



DOI: 10.54919/physics/55.2024.155tm1

## Specific features of the development of social intelligence of the students (Kazakh diaspora) in higher education institutions in Kazakhstan

**Alua Dyussenova\***

L.N. Gumilyov Eurasian National University  
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

**Almagul Mandykayeva**

L.N. Gumilyov Eurasian National University  
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

**Asil Ali Özdoğru**

Uskudar University  
34662, 14 Altunizade Mh. University Str., Istanbul, Turkey

**Saule Xembayeva**

Toraighyrov University  
140008, 64 Lomov Str., Pavlodar, Republic of Kazakhstan

**Samal Antikeyeva**

Toraighyrov University  
140008, 64 Lomov Str., Pavlodar, Republic of Kazakhstan

### Abstract

**Relevance.** The introduction of new information and psychological and pedagogical technologies stipulates a need to train professional specialists who can easily interact with the team and society. Therefore, it remains important to develop human qualities that will help to understand the behaviour and activities of people in different situations.

**Purpose.** The aim of the work was to determine a student's level of social intelligence, to identify ways of improving it and to define the state of this criterion in society.

**Methodology.** The study used questionnaires and observations, and the training process involved students from different educational institutions. It is important to note that a low level of social intelligence was prevalent in most students in the study, demonstrating those who are insufficiently confident, conflicted and who do not fully understand the behaviour of others.

**Results.** First, the authors highlighted the state and level of understanding of what is social intelligence. Secondly, the students singled out some qualities that they think develop this concept. The researchers described the influence of the level of communication qualities on the level of social intelligence and showed that the more communicative the person, the higher the level of social intelligence.

### Suggested Citation:

Dyussenova A, Mandykayeva A, Özdoğru A, Xembayeva S, Antikeyeva S. Specific features of the development of social intelligence of the students (Kazakh diaspora) in higher education institutions in Kazakhstan. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):1551-1559. DOI: 10.54919/physics/55.2024.155tm1

\*Corresponding author



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**Conclusions.** The authors also demonstrated that training workshops and classes based on improving social communication, adaptation and interaction with the community had a positive impact on the development of social intelligence.

**Keywords:** adaptation; verbal communication; behaviour; communication skills; diagnostic method.

## Introduction

A future professional must not only perform one's duties well and be highly intelligent in his or her professional environment but should also adapt quickly to society. Therefore, the concept of "social intelligence" has emerged, the level of which determines the ability to interact with other people and understand their intentions and behaviour.

The article by S.D. Shaimukhanova et al. state that social intelligence is the ability to build relationships with the people around the individual [1]. These qualities should start building up from student days, during the study and development of professional qualities. In addition, this period reflects high sociability and taking a position in society, participation in organizations and employment, which contribute to adaptation to society. A.N. Umirbekova believes that higher education institution is the main stage that develops the students' activity and determination, while social intelligence influences professional formation [2]. However, the main problem concerns mostly the lack of specific actions within the education institution aimed at developing social competences, especially for future teachers.

The book by D. Goleman describes the importance and impact of social intelligence on communication in society [3]. The development of proper communication through the ability to listen and to analyse situations and views of people around is the one of the important stages in overcoming conflicts. The article by S.Y. Petrenko and O.V. Dureev describes the role of emotional intelligence, its association and influence on a person's adaptation in society [4]. These concepts eventually result in a key quality a person should master. A. Sankhayeva et al. describe the problem of the importance of developing social intelligence among students as one of the main steps towards personal adaptation and communication with society [5].

The article by T. Gura suggests training techniques that will help to activate interpersonal activity in the society and will improve communication between other training participants [6]. T.A. Yanovska describes the level of social intelligence on the example of the students who study psychology [7]. The findings demonstrate that students with low levels often encountered difficulties to understand and predict the behaviour of others and to analyse their own actions in society. Moreover, the students with a high level of social intelligence show a quick ability to understand and use non-verbal communication, successfully predict behaviour and circumstances.

