

9. Развитие оральной практики. Здесь используются традиционные упражнения для укрепления тонуса мышц языка, тренировки сложных точных движений, особенно важно дозировать усилия мышц языка и мимики.

10. Круговые движения. Эти движения доступны как в традиционном тренажерном зале, так и в совместной гимнастике йогов. Отличие нашей гимнастики заключается в различных сочетаниях, в большом количестве движений. Помимо тренировки движений, здесь мы учимся распределять внимание, управлять движениями.

11. Динамические упражнения (лежа, на четвереньках, во время бега). Помимо общеукрепляющих и активирующих действий, эти упражнения укрепляют мышечный корсет и корректируют осанку. В этих упражнениях особенно важно количество повторений, их темп и темп. Постепенно увеличиваем нагрузку, увеличиваем темп выполнения.

12. Сохранить и изменить программу.

13. Разделение внимания.

14. Анализ и синтез.

Опираясь на исследования Л.С.Выготского, А.Р.Лурии, П.Я.Гальперина, и др., отечественные психологи вывели определенные закономерности формирования психических функций: изначально эта функция разделена на два человека, взрослый устанавливает указания и способы выполнения задания через речь. Эти этапы характерны для любой деятельности. Подводя итог, можно сказать, что метод сенсомоторной коррекции – это, прежде всего, очень большая работа родителей, которой нельзя заниматься на уроках «между делом». И время, и «механизмы» воздействия на ребенка нужно планировать заранее, а главное – свой подход на весь учебный год. Только в этом случае эти занятия принесут результаты и будут безболезненными как для ребенка, так и для взрослых.

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#### THE IMPORTANCE OF THE DEVELOPMENT OF SOCIAL INTELLIGENCE AMONG STUDENTS

Abstract. The relevance of the research of this work is due to the fact that one of the main points of training university students at the present stage is the creation of conditions for the development of competitive and in-demand specialists in the labor market. In this regard, the purpose of this article is a theoretical analysis of the problem of the development of social intelligence in students. The article discusses the importance of the development of social intelligence. The essence of the concept of social intelligence is revealed. The state of the problem of social intelligence in modern science is studied. The features of social intelligence are considered and the conditions for the formation of social intelligence in students are highlighted.

Keywords: personality; social intelligence; society; interpersonal interaction; professional activity; communication; collaboration.

Аннотация. Актуальность исследования данной работы обусловлена тем, что одним из основных моментов подготовки учащихся вузов на современном этапе является создание условий для развития конкурентоспособных и востребованных на рынке труда специалистов. В связи с этим целью данной статьи является теоретический анализ проблемы развития социального интеллекта у студентов. В статье рассматривается важность развития социального интеллекта. Раскрывается суть понятия социального интеллекта. Изучается состояние проблемы социального интеллекта в современной науке. Рассмотрены особенности социального интеллекта и выделены условия для формирования социального интеллекта у студентов.

Ключевые слова: личность; социальный интеллект; общество; межличностное взаимодействие; профессиональная деятельность; коммуникация; сотрудничество.

The relevance of the research is related to the practical problems and requirements of modern education caused by the need to prepare a graduate of a higher school for life and professional work in new economic conditions. To date, research on the development of social knowledge and skills is in demand, as the social reality is constantly becoming more complicated, the number of contacts between people in various spheres of life is increasing: in business interaction, career advancement, professional and personal development. The effectiveness of professional activity depends not only on the skill level of the specialist, but also on the ability of the individual to establish reliable and constructive relationships with a wide range of people. Social intelligence acquires the importance of a professionally important quality for any person striving for successful work and social activities.

The study of social intelligence is a rather important theoretical task, the solution of which would lead to the disclosure of its features, the identification of components, the description of the relationship between social intelligence and its components with socio-psychological and individual psychological characteristics of the individual. The practical significance and use of social intelligence in various spheres of human activity increase the value of his research. Undoubtedly, social intelligence is an important factor of social development, largely determining the level of personal, social and professional potential of young people. It is young girls and boys who should independently choose their life trajectory, determine their priorities, realize themselves as a member of society, and also understand themselves, their capabilities on a par with understanding their purpose, place in life.

