



BASIC METHODS OF DEVELOPMENT OF SOCIAL INTELLIGENCE

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Abstract. The purpose of this research was to determine the level of social intelligence of future teachers and to evaluate their views on the basic methods of developing social intelligence. This study was designed as a mixed-methods investigation. The research group consisted of 541 teacher candidates. The research data were collected with the social intelligence assessment scale developed by the researchers and a semi-structured interview form with teachers about the main methods of developing social intelligence. The quantitative data of the study were analyzed using a statistical program. The descriptive analysis method was conducted through the utilisation of qualitative analysis. The study revealed that teacher candidates assigned high ratings to their problem-solving skills, communication skills, and social intelligence. Research findings reveal that there is no significant difference between the social intelligence levels of male and female teacher candidates. Teacher candidates with high academic achievement demonstrated high levels of social intelligence. The results of the study demonstrate that the majority of teacher candidates subscribe to the belief that social intelligence can be cultivated. The majority of prospective teachers seek to cultivate their social intelligence through the application of fundamental methodologies. The proposal included the creation of course content for developing social intelligence at all levels of education.

Keywords: Social intelligence, teacher candidates, mixed method.

Introduction

Individuals need to receive an education, work, earn money, find a place in society, and belong to society to balance their lives and meet their needs; therefore, it is important to sensitize individuals to social and emotional learning (Mori, 2022; Nabi et al., 2022). For social belonging, individuals need to know the society and the culture to which the society belongs (Yeh et al., 2022). To achieve this, the individual needs to have a certain competence and wellness (Jang et al., 2004; von der Embse et al., 2023). It is an important factor for individuals to be social for their social status, and to have social intelligence to be social (Platonova et al., 2021; Devis-Rozental & Farquharson, 2020). Individuals who are social and have a high level of social intelligence find a place for themselves in society and adapt to society (Saxena & Jain, 2013; Azpiazu et al., 2023).

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Theoretical and conceptual framework. Researchers have developed some definitions as a result of their research on social intelligence. Ford and Tisak (1983) expressed social intelligence as the distinctive behaviors of the individual in the social environment and defined them as similar behaviors that the individual performs in a certain social environment. Marlowe (1986) and Mohadesi & Vahidi (2022) considered social intelligence and social competence to be similar and considered social intelligence as the ability to understand individuals' emotions, thoughts, and behaviors. Social intelligence, which is an important concept in evaluating the level of leadership, is the interpersonal communication competence that includes influencing others.

Silvera et al. (2001) stated that social intelligence consists of three dimensions: social knowledge process, social awareness, and social skills. The social knowledge process includes competencies such as understanding one's own and other people's feelings and thoughts, being able to read their body language, and understanding the wishes and expectations of others in relationships. The social awareness dimension refers to the individual's ability to be fully committed and act appropriately in the social environment and conditions (Mohadesi, 2022). Individuals with high social awareness are successful in showing appropriate behavior in social environments, giving appropriate reactions to their behavior, and giving feedback (Black & Rojewski, 1998). In other words, he knows what to say, when, how to behave, and how to influence people. Social skill is related to the performance dimension of social intelligence. In other words, the individual can act skillfully in human relations, as in the case of teacher-student communication and relationship, to have an engaging classroom environment (Chang & Hall, 2022). An individual with a high level of social skills can easily enter social environments, has no difficulty getting along with other people, and can easily adapt to social environments (Ratto et al., 2011).

The fundamental human need to communicate with other people, share their feelings and thoughts with them, and to understand those of others, is an essential aspect of social interaction. This process is facilitated through various forms of expression, including both audio and visual media. (Kuimova et al., 2016; Swain et al., 2022; Munin & Beer, 2022). Communication is important at this point. However, it is essential that the communication established is correct and that the message is conveyed and understood correctly between the sender and the receiver. At this point, intelligence among humans comes into play (Fadhlan et al., 2023). It is a widely acknowledged fact that effective communication can be challenging when engaging with individuals whose cognitive abilities are significantly limited. Such people either do not understand what is said or what they say is often incomprehensible. Likewise, there may be some difficulties in communicating with gifted people. Therefore, it can be said that there is a significant relationship between intelligence and communication skills (Cherry et al., 2013). Nowadays, it is very important for individuals to have social intelligence and to be able to use it effectively in both their business and private lives and their relationships with the people around them. In this regard, it is important to evaluate the social intelligence levels of future teachers and their thoughts on improving social intelligence.