The aim of the work was therefore to determine the level of social intelligence in the higher education students. Based on the objective, the authors set the following tasks. They are about to analyse ways and processes to develop an increase in this indicator in the students, to examine information on the importance of social intelligence, to highlight what condition this indicator has among students

in Kazakhstan, to analyse the literature and to indicate the ways to use a higher education institution to develop social intelligence.

## Materials and Methods

This study is both theoretical and empirical in nature. Among the theoretical methods used for research were information analysis and synthesis. The authors identified and described the concept of social intelligence and highlighted its state and ways of improvement. An important point was to create a meaningful situation and find out how the level of communication and adaptation affects the formation of social intelligence. Equally important among the theoretical methods was to compare different techniques and trainings with emphasis on characteristic skills in high, medium or low levels of social intelligence. Among the other aspects of the study were the way the correlations affect the students' communication and the main indicators that influence positively/negatively on adaptation and communication with society.

The use of questionnaires became the basis of the empirical methods. The study used several questionnaires that measured the state of social intelligence among students who study in Kazakhstan, namely at the University of Central Asia. The survey involved more than 100 preparatory students. One questionnaire focused on determining what is knowledge of social intelligence and how it affects life and skills development. The following survey dedicated to the students' knowledge of social intelligence helped to identify some indicators that contribute to social intelligence development. For example, the students received a list of 20 characteristics, where their task was to select only those that would develop at high/medium levels of social intelligence. The third questionnaire dealt with communication skills and the ways to measure them. The students received a questionnaire with 16 questions (V.F. Ryakhovsky's methodology) to which they had to answer "yes/no/sometimes". All answers had their own scores, calculated with the help of the keys, which accordingly determined the students' level of sociability.

Another empirical study enrolled the students to determine the level of social intelligence across a variety of broad categories: non-verbal thinking, group interaction, verbal communication, highlighting the logical chain between actions and behaviour and mean value. It involved 100 students from the preparatory department of Toraighyrov University. The survey consisted of 2 stages: the first without the use of training and techniques to improve social intelligence and the second with their use. This research specified the stages of adaptation of the repatriate students to the educational process in Kazakhstan. Another way of addressing the difficulties that arise during development was to indicate the training courses that included several different sessions and principles.

## Results

The Kazakh students who are studying at the University of Central Asia received a questionnaire to define the level of social intelligence. The first step was to determine the level of understanding and purpose of social intelligence and its impact on social adaptation. This questionnaire showed that among all the students who took part in the survey about 87% do not know what social intelligence is and 13% have an initial knowledge but do not quite understand how it affects people. It can be concluded that there are very few ways of learning what can relate to social intelligence. After explaining and revealing the purpose of social intelligence and identifying the main components, the students received a questionnaire where they had to choose indicators contributing to social intelligence. Among them were:

- 90% - the ability to understand other people's feelings;
- 86% - the ability to understand their own feelings;
- 83% - better communication;
- 78% - raising the students' level of adaptation in society;
- 56% - mental health development;
- 43% - developing one's personal skills (including leadership skills).

According to the students, social intelligence has a big impact on understanding oneself (one's behaviour) and others (understanding their actions in certain situations). In addition to understanding emotions, the level of communication skills is also important. The students received a test (following the methodology of V.F. Ryakhovsky), which determines the level of sociability (Table 1).

**Table 1.** The level of communication skills of the students

Number of points	Feature	Number of students
30-32	Uncommunicative personality, afraid to work in a group	1.2%
25-29	Closed-minded, with few friends, preferring solitude	3.4%
19-24	Quite an outgoing personality, but behaving carefully and with limitations with new people	9%
14-18	Inquisitive person, a good listener, able to defend your opinion, but does not like loud company	15.7%
9-13	Very active communicator, but sometimes lacking calmness and patience	36%
4-8	Likes to take part in all discussions, takes on every task, but not always able to see it through to the end	23%
3 or less	Very sociable, can be the cause of conflict, often biased	11.7%

