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**PECULIARITIES OF STUDENTS’ SOCIAL INTELLIGENCE FROM
THE PERSPECTIVE OF PROFESSIONAL PERSONALITY PROFILE**

511.03 - SOCIAL PSYCHOLOGY

**Scientific summary
of doctor in psychology thesis**

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LIST OF ABBREVIATIONS

IQ Social – Social intelligence test battery
IQ_social_1 – Test 1 “Stories to Complete” – Behavioral Knowledge factor
IQ_social_2 - test 2 "Groups of expressions" - knowledge factor of behavior classes
IQ_social_3 – test 3 "Verbal Expressions" – knowledge of behavioral transformations
IQ_social_4 – Test 4 “Stories to Complete” – Behavioral Systems Knowledge factor
IQ_social_total - "composite score" - represents the general level of development of social intelligence
16PF (16PF) – Cattell Personality Test, Form C
16PF_MD – Adequate Self-Assessment scale
16PF_A – Extraverted – Reserved scale
16PF_B – Intelligence scale
16PF_C – Emotional Instability – Emotional Stability scale
16PF_E – Submission – Domination scale
16PF_F – Restraint – Expansiveness scale
16PF_G – Self-Strength scale/Feeling submission – High norming of behavior
16PF_H – Prudence – Boldness scale
16PF_I – Hardness – Tenderness scale
16PF_L – Confident – Suspicious scale
16PF_M – Practical – Inventive scale
16PF_N – scale Direct – Hidden
16PF_O – Self-Confidence – Anxiety scale
16PF_Q1 – Conservative – Radical scale
16PF_Q2 – scale Dependent on group – Independence
16PF_Q3 – scale High Self-Control – Low Self-Control
16PF_Q4 – Destins – Tense scale
PPP – Professional personality profile
USC – "Bogdan Petriceicu Hasdeu" State University from Cahul
FDAP – Faculty of Law and Public Administration
FEIȘA – Faculty of Economics, Engineering and Applied Sciences
FȘUP – Faculty of Humanities and Pedagogical Sciences

CONCEPTUAL ASPECTS OF RESEARCH

Relevance and importance of the topic. Nowadays, research on the development of social skills is very topical, being closely related to the practical problems and requirements of modern education, the reason being the need to train graduates, prepare higher institutions for professional life and work in new economic conditions, because social reality is becoming increasingly complex, the number of social contacts between people is increasing considerably, with major implications on various categories of life such as career advancement, professional and personal development, etc. The effectiveness of professional work depends not only on qualification and professionalism but also on the ability to establish secure, strong, and constructive relationships with many people [4].

With direct reference to the topic, the basic argument is rely on the regulations of the Education Code of the Republic of Moldova and the prospects of the Strategy “Education 2030” and will be summarized by the fact that social intelligence refers to specific skills of social interaction of people, who, in turn, are active participants of this interaction, always different due to the principle of individualisation, which fosters the production of certain behaviours, which they consider desirable, i.e. in accordance with their way of perceiving reality or, with their personality type.

Faced with some interaction difficulties, young people at the stage of transition to independent living feel a need to make sense of their personal experiences, which is why they also need the help of educators. Today, educational institutions offer a multitude of opportunities to gain various vocational skills, without focusing on serious communication problems for most students. Highlighting the importance of the human factor in training and education is closely related to the increase in the number of courses, the subject of which is the individual and society, but obtaining practical orientation knowledge, about their own and other individuals, is possible only when the higher education institution provides special education courses and programs, using interactive learning methods. In this context, of major importance are the documents that currently outline educational policies to optimize the intellectual and professional training of citizens [13; 14].

The completeness of the study of the phenomenon of personal-vocational training, in the conditions of higher education, as an acmeological task, can be achieved if this training is perceived as a form of manifestation of human self-organization, as an integration of the psychological system in the process of professional training. Social intelligence acquires the connotation of relevant and necessary professional quality for any person aiming at successful professional and public activity [10].

Thus, it is noteworthy to refer to the crisis that has been established at almost all social levels, with multiple implications and consequences, rarely favourable for individuals and their social adaptation. In today's ever-changing social environment, everyone wants to find a suitable place in the society to which they belong, a place where they can demonstrate and realise their potential, where they can feel appreciated, secure and where they can continue their psychosocial development, full of personal satisfaction [4]. Therefore, this research aims at investigating undergraduate students

in the pre-service stage, which is a very important process of acquiring the status of an active member of society.

Framing the theme in the international, national, regional concerns of the research team and in an inter- and transdisciplinary context, presentation of previous research results. The concept of intelligence is widely described in the literature, both by international researchers - Stern W., Binet A., Wagner R., Fancher R., Flynn J., Elkind D., Spearman C, Flavell J. etc. [1; 6], and by national researchers - Bolboceanu A. [2], Cojocaru-Borozan M. [3], Losîi E. [7], Rusu E. [12], Zagaievschi C. [15] etc.

The importance of the topic proposed for research is explained by the fact that social intelligence, as an object of research in the psychosocial field, is essentially a new and little investigated phenomenon. Although, social intelligence is a difficult aspect to research from an operational point of view, as researchers show, it is nevertheless unanimously accepted that it plays an important role in the formation of one's own concept of intelligence. Predominantly, the conventional ideas developed by Wechsler D. [34], Riggio R. [29], Rimé B. [11], Lee J. and Wong C. [26], Hein S. [23], Sternberg R. [31], Thurstone L.L. [33], Zhang L. [35] etc. about social intelligence, which emphasize skills such as social type thinking or the mastery of learning rules, conventions and laws that coordinate appropriate behaviour within social circumstances, social thinking movement and interpersonal skills, are reduced to the type of intelligence they have mutual connections with. In order to reach more reliable conclusions about the diversity of social intelligence aspects related to structure, functions and related concepts, a number of investigations by the following researchers were reviewed: Thorndike R.L. [32], Gardner H. [21], Guilford J. and O'Sullivan M. [22], Schneider R., Ackerman P. and Kanfer R. [30], Marlow H.A. [27], etc.

A large number of studies by Keating D.P. [25], Ford M. and Tisak M. [20], Jones K. and Day J.D. [24], Mugny G. and Doise W. [28], Das J.P. [17], Чеснокова С.А. [58], Гудзь Е., Медведев В.П. [41], Рахманкулова С. [55], Кудинова И. [45], Нисман О. [52], Лушпаева И., Павлова О. [48], Клещева Т. [44], Петрова Д.А. [53], etc., are devoted to the issue of intellectual and personality characteristics in the context of the educational environment, a condition which determines the first attempts of life planning, the extent of awareness of one's activities, the formation of effective communication skills and the establishment of one's circle of friends. Intellectual development and personality formation in this situation become a conscious process.

At the national level, among psychological researchers who have focused on the study of social intelligence, the work of I. Platon [9] can be highlighted, who focused his research on determining the level of development of social intelligence in early adolescence, studying the characteristics of social intelligence depending on the type of family, gender, psychological climate of young people within the family, as well as the interdependent relationship with personality factors and, finally, determining the psychological conditions for the development of adolescents' social intelligence. The research problem is conditioned by the analysis of students' social intelligence peculiarities development with different professional personality profiles, which

determine the degree of adequate understanding of others and the degree of effective interaction with them, and, consequently, the development of a program for the development of students' social intelligence who show multiple difficulties in the process of interaction with other people.

Taking into consideration the theoretical and practical significance of social intelligence, the psychosocial specificity of some features of students' social intelligence, from the perspective of professional personality profile, which has not yet found adequate scientific justification in the national socio-cultural space allows the possibility of formulating the **research problem**. The theoretical analysis of social intelligence, as one of the dominant components of professional life and activity, which conditions the mitigation of the multiple difficulties of social interaction in the professional training environment, is a concept lacking a concrete definition, lacking unanimity in terms of structure, factors, and stages of training. There are also gaps in the data on the development of social intelligence, from the perspective of professional personality profiles, and the lack of representative studies in the Republic of Moldova on this topic justifies the need for scientific research on social intelligence.

The aim of the research: to determine the specificities of social intelligence development, from the perspective of the students' professional personality profile; to develop and implement the psychological programme for students' social intelligence development.

