, the data of the respondents of all our groups were insufficiently high, more mediocre, despite the age of the respondents, their professional experience and the position of the directors of kindergarten. Thus, for teachers of E1 the result for this ability is 0,41, for E2 group it is 0,45, for respondents of E3 group – it is 0,43, for teachers of E4 group – 0,42, for respondents of E5 group the result is 0,41, for E6 groups – 0,40, and, finally, directors of kindergarten (E7 group) – 0,41.

Somewhat higher are the results of respondents of all groups on “the ability to learn classes of behavior, to distinguish common essential features in different nonverbal reactions of a person, to generalize social reactions (subtest 2 “Groups’ expression” of the test of J.Gilford and M.O’Sullivan “Research of Social Intelligence” [4]). Thus, the respondents of different groups have such results: in E1 – 0,50, in E2 – 0,55, in E3 – 0,54, in E4 – 0,53, in E5 – 0,51, in E6 – 0,52, in E7 – 0,50. These results, to our mind, indicate that the educator of the kindergarten formed holistic social perceptual standards that did not foresee the analysis of individual details of objects or subjects, however, this situation greatly enhanced the flexibility of teachers in the sense of nonverbal speech.

According to such abilities as “the ability to learn classes of behavior, to distinguish common essential features in different nonverbal reactions of a person, to generalize social reactions” (subtest 2 “Groups’ expression” of the test of J.Gilford and M.O’Sullivan “Research of Social Intelligence” [4]) and the “ability to understand the meaning of the utterance depending on the context of the situation” (subtest 3 “Verbal expressions” of the test of J.Gilford and M.O’Sullivan “Research of Social Intelligence” [4]), the results of respondents of all groups are rather mediocre, in general, do not exceed the mark of 0,56. Only in the E7 group (directors of preschool establishments), the “ability to understand the meaning of statements depending on the context of the situation” is slightly higher (0,68). We consider that the administrative position of the head of pre-school establishments was significantly influenced the level of social Intelligence (high level of it).

Also, the results of teachers of kindergartens and directors of these establishments are rather mediocre for “the ability to understand the systems of behavior, the meaning of situations of interaction in the dynamics” (subtest 4 “Stories which the person has to finish”). Thus, the respondents of groups E1 and E3 have an index of the development of this ability of 0,48, teachers of group E2 – 0,43, of group E4 – 0,54, in group E5 – 0,53, in group E6 – 0,49, in group E7 – 0,48. Such results also indicate that the development of social intelligence of teachers of pre-school educational establishments is at a rather mediocre level. The composite assessment of the social intelligence of the respondents was also studied by us. The results are: in group E1 – 0,50, in groups E2 and E3 – 0,51, in groups E4 and E6 – 0,49, in group E5 – 0,48, in group E7 – 0,53. These results indicate a fairly mediocre level of social intelligence among all teachers of preschool educational establishments, including directors who run preschool educational institutions.

Consequently, the results obtained by us allow us to draw the following *conclusions*:

1. The respondents of all groups have the results which show the advantage of average indicators of their ability to understand the meanings of non-verbal expressions and the meaning of the expression, depending on a social context. This may be due to the fact that these abilities are formed in the immediate process of communication and to a large extent depend on the conditions of the life of the subjects, at the first place – on the conditions of their professional activity, means and methods of professional activity of teachers of preschool educational establishments.

2. The indicators of social intelligence, related to the ability to learn the results of the person’s behavior in certain situations, combined with knowledge of the systems of the behavior and knowledge of the situations in the dynamics do not have significant differences in the groups of respondents, including the results of directors of preschool educational establishments. Also, there were no significant differences in the results of respondents residing in the oblast or district centers, indicating the independence of the level of social intelligence from the social conditions of teachers’ residencies, their age, professional experience, etc., as the respondents with the highest category demonstrated such level of the development of social intelligence, as well as teachers who had only the I-st and the II-d categories.

According to these results, there is no impact of detected residence (saturation with typical cultural and social values), of significant professional experience of the person on the ability to understand the meanings of typical social situations as socio-cultural factors of social intelligence of teachers of preschool educational establishments. The overall indicator of social

intelligence in all groups of respondents is somewhat lower than the results of the individual abilities of social intelligence, which indicates the compensation of certain skills and abilities through higher levels of others, in particular, as we think – by divergent thinking.