This is a rather difficult moment of entering a new, "adult" life, when the features of the development of social intelligence as one of the main factors that determines the success of a personality, its social adaptability, and the development of leadership qualities are important [1].

To date, quite a large number of studies and publications are related to the problem of social intelligence, nevertheless, it is safe to say that modern science continues to need a detailed study of this problem. The higher school provides an opportunity to obtain a variety of professional knowledge and does not focus on serious problems in social interaction that most students experience. Currently, there are studies of the features of social intelligence of students of humanities and non-humanitarian specialties, social intelligence and self-esteem as factors of professional success of students have been studied, the interrelationships of social intelligence with the meaningful characteristics of students' personality have been revealed. To date, research has not paid enough attention to the issue of studying the dynamics of the development of social intelligence in future professionals. Thus, the relevance of the problem under study is determined by both trends in the development of scientific knowledge and the existing needs of social practice [2].

Student age is a time of personal, mental, professional and intellectual development. During his student years, a system of ideals, values, and life orientations develops. Students are now characterized by a high ontological significance of their lives, which is based on the leading orientations of the meaning of life, such as: the emotional saturation of life or the process of life, life goals that give life direction and perspective, and to a much lesser extent satisfaction with the realization and efficiency of life, which reflects the assessment of the life lived, L.G. Bikintaeva. Modern students, as individuals, present themselves as independent and strong, able to determine life goals for themselves [3].

We agree with the position of N.N. Machurova that students in this period tend to overestimate the view of the individual "I", on the rest, on moral values and their childish considerations. So, it is necessary to remember that the student period is an important, unique and rather complex critical and conflict period. The emerging individual suddenly discovers that a whole new layer of experiences lives inside him, which live

according to their own laws, the world is alluring and frightening at the same time. The discovery of the "I", one's inner world, the development of reflection and self-awareness are the main psychological mechanisms of this period.

As future specialists, students should have not only relevant knowledge, professional skills and abilities, but also be able to quickly adapt to a new social environment, a new professional team. Moreover, it is impossible for teachers and psychologists to achieve a high level of professional and personal development without social skills and abilities, communicative abilities and the ability to conduct a dialogue. It follows from this that the development of social intelligence has an important significance for students during professional training (in the context of the created conditions).

M. I. Bobneva considers the inclusion of a person in a certain social community through enhanced communication as a condition for the formation of social intelligence. At the student age, this can be interpreted as interactions with competent specialists (for example, with teachers and practical psychologists) and with peers. In addition, only formal participation in a certain social community is not enough – active inclusion in the system of interpersonal relations is necessary [4].

It is important and relevant to identify the factors that influence the formation of social intelligence during university studies, since social intelligence is a social characteristic and personal neoplasm of students. It can be said that any process, phenomenon, situation has educational and educational potential, which has the opportunity to be actualized under appropriate conditions. The pedagogical factor is considered to be that which generates a pedagogical effect regardless of the direct desire of people and objectively affects the nature, course and results of the phenomena studied.

Accordingly, its nature is largely objective and characterizes the increasing importance of the influence it exerts on the essence of social intelligence. Due to the universality of the action and the objectivity of pedagogical factors, it is quite difficult to radically change their influence on the described process. It seems possible only to some extent to correct this impact with the help of certain types of certain activities.

Therefore, it is necessary to thoroughly study, predict, take into account and use the influence of all the causes that influence the formation and development of social intelligence. It is only under such circumstances that factors generate conditions under which the set pedagogical tasks can be solved. The totality of all factors forming social intelligence is grouped into three groups, namely: factors of social, general cultural and personal order [5].