Research objectives:

1. determining the theoretical aspects regarding the conceptualization of social intelligence and professional personality profile;
2. to determine the levels of students' social intelligence development;
3. establishing the relationships between students' social intelligence and professional personality profiles;
4. revealing the students' professional personality profiles;
5. to develop, implement and experimentally validate the *Psychological Programme for students' social intelligence development*.

Research hypothesis: We assume that the professional personality profile of students is determined by social intelligence developmental peculiarities, thus, by implementing a psychological programme, students' social intelligence can be developed.

The synthesis of the research methodology and the justification of the chosen research methods, results from the aim, hypothesis and research objectives, being composed of: *theoretical methods* (theoretical analysis of the scientific literature in the fields: psychology, philosophy and pedagogy; conceptual analysis of dissertations, articles and monographs on the proposed topic; hypothetico-deductive method for quantitative and qualitative interpretation of research results); *empirical methods* (Guilford O'Sullivan Social Intelligence Test, version adapted from Михайлова Е. С.) [51]; Test 16PF (author R.B. Cattell, 1950, Institute for Personality and Ability Testing, French edition: Centre de Psychologie publishing house, applied, adapted by C. Cotor, A. Jula and C. Zahirnic, 1972) [8]; Verbal stimulus survey (Indicators of social intelligence, according to the Guilford-O'Sullivan test) [51];

Survey to highlight students' interaction difficulties [41]; *statistical methods* to verify the research hypothesis (SPSS program - 20): Spearman correlation coefficient; Paired-Samples T-Test; Mann-Whitney U test for independent samples; Wilcoxon test for comparing the values of distributions obtained from initial and final measurements.

The novelty and scientific originality of the research results consist in providing a comparative-experimental study of the peculiarities of students' social intelligence, from the perspective of professional personality profile, taking into account gender, study year and field of professional training as psychosocial factors investigated; theoretical foundation of the basic components of the concept of social intelligence of students and specific manifestations of these components in representatives of different professional personality profiles; elaboration of a complex definition of social intelligence; identification of differences between levels of social intelligence; development of an explanatory model of the professional personality profile of students trained in general fields of study in relation to the level of development of social intelligence; development of an explanatory model of students' social intelligence from the perspective of personality factors; development of an integrative model of the professional personality profile formation from the perspective of social intelligence; development of a psychological intervention programme for the development of the level of students' social intelligence.

The obtained results, which contribute to the solution of the important scientific problem, aim at establishing the peculiarities of students' social intelligence development depending on gender, year of study, field of vocational training; elaboration of explanatory models of students' professional personality profiles from the perspective of social intelligence development levels; implementation and experimental exploitation of the Psychological Program for students' Social Intelligence Development with different professional personality profiles, which would lead to the reduction of multiple difficulties of social interaction in the vocational training environment.

Theoretical significance. The results obtained allowed the formation of a complex scientific vision for the concepts of social intelligence, with the formulation of a definition, and professional personality profile. At the same time, the personality orientations characteristic of social intelligence formation and development were determined, which presuppose students' professional training as pre-service personalities capable of mutual effective interaction.

The applied value of the research consists in the development of the methodology for diagnosing students' social intelligence and personality profile; elaboration of the explanatory model of the professional personality profile of the students formed within the general fields of study, related to the level of development of social intelligence; elaboration of the explanatory model of social intelligence in students, from the perspective of personality factors; the development of the integrative model of the formation of the professional personality profile, from the perspective of social intelligence; the development of a psychological intervention program for the development of the level of social intelligence of students. The experimental data will be useful for researchers, psychologists, teachers and managers, teenagers, parents,

etc., including for the efficiency and improvement of the educational process by using the knowledge of social interaction.

The implementation of scientific results was carried out within the framework of projects, conferences, national and international scientific symposia; in the didactic activity of training students in the specialties of Psycho-Pedagogy and Social Pedagogy and Pedagogy in Primary Education and Preschool Pedagogy within the Cahul State University “B.P. Hasdeu”; in the framework of activities carried out with the teaching and management staff of the educational system (USC).

Publications on the thesis topic. The basic content of the research is presented in 13 published scientific papers: journal articles and national and international scientific conference proceedings.

Volume and structure of the thesis. The dissertation includes: annotations in romanian, russian and english, introduction, three chapters, general conclusions and recommendations, bibliography of 194 titles, 8 appendices, 145 pages of basic text, 16 figures and 24 tables.

Keywords: intelligence, social intelligence, multiple intelligences, personality, personality profile, professional personality profile, students.

DISSERTATION CONTENT

The Introduction presents the relevance and importance of the research topic, the scientific problem solved, the aim and objectives of the investigation, the research hypothesis, the synthesis of the research methodology and the justification of the chosen research methods, the scientific novelty and originality, the results obtained, which contribute to the solution of the important scientific problem, the theoretical significance, the applied value of the research, followed by the presentation of the implementation of the scientific results and the summary of the thesis sections.

In Chapter 1 - Theoretical benchmarks regarding social intelligence and the professional personality profile of students, a brief history of the evolution of the concept of social intelligence is given. The concepts of social intelligence and personality are defined. Classification of types of intelligence, theoretical-descriptive models of social intelligence and theoretical approaches to personality are presented. The scientific and practical research carried out by specialists in the field with reference to the professional personality profile is reviewed.

Success or effectiveness in various activities is quite often associated with the level of intelligence or general ability development. Traditionally, intelligence is perceived as a relatively stable personality trait that develops in the context of the interaction between heredity and environment [8; 37; 38; 39; 40; 42; 46; 50; 55; 57].

One of the earliest definitions of the concept of intelligence belongs to the renowned W. Stern, who treats it as a general ability to adapt to changing environmental conditions. Adaptability is the solution of vital tasks by means of intelligence, which takes place on the basis of objective activity at the mental level when consciousness dominates the unconscious. Thus, the problem-solving process can be carried out in the absence of external behavioural models. The indicator of intelligent behaviour is not the conversion of the environment, but the discovery of

possible opportunities for adaptation of the individual in the context of the given environment [32; 36; 43; 47; 49].

A thorough review of the literature allows us to see the use of several kinds of empirical approaches to the study of social intelligence. Thus, we will deal with the following approaches: ideographic, psychometric and implicit theories.

- I. The psychometric approach states that the performance and success of the individual in the process of performing tasks related to the field of social intelligence can be subject to evaluative-comparative and quantification processes, the object of which is the judgment in social situations and the perception of the psychological states of the interlocutor.
- II. Proponents of the ideographic approach state that its purpose is not focused on the idea of measuring and quantifying social intelligence, possessed by a person and related to standards and normative framework, but rather on the attempt to get into the essence of mental structures and processes, primordial to the process of formation and construction of human personality, as well as the way of interconnection with other distinct structures in human life.
- III. Proponents of the empirical approach, dedicated to the concept of social intelligence, have qualified it as a view of an implicit theoretical nature [16].

The unifying factor of all the definitions developed refers to the fact that *social intelligence expresses the perception or set of knowledge necessary for a person to make an activity carried out in the social sphere of life more efficient and more comfortable for oneself and for others. Thus, in the given research, we focused on the study of the peculiarities of social intelligence, from the perspective of the professional profile of the personality, and not on proving its existence.*

Taking into account the above, we considered it necessary to formulate our own definition of the concept of social intelligence, *where social intelligence, is approached from the perspective of the value of the field of vocational training, which in turn are the actors of this interaction, refers to the specific skills of social interaction of trained specialists or in the process of training, which fulfils, in parallel, the role of source and means of production, which is summarized in the formation of desirable cognitions, attitudes and behaviors, which capitalizes on its socio-professional potential, i.e. in accordance with its own professional personality profile.*

A 1997 meta-analysis by P. Ackerman and N. Heggstad found a growing interest in the link between personality and intelligence. In 1971, H. Eysenck, put forward the idea of a possible link between certain personality dimensions and the scores obtained by 396 subjects on the Raven progressive matrices.

Based on different theoretical assumptions, S. Robinson initiated a series of studies in which he found a positive relationship between personality dimensions and subjects' success in different cognitive tasks.

H. Eysenck agreed with R. Cattell that intelligence is a genetically predisposed aspect of personality; if Extraversion and Neuroticism also have a strong genetic basis, then the question arises, what is the relationship between these aspects of personality (E-I, N and Intelligence)?

The study of intelligence, according to H. Eysenck, can be carried out on several levels: biological intelligence, psychometric intelligence, psychosocial intelligence, shown in Figure 1.1.