In order to facilitate the development of social intelligence of future specialists in the pedagogical sphere of the activity, we have developed structurally-functional model (Fig. 1). The purpose of introducing structurally-functional model into the educational process of the pedagogical universities is to ensure the complex of the development of psychological qualities of students, qualities which are a part of the structure of social intelligence.

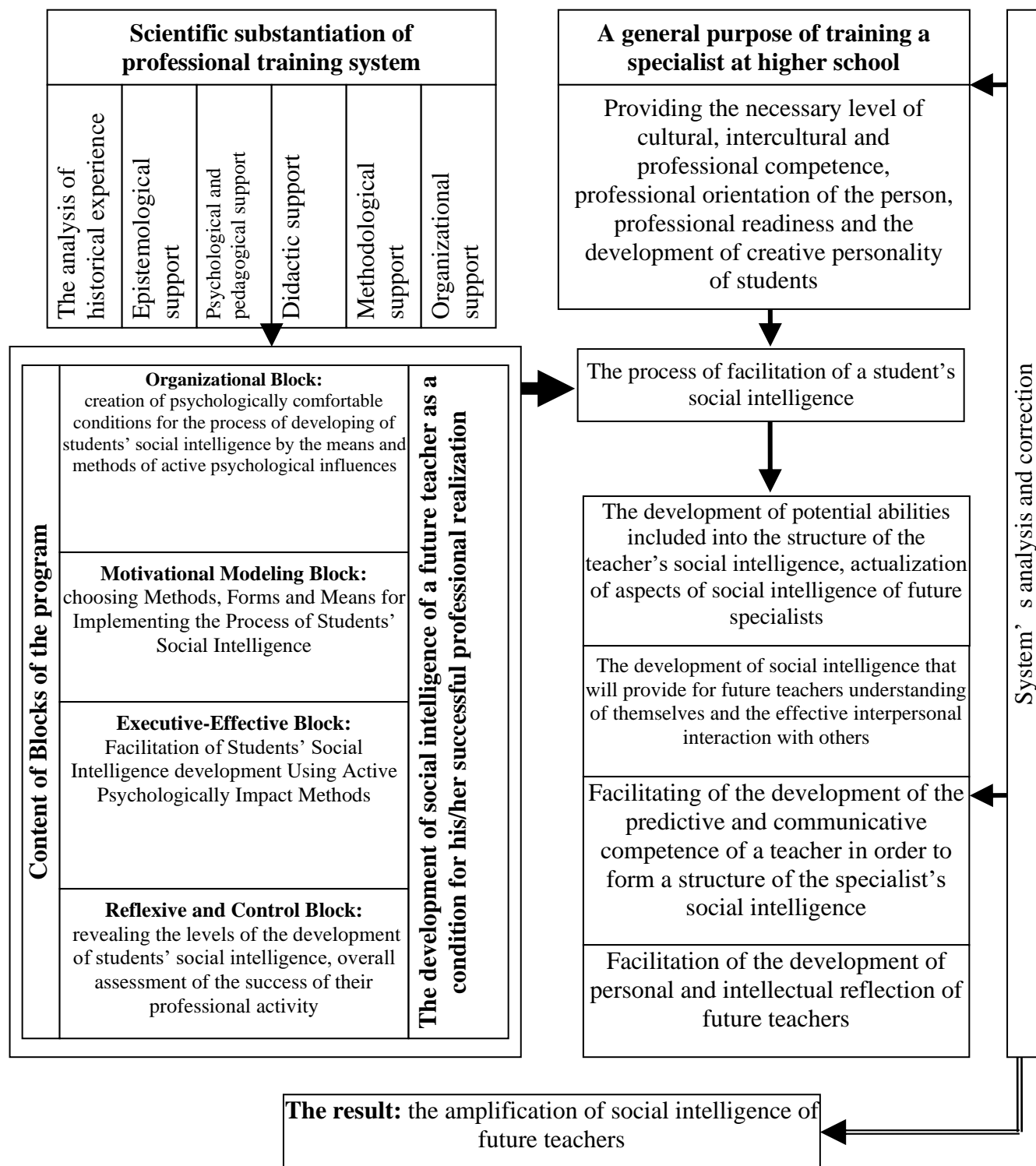


Fig. 1. Structurally-functional model of the development of social intelligence of future teachers

Conclusions and perspectives for further researches. According to the goals of structurally-functional model, the following tasks are to be solved: a) the development of potential abilities included into the structure of the teacher's social intelligence, actualization of aspects of social intelligence of future specialists; b) the development of functions of social intelligence that will provide adequate understanding by the teacher himself/herself and the interpersonal interaction of others; c) facilitation of the development of the predictive and communicative competence of the teacher in order to form a structure of the social intelligence of a specialist; d) facilitating the development of personal and intellectual reflection of future teachers. In our further researches we'll propose a special experiment for teachers of secondary schools according to the connection of some abilities of social intelligence of a teacher and the effectiveness of facilitative interaction at the lessons because of it.