The factors of the general cultural order include the socio-cultural situation in the state, region, university, subculture and the social status of the student. They have a profound and very important impact on the development of social intelligence. It is very difficult to overestimate the importance of the socio-cultural environment factor. Specifically, this environment determines the needs of the individual and her behavior. This factor has the most noticeable effect on the formation of social intelligence during the period of study at the university.

According to T.A. Barabanshchikova, M.M. Ryazanova, work on the development of students' social intelligence should be carried out in the direction of forming an adequate self-esteem and the level of personal claims. As scientists suggest, the general ability to understand the behavior of other people will develop successfully if the level of claims in the field of mental development and interpersonal relationships with peers increases. Such students will be distinguished by confidence in their abilities, perseverance in achieving the goal. In the process of professional training, when they achieve a certain goal, they will move their interests to the field of more difficult tasks, which is a prerequisite for the successful development of a future specialist.

As A.V. Fedorenko notes in his article, the creation of psychological and pedagogical conditions at the university that contribute to the development of social intelligence will determine the graduate's readiness for the effective implementation of subject-subject relations, therefore, will increase the adaptability of a novice specialist to professional activity. Emelyanov Yu.N. highlighted the main conditions for the formation of social intelligence:

- inclusion in the team;
- experience of personal participation in socio-psychological processes;
- the use of means as close to reality as possible [6].

These conditions correspond to active group methods of socio-psychological training, designed for the development of social intelligence and the transformation of a number of personal structures of trainees, appropriately motivated for such restructuring. Kelasyev V. N. and Yakovleva I. V. also believe that the ability to solve interpersonal problems develops with the acquisition of appropriate skills and abilities that can be formed through socio-psychological trainings [7].

Our theoretical analysis has shown that currently the problem of studying social intelligence in psychological science is given special attention by scientists, which is due to the peculiarities of the development of the modern world. The study of social intelligence is quite an important and relevant theoretical and practical task, in particular, the study of the development of social intelligence in students.

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#### ПОВЫШЕНИЕ КАЧЕСТВА ОБРАЗОВАНИЯ НА ОСНОВЕ ПРИМЕНЕНИЯ НОВЫХ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ДИСЦИПЛИНЕ ФИЗИЧЕСКАЯ КУЛЬТУРА

Аннотация. В сегодняшнем мире школьная физическая культура приобретает все большую ответственность за формирование у школьников целеустановки на здоровый образ жизни, потому как значительную часть дня ребёнок проводит в школе. Благодаря регулярным занятиям, возникает верная потребность в выполнении физически сложных упражнений. Помимо этого, стрессоустойчивость школьника, активно занимающегося физическими упражнениями, заметно выше, потому как развитое умение правильного дыхания не позволит случиться мышечному зажиму, то есть некоторой утрате контроля над своим телом.

Ключевые слова: физическая культура; здоровый образ жизни; качественное образование; новые инновационные технологии; критическое мышление; новаторская методика; национальные; здоровьесберегающие технологии.

В своем нынешнем Послании Президент Республики Казахстан К. К. Токаев также акцентировал внимание на вопросах образования и посвятил раздел «Качественное образование». «Мы продолжим политику поддержки учителей. В период современных глобальных изменений образование выпускника может оставаться недостаточным до выхода на рынок труда. Поэтому перед компетентным министерством стоит задача адаптации учебных программ к новым условиям. Это дело неотложное» [1]. В стратегической программе «Казахстан – 2030», утвердившей курс развития страны, подчеркивается, что ведение здорового образа жизни наравне с вопросами государственного значения. Взаимосвязь образа жизни и здоровья определяет понятие здорового образа жизни. В пропаганде здорового образа жизни важны как наука, совершенствующая проблемы формирования культуры здорового образа жизни, определяющая приоритеты в этой области, так и знания, которые следуют формам обучения, воспитания подрастающего поколения и новым методам. Полученные школьниками знания о формировании здорового образа жизни станут прочной опорой для сохранения здоровья будущих граждан. Формирование культуры здорового образа жизни школьников означает: