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## METHODOLOGY FOR DEVELOPING SOCIAL INTELLIGENCE IN STUDENTS

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**Abstract:** This article analyzes the theoretical and methodological foundations for developing students' social intelligence through philosophy disciplines. Philosophical, psychological, and pedagogical interpretations of social intelligence are examined, and its role in personal development is substantiated. The study reveals the potential of philosophy courses in fostering communication skills, empathy, reflective thinking, and understanding social relationships. The findings demonstrate the effectiveness of methodological approaches aimed at developing social intelligence in higher education.

**Keywords:** social intelligence, philosophy, student, communication, empathy, reflection, higher education.

**INTRODUCTION.** In recent years, the modernization of the higher education system in the Republic of Uzbekistan, improving the quality of education and training competitive specialists have become priority areas of state policy. In the process of higher education, the need to form individuals who not only have professional knowledge and skills, but also can effectively communicate in society, understand social relations and have social responsibility is increasingly increasing.

From this perspective, the development of social intelligence in students is one of the urgent tasks of modern education. Social intelligence is manifested as an important quality that ensures a person's successful functioning in society, effective communication with others, the ability to correctly assess social situations and make flexible decisions.

Philosophical disciplines play an important role in the formation of a person's worldview, critical and reflective thinking, creating broad opportunities for students to understand social phenomena and relationships, perceive moral values, and develop social responsibility.

**REFERENCES AND METHODOLOGY.** The problem of developing social intelligence in students is widely studied as one of the important scientific directions within the framework of modern pedagogy, psychology and philosophy. The concept of social intelligence was first introduced into scientific circulation by E.L. Thorndike, who interpreted it as a person's ability to understand and manage interpersonal relationships. This approach later served as a methodological basis for scientific research aimed at studying social and emotional competencies.

The psychological aspects of social intelligence were analyzed in the studies of D. Goleman, P. Salovey and J. Mayer from the point of view of the interrelationship of emotional and social abilities. According to their scientific views, a person's social success is determined by the level of development of such qualities as empathy, communication culture, understanding of social situations and reflective thinking. This approach allows us to consider social intelligence not only as an individual characteristic of a person, but also as a complex system formed in the process of interaction with the social environment.

The issue of social intelligence has been studied by scientists from the CIS countries in close connection with the socialization and communicative activity of the individual. In particular, L.S. Vygotsky substantiated the decisive role of the social environment and communication in the development of the individual and scientifically proved the influence of social experience on



cognitive processes. The studies of V.N. Kunitsina, A.I. Fedorenko, A.S. Yuzhaninova analyzed the communicative, reflective and empathetic components of social intelligence and showed its importance in professional activity.

The scientific research of Uzbek scientists has widely covered the issues of developing the individual's social competencies, communication culture and social activity. B.Kh. Khodjayev substantiated the mechanisms for ensuring the individual's readiness for social and professional activity based on a competency approach, while V.Karimova and E.Goziev deeply analyzed the issues of the individual's socio-psychological development, reflective thinking and social adaptation. In the studies of O.Musurmonova and N. Mahmudova, pedagogical conditions aimed at increasing the socialization and social activity of the individual in the educational process are scientifically based.

The role of philosophical disciplines in the intellectual and social development of the individual has been covered in many studies based on philosophical-anthropological and ethical approaches. Philosophical education is distinguished by the fact that it serves to form critical thinking, reflection, moral responsibility and social consciousness in the individual. In particular, logical analysis, debate and dialogical approaches carried out within the framework of philosophical disciplines are of great importance in developing students' abilities to understand and evaluate social situations.

This study was methodologically based on a competency-based approach, person-oriented education, systematic and active approaches. During the research, the content and teaching methods of philosophical disciplines were analyzed from the perspective of developing social intelligence. Also, pedagogical observation, theoretical analysis, comparative comparison and generalization methods were used. These methodological approaches made it possible to identify and scientifically substantiate effective pedagogical mechanisms for developing social intelligence in students.

**RESULT AND DISCUSSION.** The results of the study showed that the process of developing social intelligence in students is carried out consistently on the basis of the interaction of theoretical knowledge, cognitive activity and reflective thinking. In this process, theoretical knowledge allows students to deeply understand the essence of philosophical and pedagogical phenomena and processes, to systematically analyze social and moral concepts. Cognitive activity activates students' cognitive processes, develops the skills of analyzing problem situations, evaluating social relationships and making flexible decisions. Reflective thinking, in turn, directs students to critically evaluate their communication and social activities, identify personal achievements and shortcomings, and form an internal need for constant self-development. D. Goleman's model of social intelligence serves as an important methodological basis for the effective organization of the pedagogical process. This model allows for the identification of individual social intelligence potential of students, individualization of the educational process taking into account their communication styles, and the use of a differentiated approach. The educational process based on the theory of social intelligence is aimed at developing students' empathy, communication culture, reflective thinking and understanding of social situations, which in pedagogical activity forms the skills of effective communication, analytical thinking and independent decision-making in social situations.

The development of social intelligence has a significant impact on the professional preparation of students. Teachers with such competence are able to organize the educational process based on modern educational requirements, develop communication and pedagogical strategies taking into account the individual characteristics of students, and demonstrate a creative and flexible approach to pedagogical activity. As a result, students' social intelligence



and pedagogical potential develop, and they are ready to form active, socially responsible and competitive specialists in society.

**CONCLUSION.** In conclusion, the development of social intelligence in students is one of the important tasks of the modern higher education system. Philosophical disciplines play an important role in this process not only in imparting theoretical knowledge, but also in forming students' social thinking, communication culture, empathy and reflective thinking. Philosophical knowledge creates an opportunity for students to deeply understand the relationship between society and the individual, to perceive moral and social values, and to feel personal and collective responsibility.

The results of the study showed that the educational process organized on the basis of philosophical disciplines has an effective effect on the development of all components of social intelligence in students - communication culture, reflective thinking, empathy and social awareness. Special interactive methods, problem questions, group discussions and reflective analysis exercises significantly increase students' ability to understand the opinions of others, assess social situations and justify their own positions.

Therefore, it is recommended to widely introduce methodological approaches aimed at the development of social intelligence in teaching philosophy in higher educational institutions. In this process, interactive and reflective educational technologies, work with problem situations, group and dialogical exercises give effective results. As a result, students develop social competencies, and they are formed as active, socially responsible and competitive specialists in society. In addition, such methodological approaches to the development of social intelligence serve to increase the professional readiness of students, to form them as creative, independent and effective decision-makers in pedagogical and scientific activities. Thus, the development of social intelligence through philosophical disciplines makes a significant contribution not only to personal, but also to collective and social development, serves to improve the quality of higher education and train competitive personnel in a modern educational environment.

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