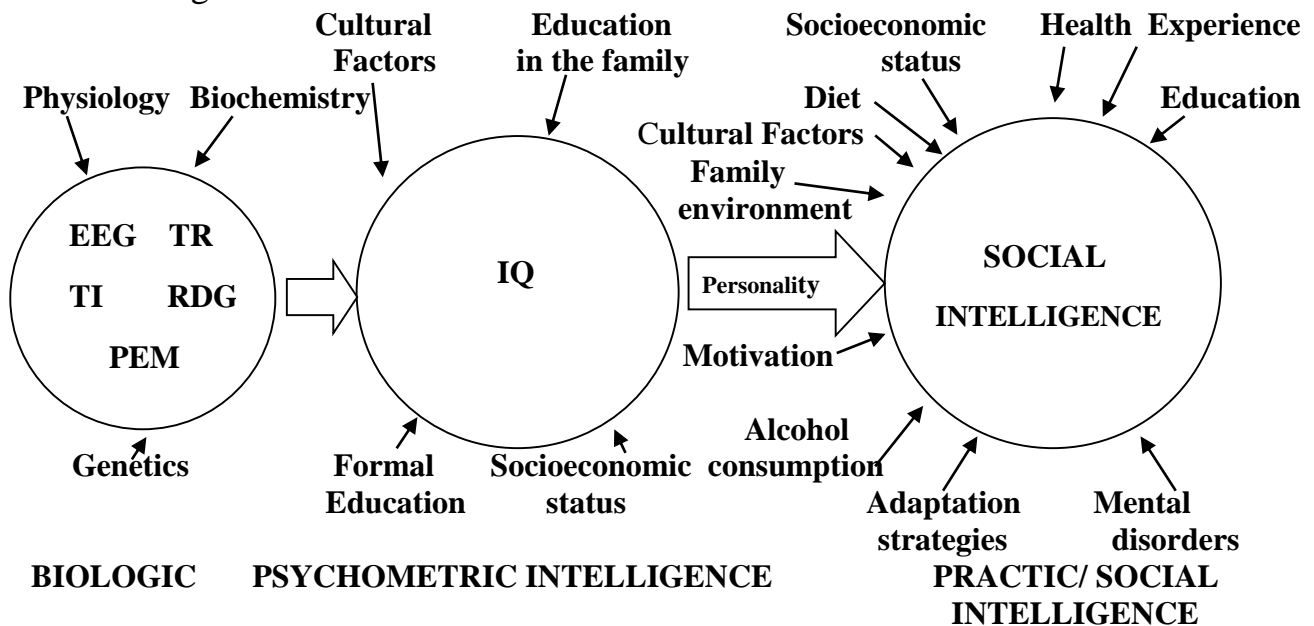


Fig. 1.1. Relationships between biological intelligence, psychometric intelligence and practical/social intelligence according to H. Eysenck [19, p. 128]

In the context of multidimensional relationships, the rules of interaction have an external character, compared to the finality that represents a response reaction from within. This internal reaction, which is nothing other than an intellectual reaction, is caused by various personality factors (desires, fears, satisfaction, malaise, enthusiasm, depression, etc.). In methodological terms, a very important question arises: how do personal dispositions (the structure of personality factors) influence results in performance tests (which measure intelligence)? At present, most researchers agree that the outcome on an intelligence test is also influenced by personality factors and body states. All the research that tries to answer these questions falls under the issue of the *intelligence-personality interface* [5].

Human development and personality formation is predominantly determined by the system of social interactions and relationships, which ensures the formation of the personality of the socially active subject throughout life.

A personality in the process of acquiring any profession and practising it in the future is already deformed. It should be noted that for many types of profession, the development of professional burnout syndrome begins as early as the professionalisation stage, particularly in the case of “man-man” professions, which are essentially particularly vulnerable.

The suitability of the work subject for a particular occupation is determined by the regularities of the development and training process, the level of professionalism of the specialist and the characteristics of the professionalisation of the personality. The preconditions for asking the question of formation of a professional personality are determined by the role and significance of work activity in a person's life. It creates conditions for self-realization and self-affirmation of the personality, for knowledge of

the surrounding world and communication, for ensuring material well-being and creation of material and spiritual values. However, the special significance of work is manifested in the development of the personality, i.e. in the formation of its professional orientation, value orientations, behavioural strategies, meaning and lifestyle.

Professional suitability, efficiency and reliability of work depend significantly on individual psychological characteristics of the personality. Nowadays, specialists in the field of applied psychology pay great attention to the study of personality traits, which, on the one hand and as a rule, are constant basic characteristics of a given individual and, on the other hand, more fully determine individual behavioural reactions and mental states affecting efficiency and reliability of work.

In psychological and pedagogical research, a certain structure and approximate content of professionally important qualities, significant for the diagnostic process of personality and the effectiveness of professional work, has been developed. This structure of professional and personality qualities includes qualities involving several levels:

- 1) psychological features of personality as individual;
- 2) the professional in the structure of interpersonal relationships;
- 3) the personality traits of a professional;
- 4) the effectiveness of professional activity.

Subsequent research has led to an understanding of the need to study not so much individual personality traits of the professional, which would ensure the humanistic orientation of professional work. Proponents of this approach distinguish the following main qualities of a professional's personality: 1) empathy - the ability to understand the inner world of the other person and to penetrate into the essence of their feelings; 2) the ability to interact and intervene actively; 3) emotional stability and the ability to control oneself [68; 56].

The impact of psychological characteristics of personality on professional activity, which ultimately determines the structure and essence of *the professional personality profile*, is revealed by the system of its psychological regulation, the processes of personal determination of the forms and levels of work activity, the system of mobilization of psychological and physiological resources of the body and personality and their operational reserves.

The professional personality profile reflects the originality and variety of psychological conditioning forms of the nature of professional activity, and the given characteristics ultimately determine the individual's level of professional suitability.

At present, educational standards are oriented towards equipping the specialist, in the process of training, with a set of knowledge, but not to the formation of significant professional personality characteristics. Modern research in the field of Work Psychology, Pedagogy and Psychology recommends a transition to a new instructional-educational technology, including learner-centered education and training and lifelong learning.

Summarising the issues presented in the first chapter, we consider the following ideas important:

1. Research aimed at establishing the role of social intelligence has focused on skills such as social cognition or the ability to deduce the rules, protocols and norms that guide appropriate behaviour in each social context, reducing interpersonal identification to this kind of intellect applied to interactions.
2. A comparative analysis of the scientific approaches developed by several researchers in the field shows that social intelligence is a multidimensional construct made up of three different elements: perceptual, analytical, and cognitive-behavioural. In this sense, people with social intelligence are those who have the ability to produce behaviour that is acceptable to the process of planning and achieving the aspired social goals.
3. The characteristics of social and personality intelligence, at the age of student years, are of awareness of its activities, the formation of effective communication skills and the establishment of the circle of friends. Intellectual development and personality formation at this stage becomes a conscious process.
4. The effectiveness of social and professional activity depends not only on heredity, qualification or professionalism, but also on personal and environmental particularities, and culminates to the ability to establish secure, strong and constructive relationships with many people. Social intelligence takes on the connotation of a personal and professional quality that is relevant and necessary for anyone aiming for successful professional and public activity.

The definition below has an important scientific value, which conceptualizes social intelligence and professional personality profile in our research, social intelligence, approached from the perspective of the value of the field of vocational training, which in turn are the active participants of this interaction, refers to the specific skills of social interaction of trained specialists or in the process of training, which fulfills, in parallel, the role of source and means of production, which is summarised in the formation of desirable cognitions, attitudes and behaviours, which enhance its socio-professional potential, i.e. in accordance with its own professional personality profile.

In Chapter 2 - Experimental research on the characteristics of students' social intelligence from the perspective of professional personality profiles, the research objectives, hypotheses and methodology are presented. The research instruments used are briefly described. The characteristics of the investigated sample (age, gender, field of training) are presented.

To determine the specificities of the correlation between social intelligence and the personality profiles of the researched subjects, we present the results of administering the Spearman correlation coefficient to determine the relationships between social intelligence levels and personality factors. The data are presented in Table 2.1.