Consequently, taking into account that social intelligence is a complex structural entity consisting of a number of mental capacities that directly or indirectly relate to the performance of certain activities and personal characteristics, then the socio-psychological factors of the development of social intelligence of the person can be considered precision understanding of other people, the adequacy of interpretation and forecasting, individual properties of the nervous and mental states, and, finally, the social factors of the environment, the adequacy and successful implementation of social interpersonal interaction. These social and psychological factors, in turn, emphasize the fact that social intelligence is somewhat independent in relation to the intelligence of the person.

So, subjects with a high level of the development of social intelligence can receive maximum information about human behavior, understand the language of non-verbal communication, express adequate and accurate judgments about people, successfully predict their behavioral reactions in the given situations, show forward-lookingness in the processes of interaction with others, contributing successful social adaptation of subjects.

It is important to emphasize that in itself the level of the development of social intelligence is not yet a guarantee of productivity of social behavior of the person. The basis of social unadaptation may be some psychological peculiarities such as neuroticism of the person, accentuation of a character, peculiarities of the motivational and value-semantic sphere, negative behavior and other characteristics that can and should be identified with the help of appropriate psycho-diagnostic techniques.

People with a high level of the development of social intelligence, as a rule, differ in the ability to implement successful communication. Such individuals are characterized by contact, openness, tact, benevolence and cordiality, aspiration for psychological closeness in the process of communication. A high level of social intelligence is associated with a great interest in social problems, with the need to influence others, which is often combined with highly developed organizational skills. People with a high level of the development of social intelligence, as a rule, have a clear interest in knowing themselves, the ability to reflect other people and so on.

A high level of the development of social intelligence to a greater extent determines the success of the adaptation of subjects in cases of recruitment, rather than a high level of the development of so called general intelligence. People with high level of social intelligence usually quite easily adapt in the team, contribute to maintaining an optimal psychological climate, show more interest, demonstrate intelligence and ingenuity in their work.

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Ивашкевич Э.З., Хупавцева Н.А. Развитие социального интеллекта будущего учителя как детерминанта его подготовки к успешному фасилитативному взаимодействию. В статье показано, что фасилитативное взаимодействие учителя и учеников во многом обусловлены социальным интеллектом педагога. Доказано, что социальный интеллект является сложным структурным образованием, состоит из ряда мыслительных способностей, которые непосредственно или косвенно связаны с выполнением определённой деятельности и личностными характеристиками педагога. Определено, что социально-

психологическими факторами становления социального интеллекта личности можно считать точность понимания других людей, адекватность интерпретации и прогнозирования, индивидуальные свойства нервно-психического состояния и, наконец, – социальные факторы окружающей среды, уровень адекватности и успешности осуществления социального фасилитативного межличностного взаимодействия.

Разработана структурно-функциональная модель становления социального интеллекта будущих педагогов. В соответствии с целями структурно-функциональной модели было предусмотрено решение следующих задач: а) развитие потенциальных способностей, включенных в структуру социального интеллекта педагога, актуализация аспектов социального интеллекта будущих специалистов; б) развитие функций социального интеллекта, обеспечивающих адекватное понимание специалистом самого себя и межличностное взаимодействие с окружающими; в) фасилитация становления прогностической и коммуникативной компетентности педагога с целью формирования целостной структуры социального интеллекта специалиста; г) фасилитация развития личностной и интеллектуальной рефлексии будущих педагогов. Всё это способствует осуществлению эффективно-фасилитативного межличностного взаимодействия.

Ключевые слова: фасилитация, фасилитативное межличностное взаимодействие, социальный интеллект, прогностическая компетентность, коммуникативная компетентность, личностная рефлексия, интеллектуальная рефлексия.