Table 1 shows that most students demonstrate an average level of sociability, which in turn is explained as not only the ability to communicate with others, but also to keep their distance without provoking conflicts. The smallest number of students have introverted qualities discouraging communication. It is worth noting that more developed level of communication implies more developed level of social intelligence, which is a sign of ability to ask, clarify or help freely. The third questionnaire dealt with the level of social adaptation and included 30 questions, which helped to determine the student's level of adaptation and social intelligence by level (low, medium and high). In addition to the ability to communicate directly with others, the personal self or the attitude towards oneself has a great influence on the level of social intelligence. In contrast to communicability, the students

have a predominance of negative attitudes towards themselves (approximately 65%), 24% have positive attitudes and the rest have mixed feelings. In most cases, this indicator shows a lack of desire for leadership skills and a lack of confidence and fear of making mistakes.

Another experiment highlighted levels of social intelligence in the students who study at Toraighyrov University. This study took place in several stages. The first involved a questionnaire and the use of a diagnostic method to determine the students' ability to understand human behaviour in different situations and to recognise human feelings and emotions. This stage included 4 tests that characterised the following parameters: knowledge of classes, systems, transformations and behaviour outcomes (Table 2).

**Table 2.** Results of the social intelligence questionnaire

Tests	Level of development	Social indicator, %
Non-verbal thinking	High	0
	Above average	20.3
	Average	30.5
	Above average	42.5
	Low	6.7
Group interaction	High	2.3
	Above average	29.2
	Average	39.7
	Above average	25.8

	Low	3.0
	High	9.3
	Above average	25.6
	Average	30.5
	Above average	21.3
	Low	13.3
Verbal communication	High	0
	Above average	10.9
	Average	24.1
	Above average	55.6
	Low	9.4
Identifying the logical chain between actions and behaviour	High	2.9
	Above average	21.5
	Average	31.2
	Above average	36.3
	Low	8.1
Average parameter		

The first questionnaire dealt with the students' ability to identify a person's emotions through facial expressions, gestures and behaviour without the use of words. The results of this questionnaire showed that no students have a high level of social intelligence. The largest number of students have a level below average, indicating that they have difficulties with their ability to analyse. A high level should show the students' ability to analyse situations and predict future human behaviour. It is clear that the students at the intermediate level are insufficiently aware of the reactions and behaviour of others and make many mistakes, while students with low levels are poorly aware of accepted social norms and rules and are conflict personalities. The students with these indicators need to develop non-verbal reasoning and the ability to identify and analyse other people's reactions.

The second test took place to track the individual's performance in a group or team. There is a small number of the students with a high level of social intelligence, indicating their ability to work in a group of people with different thoughts and experiences, identifying the main actions and analysing behaviour as well as the ability to counteract the emergence of conflict. The largest number of the students in this category have an intermediate level, i.e. these individuals may make many mistakes in the aftermath of working with others that lead to conflict in the group due to a lack of skills in understanding other people's feelings. The students who are below average have well-developed verbal communication, but do not read people's behaviour, gestures and facial expressions, while those who have low level make mistakes when communicating with others, guided by personal experience and thoughts.

The third block described direct communication between students and others under the presence of interviewees with high levels of social intelligence. This means that they have a keen sense of a person's character and peculiarities as well as capturing one's thoughts. The students with an above-average level can easily find common ground in different situations. The students with an intermediate level have little role flexibility and subtlety in their communication. Those whose level is below

average and low have difficulty understanding the interlocutor. The last category describes the students' ability to highlight all the sequences, the behaviour pattern and the emotions of others. The survey showed that the majority were students with below-average social intelligence. They have difficulty making a logical chain between the actions of others and their behaviour and they are not aware of people's needs and motives because of poor adaptability. The students with above-average social intelligence have well-developed logic and interpersonal relationships within the group.