Tabelul 2.1. Corelația dintre nivelele inteligenței sociale și factorii de personalitate ale studenților implicați în cercetare

Research variables		IS Subtest 1	IS Subtest 2	IS Subtest 3	IS Subtest 4	IS com-zit
Factor A	r	0,718**	0,613**	0,584**	0,594**	0,638**

	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor B	<i>r</i>	0,541**	0,586**	0,588**	0,601**	0,577**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor C	<i>r</i>	0,621**	0,614**	0,624**	0,644**	0,636**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor E	<i>r</i>	0,603**	0,620**	0,573**	0,577**	0,602**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor F	<i>r</i>	0,090	0,153	0,061	0,080	0,060
	<i>p</i>	0,088	0,010	0,178	0,115	0,182
Factor G	<i>r</i>	0,614**	0,639**	0,601**	0,646**	0,636**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor H	<i>r</i>	0,617**	0,611**	0,591**	0,631**	0,608**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor I	<i>r</i>	0,172	0,176	0,151	0,232	0,212
	<i>p</i>	0,005	0,004	0,011	0,000	0,001
Factor L	<i>r</i>	-0,565**	-0,577**	-0,582**	-0,555**	-0,548**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor M	<i>r</i>	0,182	0,157	0,134	0,209	0,186
	<i>p</i>	0,003	0,009	0,022	0,001	0,002
Factor N	<i>r</i>	0,544**	0,593**	0,501**	0,497**	0,532**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor O	<i>r</i>	-0,432**	-0,486**	-0,483**	-0,455**	-0,420**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q1	<i>r</i>	0,588**	0,577**	0,586**	0,551**	0,569**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q2	<i>r</i>	0,591**	0,581**	0,563**	0,598**	0,580**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q3	<i>r</i>	0,569**	0,601**	0,586**	0,575**	0,581**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q4	<i>r</i>	0,587**	0,563**	0,636**	0,603**	0,600**
	<i>p</i>	<0,001	<0,001	<0,001	<0,001	<0,001

To define the professional personality profile, corresponding to the levels of social intelligence, we can highlight significant correlations in the case of all representatives of the researched group, which were found at the level of all personality factors according to R. Cattell except those of the scale Retention - Expansiveness ($r=0.060$, $p\leq 0.182$); scale Hardness - Tenderness ($r=0.212$, $p\leq 0.001$); scale Practical - Inventive ($r=0.186$, $p\leq 0.002$).

Thus, the weaker the social intelligence and its components are, the more the subjects are characterized by the following qualities: abstention, splitting, tendency to criticize, alienation, discouragement, rigidity, conceit. They are passionate about things and not people, prefer to act alone, avoid altercations, are harsh and uncompromising in their personal rules; they are critical, unforgiving and harsh. Their “hidden” intelligence, a certain thought, the slowness of their “spirit”, when it comes to perception and appropriation they are “heavy” and inclined towards a concrete interpretation of phenomena. Based on the effect size index (d-Cohen), Figure 2.1 was developed, in which the explanatory model of students’ social intelligence from the perspective of personality factors is presented.

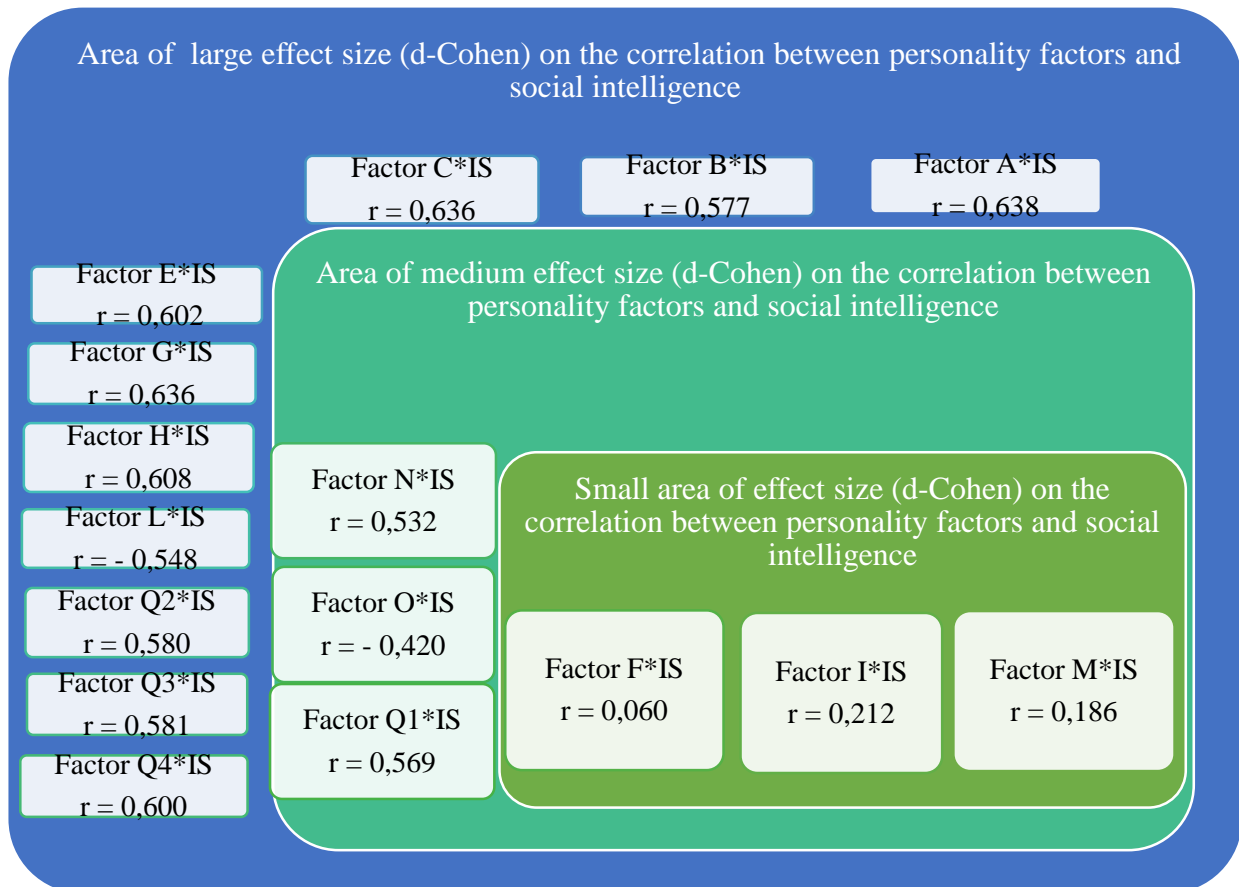


Fig. 2.1. Explanatory model of students' social intelligence from the perspective of personality factors [Personal contribution].

High intellectual level declared by a comprehensive abstract thinking (ability to manipulate with increasingly transcendental concepts, to operate with clues, to quickly sense the dominant appearances between objects and phenomena, to obtain solutions, etc.), demonstrates fairness, moral goodness, assiduity, depth, and gentleness in coexistence. People in this category are uncompromising, with a strong sense of responsibility, prudent, persevering, educational, preferring friendship to individuals, truthful and resourceful.

After evaluating the results in Figure 2.2, we highlight the components of the professional personality profile factors characteristic of students with high levels of social intelligence.



Fig. 2.2. Explanatory model of the professional personality profile of students with high levels of social intelligence development [Personal contribution].

The contribution of the determined qualities to the social sphere of the possessor of a high level of social intelligence will take the form of the following manifestations:

developed abilities to predict possible human achievements based on the examination of concrete communication situations (in the family, in negotiations, etc.), prediction of initiatives based on: analysis of the senses, ideas, thoughts of the subjects of communication in relation to their non-verbal reactions, according to mimicry, gestures and body positions; active and substantiated understanding of what people say to each other (verbal expression) in the context of real situations and/or real mutual interactions; perceiving the composition of operative interpersonal situations, becoming able to analyse difficult circumstances in interpersonal relationships, to understand the meaning and direction of their evolution, to perceive the alternation of the meaning of the context in the circumstances of the intervention of the different subjects involved in the communication. Following the evaluation of the results in Figure 2.3, we highlight the components of the professional personality profile factors characteristic of students with low levels of social intelligence.