Related Research. Suliman (2010) stated that according to the Bar-On model, students with high social intelligence skills also have high academic success. The results of Gardner and Stough's (2002) study examining the relationship between emotional intelligence and social intelligence show that there is a strong relationship between emotional intelligence and social intelligence. In their study, Pursun and Efiltili (2019) analyzed the social intelligence scores of special education teacher candidates to predict multiple intelligence areas. In his research, Williams (2008) evaluated the concepts of emotional intelligence, social intelligence, and environmental adaptation from the perspective of managers. Tsoli (2023) discussed the relationship between teacher candidates' emotional intelligence and educational practices through a case study in Greece. In Pinarcik et al.'s (2016) study, the relationship between the emotional intelligence and communication skills of preschool teacher candidates was examined, and it was revealed that the emotional intelligence levels of preschool teacher candidates had a leading effect on their communication skills. In their research, Tok and Morali (2009) evaluated physical education teacher candidates' emotional intelligence, Big Five personality dimensions, and academic success characteristics. In their research, Silvera et al. (2001) aimed to eliminate some of the obstacles to measuring social intelligence by designing a short, easy-to-administer, versatile social intelligence scale.

Purpose of the Research. The purpose of this research was to determine the social intelligence levels of prospective teachers and to evaluate their views on the basic methods of developing social intelligence. In this regard, answers were sought to the following research questions:

1. What are the social intelligence levels of the teacher candidates participating in the research?

2. Do the social intelligence levels of the teacher candidates participating in the research differ according to gender?
3. Do the social intelligence levels of the teacher candidates participating in the research differ according to the academic success variable?
4. What are the opinions of teacher candidates regarding the basic methods of developing social intelligence?
5. What are the suggestions of prospective teachers regarding the basic methods of developing social intelligence?

Materials and methods

This section of the research includes information about the method used. In addition, the working group, the development process of the data collection tool, the evaluation of the data, and ethical dimensions are included in this section.

Research Method. This research was designed as mixed methods research. Mixed-method research can be defined as combining the views of researchers who adopt only a single research paradigm, researchers who adopt a research paradigm depending on the situation, and researchers who adopt a pragmatic research paradigm (Rossman & Wilson, 1985). In this research, while the social intelligence levels of the prospective teachers participating in the research were discussed with the quantitative method, their opinions and suggestions regarding the basic methods of social intelligence were discussed with the qualitative method.

Participants. The research study group consists of 541 teacher candidates. The demographic distribution of teacher candidates regarding gender and academic achievement levels is presented in Table 1.

Table 1. Demographic distribution of teacher candidates

Gender	F	%
Female	235	43.4
Male	306	56.6
Total	541	100
Academic success		
High	194	35.8
Middle	168	31.1
Low	179	33.1
Total	541	100

Table 1 shows the demographic distribution of the teacher candidates who participated in the research according to gender and academic achievement variables. 43.4% of teacher candidates are female, and 56.6% are male. 35.8% of the teacher candidates stated that they had a high level of academic success, 31.1% stated that they had a medium level of academic success, and 33.1% stated that they had a low level of academic success.

Data Collection Tools. Research data were collected with the social intelligence assessment scale developed by the researchers and the teacher's semi-structured interview form regarding the basic methods of developing social intelligence.

Social Intelligence Assessment Scale. Articles related to social intelligence were created by examining the research conducted in the field. The item pool created by combining these items initially contains 44 items. The linguistic and grammatical structure of the items related to social intelligence was evaluated by two linguists. Linguists corrected the errors in the articles. Then, 4 field experts evaluated the suitability of 44 items for the scope of the research. As a result of the evaluations, 6 items that were thought by experts to go beyond the scope of the research were removed from the item pool. The remaining 38 items were converted into a draft scale form. Then, a pilot application working group was formed. The pilot application study group consisted of 316 teacher candidates. 176 of the teacher candidates were women, and 140 were men. Teacher candidates who participated in this phase

of the research were not included in the main sample group of the research. The scales were delivered to teacher candidates via Google Forms.