The majority of students who took part in the survey have a social intelligence level below average and slightly less than average. This indicates that the students lack the skills to understand other people, their actions and reactions. Therefore, it is worth introducing special courses that will improve these qualities. It should be noted that these figures have association with the students who have lived in this area for a long time. The Kazakh higher education institutions teach ethnic Kazakhs (e.g. returnees) who take longer to adapt than ordinary students. The following stages in the adaptation of repatriate students can be distinguished [8-12]:

1. Adaptation to the learning environment (adapting to the education system).
2. Adaptation in the study (student) group (interaction with students in their group/course).
3. Adaptation to vocational training (learning about the characteristics of a future profession).

In addition, the students received a questionnaire where they indicated ways of improving social intelligence, among them:

- 50.6% - webinars, training sessions;
- 24.7% - courses the student chooses;
- 15.3% - learning academic subjects.

For example, the use of training sessions would be appropriate including the following:

- procedures that focus on developing the participants' trust in each other, recognising the habits and emotional state of others;
- activities aimed at building communication skills and the ability to communicate with others;



- classes that aim to increase self-confidence;
- sessions using relaxation techniques.

In addition, it is important to use training based on psychological and pedagogical principles. For example, the principle of realism will help the students to confront real situations where they need to comprehend people's behaviour and analyse it [13-15]. Using the activity and objectivity principle, the main tasks will focus on the importance of observation and experimentation skills, while the students will learn the main rules of psychological safety in communication by using the subjective communication principle.

The authors examined control group during trainings using the questionnaire described in Table 2. As a result, the number of students with high levels of social intelligence increased and the number with low levels decreased. The number of students in the second block, related to non-verbal understanding of the person, was about 56% with an average level and 2% with a high level. The number of students in the third block (verbal expression) with a high level is 8.1% and with a low level is 9.2%, which is 1.8 times less than the previous time. On average, the number of students with a high level after using the training was 3.8%, with above average 18.3%, with average 40.1%, with below average 31.7% and with low 6.1%. When comparing the data from the control group and the experimental group, it is clear that the use of special techniques and trainings improves knowledge in the psychological field of communication and helps students to develop the ability to communicate and adapt in society.

## **Discussion**

The level of social intelligence depends on the level of sociability, interaction with society and adaptation in the external environment. Today, the education is one of the main aspects that enable the students to develop the ability to communicate and exhibit high professional qualities [16]. The increase of the social intelligence of a nation depends on developing the academic, professional and cultural qualities of the student. The main goal for a higher education institution should be a strategic focus on developing a new generation of qualified specialists with high professional qualities and a high level of responsibility [17-20].

L.V. Dolynska and V.Y. Royenko in their study described the conditions and factors that influence the formation of social intelligence, highlighting internal and external factors [9]. For example, internal factors include individual performance and external factors include environment, family, upbringing and family status. These results have practical application in this research as these factors influence the development of human communication skills. An important criterion for shaping personality and social intelligence are factors or sources that will either influence or impair social adaptation [21].

The impact and adaptation process of repatriate students remains an important moment of consideration. The authors F. Valieva et al. studied the adaptation process of oralman students [10]. These students have difficulty learning a foreign language as well as difficulty adapting to a new learning system, so it affects and complicates the development of social intelligence. In addition, the authors

Z.A. Tajibayeva and S. Saparbay studied all returnees and their adaptation to the training system [8]. They identified stages of adaptation based on a gradual increase in complexity. The process of adapting to the community for repatriate students is indeed difficult, so the learning process itself is important. Improvement of pedagogical education is a combination of the development of social-emotional intelligence as a personal resource for teachers. The inclusion of social-emotional learning in the university programmes is remarkable as a dynamic trend in the global educational space [22; 23]. The result of a survey among students and future teachers showed that they are not sufficiently aware of the importance of socio-emotional intelligence for personal and professional development. At the same time, their responses show that the resource of socio-emotional learning is not in full use in the HEI educational process [4].