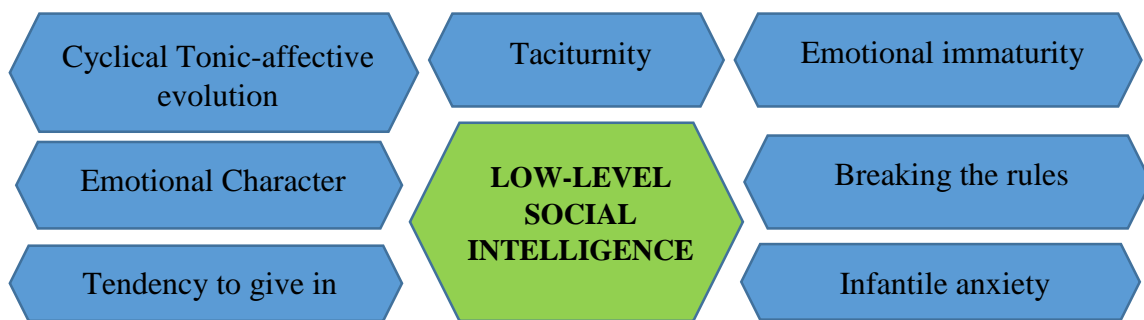


Fig. 2.3. Explanatory model of the professional personality profile of students with low levels of social intelligence development [Personal contribution].

Students with low social intelligence are circumspect about exceptional plans, ignoring people and mercantile conditions. Sometimes they are inconsistent comprising fierce emotional reactions. They can paralyze collective achievements in the uniqueness of personal predispositions.

Following the experimental results obtained, we propose an integrative model of professional personality profile formation from a social intelligence perspective, shown in Figure 2.4.

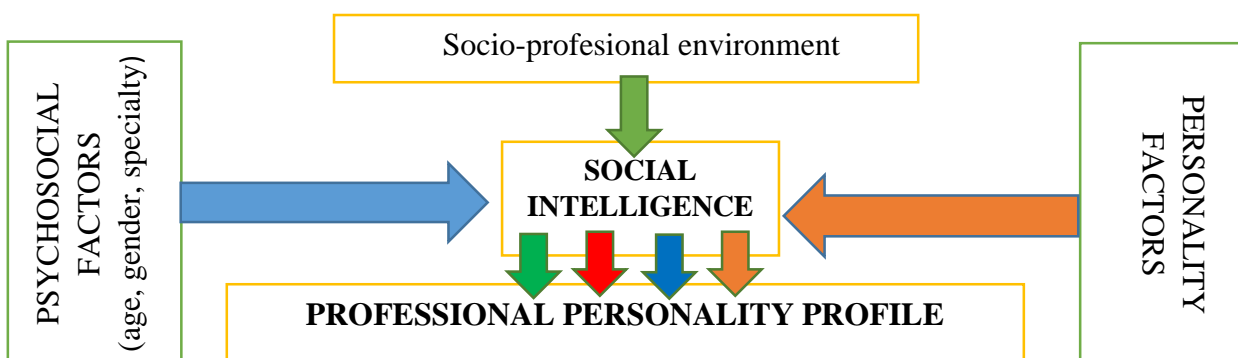


Fig. 2.4. Integrative model of professional personality profile formation from a social intelligence perspective [Personal contribution].

The analysis of the integrative model of the formation of the professional personality profile from the perspective of social intelligence allows us to state that the formation of the professional personality profile is a process conditioned by the level

of development of social intelligence, as a determining and regulating mechanism of the impact of personality factors, socio-professional environment and psychosocial factors on the professional training of the specialist in the field.

Experimental Research Methodology

The purpose of the research was to establish the students' levels of social intelligence development; to establish the relationship between students' social intelligence and professional personality profile; to reveal the students' professional personality profile.

In accordance with the aim and objectives of the research in this chapter, the hypotheses previously put forward were tested. To achieve the tasks proposed in the experiment, multiple psychometric and statistical tools were used (presented on page 7).

Characteristics of the research sample

To carry out the research, an efficient management of the sample trained in the research was necessary. 352 people were involved in the research, selected according to the following criteria:

- belong to a specific age group, between 19-24 years old;
- study at Cahul State University "Bogdan Petriceicu Hasdeu";
- the gender composition of the sample being represented by the proportion according to which 64% of the subjects are female and, respectively, 36% of the research subjects are male.

The researched subjects were in similar research situations, at the same level of professional and personal development, only the gender composition being disproportionate in favor of female subjects, a characteristic situation for many professional fields.

Summarizing the aspects presented in the first chapter, we consider the following ideas important:

1. We used different methods to determine the development levels of students' social intelligence and the peculiarities of the professional personality profile.
2. The average values of the components of social intelligence among students, mainly, are of medium and low level, and the prevailing general level of development of social intelligence among students is low. Therefore, the component of social intelligence, which refers to *the ability to anticipate the consequences of human behaviour*, in most research subjects, is developed at a low level and implies the existence of indicators according to which the respondents do not accept the appearance of thoughts in relation to the further evolution of relationships and actions. At the same time, the social intelligence component, which refers to *the ability to communicate logically and to delimit the significant symbols of nonverbal human reactions*, in most research subjects, is developed at an average level and assumes the fact that the analysis of the information obtained, through the visual channel, is the easiest perceptive way and refers to the processing of stereotypical and generally accepted signals. Thus, the component of social intelligence that refers to *the ability to understand the meaning of similar verbal reactions depending on the context*, in most research subjects, is developed at a low level and assumes that verbal information is of secondary

importance compared to information obtained through the visual channel, however the verbal channel is not the main one. Last but not least, the social intelligence component, which refers to *the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations*, in most research subjects, is developed at an average level and assumes that the formation of knowledge about life and the ability to quickly appreciate data of a social nature take place in a fast and unpredictable way, based on the principle of trial and error.

3. The comparison of the results, regarding the general development of social intelligence and its components from the perspective of the study year (I and IV) of the research subjects, allowed us to highlight the existence of statistically significant differences, where IV year students are more developed at the level of the composite score (general level) and in the case of subtests: 1 (*The ability to anticipate the consequences of human behavior*); 2 (*The ability to communicate logically and to delimit the significant symbols of non-verbal human reactions*); 3 (*Ability to understand the meaning of similar verbal reactions depending on the context*); 4 (*The ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations*).

4. Comparing the results regarding the general development of social intelligence and its components from a gender perspective, allowed us to highlight the lack of statistically significant differences, where female and male students demonstrate similarities at the general level of development and in the case of the subtests: 1 (*Ability to anticipate the consequences of human behavior*); 2 (*The ability to communicate logically and to delimit the significant symbols of nonverbal human reactions*); 3 (*Ability to understand the meaning of similar verbal reactions depending on the context*); 4 (*The ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations*).

5. Comparing the results, regarding the general development of social intelligence and its components, from the perspective of the general field of professional training, allowed us to highlight the lack of statistically significant differences, where the students of the Faculty of Law and Public Administration compared to the students of the Faculty of Economics, Mathematics and Informatics and the students of the Faculty of Law and Public Administration, compared to the students of the Faculty of Philology and History, demonstrate similarities in the general level of social intelligence development and in the case of subtests: 1 (*Ability to anticipate the consequences of human behavior*); 2 (*The ability to communicate logically and to delimit the significant symbols of nonverbal human reactions*); 3 (*Ability to understand the meaning of similar verbal reactions depending on the context*); 4 (*The ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations*). Statistically significant differences, regarding the general development of social intelligence and its components, from the perspective of the general field of professional training, were demonstrated only in the case of comparing the results obtained by the students of the Faculty of Economics, Mathematics and Informatics, compared to the students of the Faculty of Philology and History, where the latter demonstrate higher results at the general level of the development of social intelligence

and in the case of subtests: 2 (*Ability to communicate logically and to delimit the significant symbols of nonverbal human reactions*); 3 (*Ability to understand the meaning of similar verbal reactions depending on the context*); 4 (*The ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations*), and in the case of subtest 1 (*The ability to anticipate the consequences of human behavior*), both the students of the Faculty of Economics, Mathematics and Informatics, and the students of the Faculty of Philology and History demonstrate similarities in the level of development of the said capacity;

In Chapter 3 - Experimental framework for the development of students' social intelligence - the general characteristics of the formative experiment are presented: the factors of students' social intelligence development are analysed, the directions, objectives, and principles of psychological programme design for the students' social intelligence development are described, the techniques, procedures and methods of psychological counseling, the characteristics and stages of individual activities and of the group, with representatives selected from the researched sample. The principles that guide the psychological program for the students' social intelligence development and the necessary conditions for its proper implementation are specified.