First, the Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's sphericity test were calculated for the data set obtained as a result of the application. The KMO value was found to be 0.844, and the Bartlett test was found to be below $p < 0.05$ ($p = 0.000$), and it was understood that it was suitable for factor analysis. Exploratory factor analysis (EFA) was applied with the SPSS 25.0 statistical program. In this process, the eigenvalue and variance ratios of the data set were examined, and 2 factors with eigenvalues greater than 1 were found. The proportion of variance explained by the factors was found to be 88.9%. In line with the scree plot, 4 items with item factor loads below 30 were removed from the scale.

Confirmatory factor analysis (CFA) was conducted to confirm the two-factor structure of the scale, consisting of 34 items. DFA SPSS Amos was carried out with the statistical program. In this process, the goodness-of-fit index of the data set was examined. Acceptability value of the model $CMIN / df$ ($\chi^2 / df < 5$) = 3.211, GFI (Goodness-of-fit Index), (> 0.90) = 1.630, CFI (Comparative Fit Index) (> 0.90) = 1.540, NFI-TLI (Normed Fit Index - Tucker-Lewis Index) (> 0.80) = 0.950–0.990 and RMSA (Root Mean Square Error of Approximation) (< 0.07) = 0.059 was found. The data obtained revealed that the data set had a good degree of fit. It was determined that all items were compatible with their sub-dimensions. The goodness of fit indices revealed the applicability of the scale, and after this stage, a final reliability analysis was conducted.

Cronbach's Alpha internal consistency coefficient was calculated for the two-dimensional structure of the scale. The first sub-dimension of the scale is called Problem-Solving Skill, and the second sub-dimension is called Communication Skill. The Cronbach Alpha coefficient of the first sub-dimension was calculated as 0.84. The Cronbach Alpha coefficient of the second sub-dimension was calculated as 0.87. The Cronbach Alpha coefficient for the overall social intelligence assessment scale was found to be 0.85. These values obtained reveal that the scale is reliable.

The scale consists of 34 items in total. There are 15 items in the first subscale and 19 items in the second subscale. The scale was created as a 5-point Likert type. As the scores decrease from 5 to 1, prospective teachers' evaluations of social intelligence become negative. When item score ranges are taken equal, 5.00–4.20 is rated as very high, 4.19–3.40 as high, 3.39–2.60 as medium, 2.59–1.80 as low, and 1.79–1.00 as very low.

Teacher Semi-Structured Interview Form on Basic Methods of Developing Social Intelligence. The semi-structured interview form created to collect the quantitative data of the research consists of 2 questions. These two questions were asked face-to-face to 25 teacher candidates randomly selected from the sample group of the study. The opinions of 1 language expert and 2 field experts were consulted in creating the questions. It was aimed to evaluate the opinions of teacher candidates regarding the basic methods of developing social intelligence with the developed interview questions. The structured interview questions developed by the researchers are in line with the sub-objectives of the research.

Data Collection Process. The quantitative data of the research were shared with prospective teachers via Google. It was collected by delivering the scales through forms. The qualitative data of the research were collected through face-to-face interviews with 25 teachers randomly selected from the sample group of the research. Quantitative and qualitative data were collected simultaneously. It took approximately 5 weeks to collect research data.

Compliance with Ethics. In the research, first of all, during the data collection process, necessary permissions were obtained from the administrations of the universities where the teacher candidates studied. The research information form, which included information about each stage of the research, was delivered to the teacher candidates together with the social intelligence assessment scale, and all teacher candidates who were included in the pilot application, quantitative application, and qualitative application sections of the main application were asked to declare that they participated in the research voluntarily. All prospective teachers who participated in the research were promised that their data would remain confidential.

Data Analysis. The quantitative data of the study were analyzed with the SPSS 25.0 statistical program. Kolmogorov's assumption of normality, which is the primary criterion of parametric statistical techniques in the data analysis process, was tested using the Smirnov test. As a result of the analysis, it was decided to apply parametric tests to the data set. In addition to standard deviation and weighted average calculations, an independent samples T-test was applied in the analysis of two-variable data, and a one-way analysis of variance ANOVA was applied in the analysis of more than two-variable data. The significance level of the research was determined as 0.05. The descriptive

analysis method was used in the analysis of quantitative data. Marshall (1996) explains the purpose of descriptive analysis; He expressed it as organizing and interpreting the data collected through observation or interviews and presenting them to the reader. In this direction, the data obtained from the teacher's semi-structured interview form regarding the basic methods of developing social intelligence were transformed into findings by descriptive analysis.

Results and discussion

In this part of the research, the data obtained from the social intelligence assessment scale and the teacher's semi-structured interview form regarding the basic methods of developing social intelligence were evaluated.