V.A. Vins et al. investigated the impact and development of emotional intelligence in the learning process [11]. The process is particularly difficult for the most vulnerable people, such as first-year students who have trouble to switch from their usual lifestyle to a different one. The strive to develop emotional and social intelligence rises from the need for employers to look for people who not only have excellent professional skills but also interact easily with other people and society. Therefore, it is necessary to introduce interactive teaching methods in the initial process of higher education institutions, where first-year students could open up as individuals and learn how to interact with others. In addition to training sessions, it is important to introduce psychological trainings and meetings in which both educational and psycho-corrective work can take place [24-26]. The use of different trainings and individual techniques will help to develop the students' ability to analyse their own behaviour and the behaviour of others as social intelligence itself will be at a low level. It is advisable to use training techniques in order to improve the social intelligence indicator. This issue has been the subject of the research by T. Gura, who proved positive aspects in the use of a training session at the ascertaining stage [6]. These technologies also contribute to the development of leadership skills.

An article by D. Wawra states that social intelligence is a prerequisite for a successful interlocutor [12]. The latest research on social intelligence involves social neuroscience, developed in recent years. The cognitive goals usually prevailed, followed by behavioural goals. The affective learning goals often serve as a typical component of social learning. An individual's adaptation to society depends on the activity of the main brain, especially the neurons. In addition, analysing the materials of the article by F. Marin, the researcher's results can be compared with the authors' of this study as higher education should focus on competencies that aim to improve the students' training, response to social, and work requirements [13]. A socially intelligent person can get along better with other people in terms of communication or interaction [27].

The authors L. Zbihlejova and Z. Birknerova characterized the relationship between social intelligence and difficulties, associated with stress as well as gender differences in the perception of social intelligence [14].

Understanding these issues and analysing their results provides insight into how undesirable factors that affect learning and performance. There is a relationship between social intelligence and self-regulation [28]. As E. Hashem's research has shown, social intelligence through self-regulation can be foreseen [15]. If the students have a high level of self-regulation, their level of social intelligence will also be high. In other words, the ability to regulate one's emotions helps to adapt better in society. M.I. Brown et al. described the relationship between the development of social intelligence and the mental ability of the mind, showing the difficulties in using verbal material [29]. Regarding this, mental awareness is one part of developing a high level of social intelligence. The relationship between learning level and social intelligence has been a subject of the study by I. Bhat, and H. Khandai, whose research has indicated an association between learning level and social intelligence as it affects how quickly the individual is able to remember and use information [30].

A study carried out on a sample of the students from Texas had a subject to investigate what level of social intelligence and emotion is characteristic of learning. These indicators were prominent in the research by K.A. Meyer and S.J. Jones [31]. The authors M. Kundu et al. described the associative process between adaptation and social intelligence [32]. They eventually found that the process of social adjustment of the students with different educational directions differs according to the level of social intelligence. Those students who study the social, psychological and human sciences have a higher level of social intelligence and adaptation due to their need to communicate with society as opposed to students who study, for example, biology or chemistry, working in laboratories [33-35]. M. Praditsang et al. [36] investigated the association between social and emotional intelligence and the factors for their study, when the development rate was a subject of the study by the group of authors A.M.E. Henderson et al. [37].

A. Nazir et al. conducted a study that described the level of social intelligence of the students who study in rural and urban colleges [38]. The results showed that the students in rural colleges had a higher level of social intelligence compared to the students in urban institutions. The formation of social intelligence is therefore depending on the region and locality where the students study. J.C. Pinto et al. studied the social intelligence of Portuguese students [39]. They concluded that rural areas have a more limited number of residents who know each other and the students show a higher level of social intelligence than their peers who study in the city. E.I. Obilor and A.I. Ikpa studied the level of social intelligence in the university students [40]. As the study shows, self-motivation, self-awareness and empathy are important factors on the formation of this quality. Improvement of social intelligence and adaptation starts with analysing behaviour and drawing conclusions as well as will and motivation of

why to study other people's behaviour and how it will help to interact better with society [41].