In the formative experiment, 173 subjects were involved, forming the experimental and control groups, with an optimal degree of homogeneity from the perspective of the following characteristics:

- the subjects of both groups are part of the age group between 19-24 years old;
- they study at Cahul State University "Bogdan Petriceicu Hasdeu";
- the gender composition respecting the proportion in both samples – 70% of the subjects are female and respectively 30% of the research subjects are male.

The compositional effect of the experimental group required the phased realization of the formative experiment, due to the too large volume of subjects of the experimental group, who were divided into two groups of 18 students each and three groups composed of 17 students, the training and training time within development program was similar (afternoon).

The experimental group was represented by first and fourth-year students from the *Faculty of Law and Public Administration*, the *Faculty of Economics, Mathematics and Informatics*, and the *Faculty of Philology and History* of USC, composed of 87 respondents (40 boys and 47 girls) who demonstrated a low level of social intelligence.

The control group was represented by first and fourth-year students from the *Faculty of Law and Public Administration*, the *Faculty of Economics, Mathematics and Informatics*, and the *Faculty of Philology and History* of USC, composed of 86 respondents (40 boys and 46 girls) who demonstrated a low level of social intelligence. The structure of the psychological program for the development of students' social intelligence is presented, which includes group counseling focused, first of all, on behaviours, cognitions and emotions that contribute to the improvement of relational skills, attachment and control over behavior.

In the end, the effectiveness of the psychological development program is discussed, developed, and implemented by comparing the results of the students in the

control group with those of the students in the experimental group, showing the significant differences obtained, which indicate the effectiveness of the psychological program for the development of students' social intelligence. *With this purpose in mind, we present the description* changes in the level of social intelligence in the control group, compared to the experimental group, obtained after participation in the psychological program. Thus, the data regarding the existence of statistical differences at the level of the components and the general score of social intelligence between the subjects of the experimental group and the control group, at the test stage, are presented in Table 3.1. [Personal contribution].

Table 3.1. Statistical differences in components and overall social intelligence score between experimental and control group subjects at the test stage

Variable	Average ranks		Mann-Whitney U	p<0.05
	Experimental Group	Control Group		
IQS_1	93.49	80.44	43,05	0,068
IQS_2	85,07	78.83	43,43	0,064
IQS_3	88.22	75,65	43.17	0,052
IQS_4	84.96	78.95	43.33	0,058
IQS_total	82.52	72.31	50.04	0,051

Analysis of the data presented in Table 3.1, allows us to state that no statistically significant differences were found at the test stage in the overall level of social intelligence and its components demonstrated by the subjects of the experimental group compared to the subjects of the control group, where: for subtest 1, which refers to *the ability to anticipate the consequences of people's behavior* - GE/test and GC/test (U=43.05; p≤0.068); for subtest 2, which refers to *the ability to communicate logically and to delineate meaningful symbols of people's nonverbal reactions* - GE/test and GC/test (U=43.43; p≤0.064); for subtest 3, which refers to *the ability to contextually understand the meaning of similar verbal reactions* - GE/test and GC/test (U=43.17; p≤0.052); for subtest 4, which refers to *the ability to understand the logic of the development of the situation and the meaning of people's behaviour in those situations* - GE/test and GC/test (U=43.33; p≤0.058); for the composite score, which reflects *the general level of development of social intelligence* - GE/test and GC/test (U=50.04; p≤0.051).

Hence, at the test stage, the GE and GC subjects demonstrated relatively similar abilities of low-level development of social intelligence and its components. Data on the existence of statistical differences in the components and overall social intelligence score between experimental and control group subjects at the retest stage, are presented in Table 3.2. [Personal contribution].

Table 3.2. Statistical differences in components and overall social intelligence score between experimental and control group subjects at retest stage

Variable	Ranking Average		Mann-Whitney U	p<0.05
	Experimental Group	Control Group		
IQS_1	94,69	79,22	44.10	0,031
IQS_2	98,47	75,40	47,38	0,001

IQS_3	94,54	79,37	43,97	0,037
IQS_4	101,71	72,12	50,20	< 0,001
IQS_total	94,79	79,12	44,18	0,028

Therefore, the analysis of the data presented in Table 3.2, allows us to state that we found statistically significant bottom-up differences at the retest stage in the overall level of social intelligence and its components demonstrated by the subjects of the experimental group compared to the subjects of the control group, where: For subtest 1, which refers to *the ability to anticipate the consequences of people's behaviour* - GE/retest and GC/retest (U=44.10; $p \leq 0.031$); for subtest 2, which refers to *the ability to communicate logically and delineate meaningful symbols of people's nonverbal reactions* - GE/retest and GC/retest (U=47.38; $p \leq 0.001$); for subtest 3, which refers to *the ability to understand the meaning of similar verbal reactions in context* - GE/retest and GC/retest (U=43.97; $p \leq 0.037$); for subtest 4, which refers to *the ability to understand the logic of the development of the situation and the meaning of people's behaviour in those situations* - GE/retest and GC/retest (U=50.20; $p < 0.001$); for the composite score, which reflects *the general level of social intelligence development* - GE/retest and GC/retest (U=44.18; $p \leq 0.028$).

Thus, at the retest stage, GE subjects, compared to GC subjects, demonstrated relatively more developed skills of social intelligence and its components, thus finding the positive impact of the psychological program to develop students' social intelligence and confirming the research hypothesis.

Data on the existence of statistical differences in the components and overall social intelligence score of the experimental group subjects in terms of years of study at the test/retest stage are presented in Table 3.3 [Personal contribution].

Table 3.3. Statistical differences in the level of social intelligence and its components in subjects of the experimental group at the test/retest stage from the perspective of the study year

Variable	Year I		Year IV	
	Wilcoxon	p	Wilcoxon	p
IQS_1	-2.12	0,034	-2.02	0,043
IQS_2	-2.46	0,014	-2.23	0,026
IQS_3	-3.64	< 0,001	-1.75	0.079
IQS_4	-1.89	0,059	-2.12	0,034
IQS_total	-4.157	< 0,001	-2.81	0,005

Thus, the analysis of the data presented in Table 3.3, allows us to state that statistically significant bottom-up differences were found in the overall level of social intelligence and its components within subtests 1, 2 and 3, demonstrated by the subjects of the experimental group in the first year of study at the test/retest stage, where: For subtest 1, which refers to *the ability to anticipate the consequences of people's behaviour* - GE/test and GE/retest (W=-2.12; $p \leq 0.034$); for subtest 2, which refers to *the ability to communicate logically and to delineate meaningful symbols of people's nonverbal reactions* - GE/test and GE/retest (W=-2.46; $p \leq 0.014$); for subtest 3, which refers to *the ability to contextually understand the meaning of similar verbal reactions* - GE/test and GE/retest (W=-3.64; $p < 0.001$); for subtest 4, which refers to *the ability to understand the logic of the development of the situation and the meaning of people's*

behaviour in those situations - GE/test and GE/retest ($W=-1.89$; $p\leq 0.059$); for the composite score, which reflects *the general level of social intelligence development* - GE/test and GE/retest ($W=-4.157$; $p<0.001$).

At test stage, compared to the retest stage, first-year GE subjects demonstrated relatively more developed skills of social intelligence and its components in subtests 1, 2 and 3.

Furthermore, we find that the participation of the first-year students in the experimental group in the psychological program for the development of social intelligence did not contribute significantly to the development of the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations, which can be explained by the early stage of professional training and the lack of experience of social interaction at the professional level.

Likewise, the analysis of the data presented in Table 3.3, allows us to state that statistically significant bottom-up differences were found in the overall level of social intelligence and its components within subtests 1, 2 and 4, demonstrated by the subjects of the experimental group in the fourth year of study at the test/retest stage, where: for subtest 1, which refers to *the ability to anticipate the consequences of people's behaviour* - GE/test and GE/retest ($W=-2.02$; $p\leq 0.043$); for subtest 2, which refers to *the ability to communicate logically and delineate meaningful symbols of people's nonverbal reactions* - GE/test and GE/retest ($W=-2.23$; $p\leq 0.026$); for subtest 3, which refers to *the ability to contextually understand the meaning of similar verbal reactions* - GE/test and GE/retest ($W=-1.75$; $p\leq 0.079$); for subtest 4, which refers to *the ability to understand the logic of the development of the situation and the meaning of people's behaviour in the situations* - GE/test and GE/retest ($W=-2.12$; $p\leq 0.034$); for the composite score, which reflects *the general level of social intelligence development* - GE/test and GE/retest ($W=-2.81$; $p\leq 0.005$).