Findings on the Social Intelligence Assessment Scale

Table 2. Weighted means and standard deviations of the social intelligence assessment scale

	X	SS
Problem-solving skills	3.79	0.681
Communication skill	3.65	0.620
Social Intelligence Assessment scale	3.71	0.665

Shows the weighted averages and standard deviations of the social intelligence assessment scale and the sub-dimensions of the pre-service teachers who participated in the study. In line with the answers given by the teacher candidates to the items in the scale, it was determined that they expressed positive opinions in the problem-solving skill ($X = 3.79$, $SD = 0.681$) and communication skill ($X = 3.65$, $SD = 0.620$) sub-dimensions. It was also determined that teacher candidates evaluated their social intelligence as high across the social intelligence assessment scale ($X = 3.71$, $SD = 0.665$).

Table 3. T-test results of teacher candidates' social intelligence assessment scale according to the gender variable

	N	X	SS	F	P.
Female	235	3.79	0.651	4,550	.610
Male	306	3.65	0.643		

In Table 3, the evaluations of the prospective teachers who participated in the research regarding their social intelligence are discussed according to the gender variable. The results obtained reveal that there is no significant difference between the social intelligence levels of male and female teacher candidates ($F = 4.550$, $P > .05$).

Table 4. One-way analysis of Variance (ANOVA) results according to the academic achievement variable of the social intelligence assessment scale of teacher candidates

Academic success	N	X	SS	F	P.
High	194	4.01	0.821	11,208	0.000
Middle	168	3.58	0.689		
Low	179	3.51	0.636		

In Table 4, the evaluations of the pre-service teachers who participated in the research regarding their social intelligence are discussed according to the academic success variable. The results obtained reveal that there is a significant difference between the social intelligence levels of teacher candidates with high, medium, and low academic achievement ($F=11.208$, $P < .05$). According to the results, it was determined that teacher candidates with high academic success had high social intelligence.

Findings Regarding Teacher Semi-Structured Interview Form Regarding Basic Methods of Developing Social Intelligence.

Table 5. Teacher candidates' views on basic methods of developing social intelligence

Category	Teacher Opinions	F	%
Intelligence can be improved with basic methods	T5: I think individuals can gain problem-solving skills.	15	60
	T11: I think that among the types of intelligence, the development of social intelligence is the type of intelligence that can be changed most easily by using some basic methods.		
	T22: It can be improved with the right guidance and the right techniques to be used in early childhood.		
Social intelligence can be partially improved with basic methods	T1: I think that individuals' partially introverted personality structures can be changed.	7	28
	T10: I believe that it can be partially improved due to the inadequacy of applications to improve social intelligence.		
Intelligence cannot be developed with basic methods	intelligence can be developed as much as the individual's social environment allows.	3	12
	T4: If the child has introverted personality traits, I do not think it is possible to change this.		
	T7: I do not think that this type of intelligence can be developed with external interventions.		
	T19: This is not possible for children who grow up in environments where oppressive, authoritarian, or negative parental attitudes are exhibited.		

In Table 5, the opinions of the prospective teachers who participated in the research regarding the basic methods of developing social intelligence are categorized. 60% of teacher candidates answered that social intelligence can be improved with basic methods. 28% of teacher candidates answered that social intelligence can be partially improved with basic methods. 12% of teacher candidates stated that it is not possible to develop social intelligence with basic methods.

Table 6. Suggestions of teacher candidates regarding basic methods of developing social intelligence

Category	Teacher Opinions	F	%
Creating course content to improve social intelligence at all levels of education	T2, T3 T5, T8, T10, T12, T14, T16, T17, T18, T20, T21, T23, T25	14	56
Teaching students effective listening and speaking skills	T1, T5, T6, T9, T11, T13, T15, T20, T22, T23, T24	11	44
Teaching students problem-solving skills	T1, T2, T6, T8, T12, T13, T16, T21, T22, T25	10	40
Using group work and project-based learning methods effectively in education	T3, T8, T10, T15, T16, T17, T18, T22, T24	9	36
Frequently applying social learning activities such as creative drama in the classroom environment	T2, T3, T5, T10, T12, T14, T23	7	28
Benefiting from group teaching method techniques such as symposium, panel, panel discussion, and debate.	T3, T11, T14, T15, T18, T20	6	24
Raising students' awareness against habits and practices that hinder the development of social intelligence	T3, T6, T9, T10, T24,	5	20
Ensuring that the family plays an active role in students' social intelligence development	T14, T7, T24	3	12
Strengthening students' social relationships by organizing trips and events	T18, T20	2	8