It can be concluded that the process of improving each person's social intelligence is a combination of many mental processes as well as communication and the ability to analyse people's behaviour. The social intelligence requires upbringing from school or college years using different methods, especially training methods. Training and seminars have demonstrated a large and positive impact on identity formation.

## Conclusions

The development of social intelligence contributes to better adaptation of the individual to society, to understanding human behaviour and highlighting the causes and consequences of his or her actions. Social intelligence is an integral ability that determines the level and success of interpersonal communication as it provides insight into actions and non-verbal communication.

The results of the study showed that most students were unfamiliar with the concept of social intelligence during their studies, which affects their interaction with society and their professional activities. According to students, the resource for studying social-emotional intelligence shows poor development and usage in the institutions. It is also founded that most students have low and below-average levels of this indicator, which means an incomplete understanding of the psychological states and activities of others, a lack of logical sequences and frequent conflicts. The students also indicated during the study which personality traits involve a high level of social intelligence, namely on managing your own emotions, understanding others, supporting mental health and developing critical thinking and leadership skills.

The empirical study highlighted the impact of training courses on the development of social intelligence. The result showed that the number of students with a high level increased and the number of students with a low level accordingly decreased. The use of training therefore improves knowledge of psychology, develops the ability to analyse behaviour and emotions, to improve communication and to do so in a non-confrontational way. The socio-psychological training is good for the development of social intelligence and its implementation is necessary in the training of future educators so using it as an organisational form of training will have a positive impact on the training of these professionals. These findings marked the achievement of the aim of the study set by the authors.

## Acknowledgements

None.

## Conflict of Interest

None.

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## **Особливості розвитку соціального інтелекту студентів (казахської діаспори) у вищих навчальних закладах Казахстану**

**Алуа Дюсенова**

Євразійський національний університет імені Л.Н. Гумільова  
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

**Алмагуль Мандикаєва**

Євразійський національний університет імені Л.Н. Гумільова  
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

**Асіл Алі Оздогру**

Університет Ускюдар  
34662, 14 Університет Алтунізаде, Стамбул, Туреччина

**Сауле Ксембаєва**

Торайгиров університет  
140008, вул. Ломова, 64, Павлодар, Республіка Казахстан

**Самал Антікеєва**

Торайгиров університет  
140008, вул. Ломова, 64, м. Павлодар, Республіка Казахстан

### **Анотація**

**Актуальність.** Впровадження нових інформаційних та психолого-педагогічних технологій обумовлює необхідність підготовки професійних фахівців, здатних легко взаємодіяти з колективом і суспільством. Тому важливим залишається розвиток людських якостей, які допоможуть розуміти поведінку та діяльність людей у різних ситуаціях.

**Мета.** Метою роботи було визначення рівня соціального інтелекту студентів, виявлення шляхів його підвищення та визначення стану цього критерію в суспільстві.

**Методологія.** У дослідженні використовувалися методи анкетування та спостереження, а в навчальному процесі були задіяні студенти з різних навчальних закладів. Важливо зазначити, що низький рівень соціального інтелекту переважав у більшості студентів у дослідженні, демонструючи тих, хто недостатньо впевнений у собі, конфліктний та не до кінця розуміє поведінку інших.

**Результати.** По-перше, автори висвітлили стан та рівень розуміння того, що таке соціальний інтелект. По-друге, студенти виділили деякі якості, які, на їхню думку, розвивають це поняття. Дослідники описали вплив рівня комунікативних якостей на рівень соціального інтелекту та показали, що чим більш комунікабельна людина, тим вищий рівень соціального інтелекту.

**Висновки.** Автори також продемонстрували, що тренінги та заняття, засновані на покращенні соціальної комунікації, адаптації та взаємодії з громадою, позитивно впливають на розвиток соціального інтелекту.

**Ключові слова:** адаптація; вербальна комунікація; поведінка; комунікативні навички; діагностична методика.