Thus, at the test stage, compared to the retest stage, GE subjects demonstrated relatively more developed abilities of social intelligence and its components within subtests 1, 2 and 4.

At the same time, we find that the participation of the fourth-year students of the experimental group in the psychological program for the development of social intelligence did not contribute considerably on the development of the ability to understand the context-specific meaning of similar verbal reactions, which can be explained by the lack or deficit of interest in the analysis of similar social interactions in different work situations due to the rigidity of the system peculiarities of the selected professional field.

Data on the existence of statistical differences in components and an overall score of social intelligence in the female experimental group subjects at the test/retest stage are presented in Table 3.4 [Personal contribution].

Table 3.4. Statistical differences in components and overall social intelligence score of experimental group subjects at the test/retest stage from a gender perspective

Variable	Female		Men	
	Wilcoxon	p	Wilcoxon	p
IQS_1	-2.12	0,034	-2.02	0.043

IQS_2	-2.46	0,014	-2.23	0.026
IQS_3	-3.64	< 0,001	-1.75	0.079
IQS_4	-1.89	0,059	-2.12	0.034
IQS_total	-4.157	< 0,001	-2.81	0.005

Thus, the analysis of the data presented in Table 3.4, allows us to state that statistically significant bottom-up differences were found in the overall level of social intelligence and its components within subtests 1, 2 and 3, demonstrated by the subjects of the female experimental group at the test/retest stage, where: For subtest 1, which refers to *the ability to anticipate the consequences of people's behavior* - GE/test and GE/retest ($W=-1.84$; $p\leq 0.066$); for subtest 2, which refers to *the ability to communicate logically and to delineate meaningful symbols of people's nonverbal reactions* - GE/test and GE/retest ($W=-2.71$; $p\leq 0.007$); for subtest 3, which refers to *the ability to contextually understand the meaning of similar verbal reactions* - GE/test and GE/retest ($W=-2.88$; $p\leq 0.004$); for subtest 4, which refers to *the ability to understand the logic of the evolution of the situation and the meaning of people's behaviour in those situations* - GE/test and GE/retest ($W=-2.58$; $p\leq 0.010$); for the composite score, which reflects *the general level of social intelligence development* - GE/test and GE/retest ($W=-3.88$; $p< 0.001$).

At test stage, compared to the retest stage, GE subjects demonstrated relatively more developed abilities of social intelligence and its components within subtests 1, 2 and 3.

At the same time, we found that the participation of female students of the experimental group in the psychological program of social intelligence development did not contribute considerably on the development of the ability to anticipate the consequences of people's behavior, which can be explained by the lack or deficit of interest in the analysis of similar social interactions in different work situations due to the rigidity of the system peculiarities of the selected professional field.

Furthermore, the analysis of the data presented in Table 3.4, allows us to state that statistically significant bottom-up differences were found in the overall level of social intelligence and its components within subtests 1, 2 and 4, demonstrated by the subjects of the male experimental group at the test/retest stage, where: For subtest 1, which refers to *the ability to anticipate the consequences of people's behaviour* - GE/test and GE/retest ($W=-2.33$; $p\leq 0.020$); for subtest 2, which refers to *the ability to communicate logically and to delineate meaningful symbols of people's nonverbal reactions* - GE/test and GE/retest ($W=-2.58$; $p\leq 0.010$); for subtest 3, which refers to *the ability to contextually understand the meaning of similar verbal reactions* - GE/test and GE/retest ($W=-3.28$; $p\leq 0.001$); for subtest 4, which refers to *the ability to understand the logic of the development of the situation and the meaning of people's behaviour in those situations* - GE/test and GE/retest ($W=-1.89$; $p\leq 0.059$); for the composite score, which reflects *the general level of social intelligence development* - GE/test and GE/retest ($W=-3.74$; $p< 0.001$).

Thus, at the test stage, compared to the retest stage, GE subjects demonstrated relatively more developed abilities of social intelligence and its components within subtests 1, 2 and 4.

We also found that the participation of the male students in the experimental group in the psychological program for the development of social intelligence did not contribute considerably on the development of the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in those situations, which can be explained by the lack of experience of social interaction on a professional level.

Data on the existence of statistical differences in the components and overall score of social intelligence in the female experimental group subjects at the test/retest stage are presented in Table 3.5. [Personal contribution].

Table 3.5. Statistical differences in the overall level of social intelligence and its components in the experimental group subjects at the test/retest stage from the perspective of the areas of vocational training in the faculties

Variable	FDAP		FEMI		FFI	
	Wilcoxon	p	Wilcoxon	p	Wilcoxon	p
IQS_1	-1.63	0.102	-1.00	0.317	-1.85	0.063
IQS_2	-2.45	0.014	-1.63	0.102	-1.89	0.059
IQS_3	-1.58	0.114	-1.34	0.180	-3.41	0.001
IQS_4	-1.41	0.157	-1.84	0.066	-1.85	0.063
IQS_total	-2.67	0.007	-2.22	0.026	-3.65	< 0,001

Thus, the analysis of the data presented in table 3.5, allows us to state that, at the level of the components of social intelligence, statistically significant differences:

- were demonstrated in the students of the experimental group within the Faculty of Public Administration and Law, only in the case of subtest 2 and at the level of the general score, where: for subtest 1, which refers to *the ability to anticipate the consequences of people's behavior* – GE/test and GE/retest ($W=-1.63$; $p\leq 0.102$); for subtest 2, which refers to *the ability of logical communication and delimitation of significant symbols of people's nonverbal reactions* – GE/test and GE/retest ($W=-2.45$; $p\leq 0.014$); for subtest 3, which refers to *the ability to understand in context the meaning of similar verbal reactions* – GE/test and GE/retest ($W=-1.58$; $p\leq 0.114$); for subtest 4, which refers to *the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in the respective situations* – GE/test and GE/retest ($W=-1.41$; $p\leq 0.157$); for the composite score, which reflects *the general level of social intelligence development* – GE/test and GE/retest ($W=-2.67$; $p\leq 0.007$).

- were demonstrated in the students of the experimental group within the Faculty of Economics, Mathematics and Informatics, only in the case of the general score, where: for subtest 1, which refers to *the ability to anticipate the consequences of people's behavior* – GE/test and GE/retest ($W = -1.00$; $p\leq 0.317$); for subtest 2, which refers to *the ability of logical communication and delimitation of significant symbols of people's nonverbal reactions* – GE/test and GE/retest ($W=-1.63$; $p\leq 0.102$); for subtest 3, which refers to *the ability to understand in context the meaning of similar verbal reactions* – GE/test and GE/retest ($W=-1.34$; $p\leq 0.180$); for subtest 4, which refers to *the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in the respective situations* – GE/test and GE/retest ($W=-1.84$; $p\leq 0.066$); for the composite score, which reflects *the general level of social intelligence development* – GE/test and GE/retest ($W=-2.22$; $p\leq 0.026$).

- were demonstrated in the students of the experimental group within the Faculty of Philology and History, only in the case of subtest 3 and at the level of the general score, where: for subtest 1, which refers to *the ability to anticipate the consequences of people's behavior* – GE/test and GE/retest ($W=-1.85$; $p\leq 0.063$); for subtest 2, which refers to *the ability of logical communication and delimitation of significant symbols of people's nonverbal reactions* – GE/test and GE/retest ($W=-1.89$; $p\leq 0.059$); for subtest 3, which refers to *the ability to understand in context the meaning of similar verbal reactions* – GE/test and GE/retest ($W=-3.41$; $p\leq 0.001$); for subtest 4, which refers to *the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in the respective situations* – GE/test and GE/retest ($W=-1.85$; $p\leq 0.063$); for the composite score, which reflects *the general level of social intelligence development* – GE/test and GE/retest ($W=-3.65$; $p< 0.001$).