In Table 6, the suggestions of the prospective teachers who participated in the research regarding the basic methods of developing social intelligence are categorized. 56% of teacher candidates suggested creating course content to improve social intelligence at all levels of education. 44% of the teacher candidates suggested providing students with effective listening and speaking skills, and 40% offered students with problem-solving skills as suggestions for improving social intelligence. 36% of teacher candidates use group working and project-based learning methods effectively in education, 28% frequently apply social learning activities such as creative drama in the classroom environment, and 24% use group teaching methods such as symposiums, panels, panel discussions, and debates. and 20% responded to raise students' awareness against habits and practices that hinder the development of social intelligence. 12% of teacher candidates suggested ensuring that the family plays an active role in students' social intelligence development, and 8% suggested ensuring that students' social relationships are strengthened by organizing trips and events.

In line with the findings obtained from the research, it was determined that teacher candidates demonstrated proficiency in their problem-solving skills, communication skills, and social intelligence levels. As a result of the research findings, it was determined that male and female teacher candidates stated that they had similar intelligence levels in terms of their evaluation of their social intelligence levels. Supporting the findings of the study, Gnanadevan (2007) also stated that the level of social intelligence varies according to the social class of the individual, the education of the mother, and the income level of the family, but it does not vary according to gender, the education level of the father, or the work done by the mother and father.

Intelligence of the pre-service teachers participating in the research was considered according to the academic success variable; it was found that the pre-service teachers with high academic success had high levels of social intelligence. Vyrost and Kyselova (2006) also investigated the relationship between social intelligence, knowledge, values, and personality traits, and as a result, they revealed that there is a close relationship between social intelligence, wisdom, and knowledge. In their research, Tok and Morali (2009) did not find any relationship between the emotional intelligence characteristics of teacher candidates and their general grade point average. The findings obtained from the research reveal that the majority of teacher candidates find social intelligence to be developable.

Teacher candidates aim to develop social intelligence with basic methods; Creating course contents to develop social intelligence at all levels of education, providing students with effective listening and speaking skills, providing students with problem-solving skills, using group work and project-based learning methods effectively in education, using group work and project-based learning methods effectively in education, creative drama, etc. Frequently implementing social learning activities in the classroom environment, using group teaching method techniques such as symposiums, panels, panel discussions, and debates, and raising students' awareness of habits and practices that hinder the development of social intelligence, they developed suggestions to ensure that the family plays an active role in the social intelligence development of students and to strengthen students' social relationships by organizing trips and events. Tsoli (2023) and Shuo et al. (2022) in their research pointed to the impact on practice and policy, teachers highlighted the need for social and emotional interventions during both their initial and continuing education, as well as the need to promote an educational design that embraces social and emotional pedagogical goals.

Conclusion

It is possible to say that in the modern education approach, apart from the role of transferring knowledge, the teacher also has different roles in helping students gain competencies that will ensure their versatile development. It will be a significant advantage for teachers to have the characteristics that are expected to be imparted to students in the learning-teaching process. Therefore, in this research, it was found important to determine the social intelligence levels of prospective teachers and evaluate their views on the basic methods of developing social intelligence. As a result of the research, it was determined that teacher candidates found their problem-solving skills, communication skills, and social intelligence levels to be high.

Research findings reveal that there is no significant difference between the social intelligence levels of male and female teacher candidates. When the evaluations of the social intelligence of the teacher candidates participating in the research were considered according to the academic success variable, it was seen that the social intelligence levels of the teacher candidates with high academic success were high. The findings obtained from the research reveal that the majority of teacher candidates find social intelligence to be developable.

Teacher candidates aim to develop social intelligence with basic methods; Creating course contents to develop social intelligence at all levels of education, providing students with effective listening and speaking skills, providing students with problem-solving skills, using group work and project-based learning methods effectively in education, using group work and project-based learning methods effectively in education, creative drama, etc. Frequently implementing social learning activities in the classroom environment, using group teaching method techniques such as symposiums, panels, panel discussions, and debates, raising students' awareness of habits and practices that hinder the development of social intelligence, ensuring that the family plays an active role in students' social intelligence development, and organizing trips and events to help students. They developed suggestions to strengthen social relations.

Contribution of the authors:

Uaidullakzy E. – organized and conducted the main experiment within the framework of the study, and described the research methods

Kenzhebayeva K. – was responsible for the concept of the research work and developed a detailed plan for data collection, selection of methods of analysis, and data collection and processing.

Agbayeva U. – selection of methods of analysis, data collection and processing

Baimukhanbetov B. – made a significant contribution to the concept or design of the work

Yuldasheva Zh. – collection, analysis, and interpretation of the results of the work.

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Conflict of interest

The authors confirm that there are no potential or actual conflicts of interest related to this study.

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Әлеуметтік интеллектті дамытудың негізгі әдістері

Аңдатпа. Бұл зерттеудің мақсаты болашақ мұғалімдердің әлеуметтік интеллект деңгейін анықтау және олардың әлеуметтік интеллектті дамытудың негізгі әдістері туралы көзқарастарын бағалау болды. Бұл зерттеу аралас әдістерді қолдана отырып зерттеу ретінде жасалды. Зерттеу тобы 541 мұғалімдікке үміткерден тұрды. Зерттеу деректері зерттеушілер әзірлеген әлеуметтік интеллектті бағалау шкаласы және әлеуметтік интеллектті дамытудың негізгі әдістері туралы мұғаліммен сұхбаттың жартылай құрылымдалған түрі арқылы жиналды. Зерттеудің сандық деректері статистикалық бағдарлама арқылы талданды. Сапалық деректерді талдау кезінде сипаттамалық талдау әдісі қолданылды. Зерттеу нәтижесінде мұғалімдерге үміткерлер проблемаларды шешу дағдыларын, қарым-қатынас дағдыларын және әлеуметтік интеллект деңгейін жоғары бағалайтыны анықталды. Зерттеу нәтижелері ер және әйел мұғалімдікке үміткерлердің әлеуметтік интеллект деңгейлері арасында айтарлықтай айырмашылық жоқ екенін көрсетеді. Зерттеуге қатысқан мұғалімдікке үміткерлер әлеуметтік интеллект бағалары академиялық үлгерім деңгейіне сәйкес қаралған кезде, жоғары академиялық жетістіктері бар мұғалімдерге үміткерлердің әлеуметтік интеллект деңгейі жоғары екендігі анықталды. Зерттеу нәтижелері көрсеткендей, мұғалімдерге үміткерлердің көпшілігі әлеуметтік интеллектті дамытуға болады деп санайды. Мұғалімдерге үміткерлердің көпшілігі негізгі әдістер арқылы әлеуметтік интеллектті дамытуға тырысады. Олар білім берудің барлық деңгейлерінде әлеуметтік интеллектті дамыту үшін курстың мазмұнын құруды ұсынды.

Түйін сөздер: әлеуметтік интеллект, мұғалімдікке үміткерлер, аралас әдіс.

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Основные методы развития социального интеллекта

Аннотация. Целью данного исследования было определить уровень социального интеллекта будущих учителей и оценить их взгляды на основные методы развития социального интеллекта. Данное исследование было разработано как исследование с использованием смешанных методов. Исследовательская группа состояла из 541 кандидата в учителя. Данные исследования были собраны с помощью разработанной исследователями шкалы оценки социального интеллекта и полуструктурированной формы интервью с учителем об основных методах развития социального интеллекта. Количественные данные исследования были проанализированы с помощью статистической программы. При анализе качественных данных использовался метод описательного анализа. В результате исследования было установлено, что кандидаты в учителя высоко оценили свои навыки решения проблем, коммуникативные навыки и уровень социального интеллекта. Результаты исследования показывают, что нет существенной разницы между уровнями социального интеллекта кандидатов в учителя мужского и женского пола. Когда оценки социального интеллекта кандидатов в учителя, участвовавших в исследовании, были рассмотрены в соответствии с переменной академической успешности, было обнаружено, что уровень социального интеллекта кандидатов в учителя с высокими академическими успехами был высоким. Результаты исследования показывают, что большинство кандидатов в учителя считают, что социальный интеллект можно развить. Большинство кандидатов в

учителя стремятся развивать социальный интеллект с помощью базовых методов. Они предложили создать содержание курса для развития социального интеллекта на всех уровнях образования.

Ключевые слова: социальный интеллект, кандидаты в учителя, смешанный метод.

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