The analysis of the research results within the formative experiment allowed us to issue the following conclusions:

1. Statistically significant differences in the general level of social intelligence and all its components, demonstrated by the subjects of the control group, at the test/retest stage, were not found. Thus, it follows that the subjects of the control group (GC), at the test/retest stage, kept the cadence in the manifestation of *the capacities of anticipating the consequences of people's behavior, of logical communication and delimitation of the significant symbols of people's non-verbal reactions, of understanding depending on the context the meaning of similar verbal reactions, of understanding the logic of the evolution of the situation and the meaning of people's behavior in the respective situations*.

2. Statistically significant differences at the level of all components and the general score of social intelligence between the subjects of the experimental group and the control group, at the test stage, were not found. Thus, it follows that both the subjects of the control group (GC) and the subjects of the experimental group (GE), at the test stage, demonstrated similar results in the manifestation of *the capacities of anticipating the consequences of people's behavior, of logical communication and delimitation of the significant symbols of people's non-verbal reactions, of understanding depending on the context the meaning of similar verbal reactions, of understanding the logic of the evolution of the situation and the meaning of people's behavior in the respective situations*.

3. Statistically significant differences were found at the level of all components and the general score of social intelligence between the subjects of the experimental group and the control group, at the retest stage. Thus, the subjects of the experimental group (GE), compared to the subjects of the control group (GC), at the retest stage, demonstrated an increase in the results in the manifestation of *the capacities of anticipating the consequences of people's behavior, of logical communication and delimitation of the significant symbols of people's non-verbal reactions, of understanding depending on the context the meaning of similar verbal reactions, of understanding the logic of the evolution of the situation and the meaning of people's behavior in the respective situations*.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research carried out provides a theoretical and experimental foundation for the concept of students' social intelligence from the perspective of the professional personality profile. The most relevant scientific values obtained in the research outlined the following general conclusions:

1. The concept of social intelligence is defined in the thesis through the lens of systemic theoretical frameworks that underpin its understanding from the perspective of the professional personality profile. In general, people with social intelligence are considered to be those who have the ability to produce appropriate behaviour to achieve desired social goals. The developed definition presents an important scientific value that comes to conceptualize social intelligence and the professional profile of personality in our research, social intelligence approached from the perspective of valuing the field of professional training, which in turn are the actors of this interaction, refers to the specific social interaction skills of trained specialists or those in the process of training, which perform the role of source and means of production in parallel, which is the production of desirable cognitions, attitudes and behaviours that enhance their socio-professional potential, i.e. in accordance with their own professional personality profile [60; 67; 64; 63], (Chapter 1).

2. A psychological assessment model of the phenomenon has been developed which has established the levels of social intelligence development and outlined the personality factors that are determined for the professional personality profile. The presented methodology creates favourable conditions for specialists in the field of psychodiagnosis of students' social intelligence from the perspective of professional personality profile [61; 69; 62; 63], (Chapter 2).

3. A scientific vision has been outlined that highlights the relationship between social intelligence and the professional personality profile of the student. It presents an analysis of the personality traits of students from different specialities, which highlights and determines the specificity of their general personality profile. It was found that the development of the components of students' social intelligence, is of different levels. At the same time, statistically significant differences were demonstrated from the perspective: study year (I and IV) of the research subjects, where the students of the IVth year show more developed indices at the level of the composite score (general level); gender of the research subjects, where female and male students show similarities at the general level of development in the case of the abilities to anticipate the consequences of human behaviour, to communicate logically and to delineate the meaningful symbols of non-verbal human reactions, to understand the meaning of similar verbal reactions depending on the context, to understand the logic of the development of the situation and the meaning of people's behaviour in these situations; general area of vocational training, where students from different faculties demonstrate similarities and differences in the general level of social intelligence development in the mentioned components [70; 68; 65; 59], (Chapter 2).

4. The Professional Personality Profile of the students was identified from the perspective of the general areas of professional training, in relation to the social intelligence levels of the subjects researched. This profile is shaped by the correlations

between social intelligence and personality factors of the students involved in the research, being determined by statistical methods leveraged [59; 62; 63], (Chapter 2).

5. The Psychological Programme for students' social Intelligence development was developed, implemented and experimentally validated. The application of the psychological development program has increased the general level of social intelligence of the subjects of the experimental group as well as the results in the manifestation of the ability to anticipate the consequences of people's behaviour and to identify the significant symbols of people's non-verbal reactions, to understand the meaning of similar verbal reactions according to the context, to understand the logic of the development of the situation and the meaning of people's behaviour in these situations. The obtained result is complementary to the process of natural and regular accumulation of life experience in adolescence, sensitive to the acquisition of knowledge and social skills, with the desire of subjects to understand what is happening, to obtain the knowledge necessary for successful activity of life in society [67; 66; 63], (Chapter 3).

Thus, the detailed synthesis of the scientific results allowed us to claim that both the aim and the objectives of the research were fully achieved and as a final effect the important scientific problem of determining and describing the peculiarities of students' social intelligence from the perspective of professional personality profile was solved.

The research carried out also presents certain limitations of the results obtained, which highlight the difficulty of broad, generalizing analysis of all the peculiarities of social intelligence in relation to the personality professional profile.

Potential research directions on social intelligence and its relation to the professional personality profile of students are:

- the development of social intelligence from the perspective of other age stages;
- development of updated empirical methods with reference to the concepts mentioned;
- identifying the impact of social intelligence features and professional personality profile in the context of organisational conflict management.

The results of the theoretical-experimental study on the development of students' social intelligence from the perspective of the professional personality profile, allowed us to formulate the following theoretical and applied recommendations for implementation:

For policy makers:

- Create educational policies, frameworks, and strategies that promote the development of students' social intelligence within the vocational training process;
- Promoting research, at national and international levels, aimed at understanding the concepts of social intelligence and professional personality profile, as well as developing methods for developing social intelligence with an impact on the professional personality profile of the trainee;
- Monitoring the development of social intelligence and the formation of the professional personality profile of students in the context of permanent changes in the national education system.

For higher education institutions:

- Development and/or inclusion of courses that will address social intelligence and professional personality profiles in curricula (Multiple Intelligences; Personality Formation in the Professional Environment);
- Organisation of scientific events in order to promote the concept of multiple intelligence, social intelligence, professional personality profile; professional personality deformation; highlighting the role of social intelligence for students' professional orientation; emphasising the impact of social intelligence on students' professional personality profile;
- Training of management and teaching staff in the use of social intelligence in the educational process and in facilitating personality formation in the professional context.

For programme directors:

- Familiarizing students with the notions of intelligence, social intelligence, professional personality profile;
- Organisation of information classes and education programmes with reference to facilitating the understanding of the particularities of personality development in the professional context.

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69. **ILICCIEV, M.** Specificul exercitării funcțiilor inteligenței sociale în cadrul învățământului universitar. În: *Analele Științifice ale Universității de Stat „Bogdan Petriceicu Hasdeu” din Cahul*, 2014, vol. 10, pp. 112-117. ISSN 1875-2170.

ADNOTARE

Iliciev Maxim. Particularități ale inteligenței sociale la studenți din perspectiva profilului profesional de personalitate. Teză de doctor în psihologie. Chișinău, 2023.

Structura tezei: Teza este constituită din: adnotări, lista abrevierilor, lista tabelor, lista figurilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie din 194 titluri, 8 anexe, 145 pagini de text de bază, 16 figuri și 24 tabele. Rezultatele obținute sunt publicate în 13 lucrări științifice.

Cuvinte-cheie: inteligență, inteligența socială, inteligențe multiple, personalitate, profil profesional de personalitate, program psihologic de dezvoltare.

Scopul cercetării: stabilirea particularităților dezvoltării inteligenței sociale din perspectiva profilului profesional de personalitate al studenților; elaborarea și implementarea programului psihologic de dezvoltare a inteligenței sociale la studenți.

Obiectivele cercetării: determinarea reperelor teoretice privind conceptualizarea inteligenței sociale și profilul profesional al personalității; stabilirea nivelelor de dezvoltare a inteligenței sociale la studenți; stabilirea relațiilor dintre inteligența socială și profilul profesional de personalitate la studenți; elucidarea profilului profesional al personalității studenților; elaborarea, implementarea și validarea experimentală a *programului psihologic de dezvoltare a inteligenței sociale* la studenții, cu diferite profiluri profesionale de personalitate.

Noutatea și originalitatea științifică a rezultatelor cercetării constau în oferirea unui studiu comparativ-experimental a particularităților inteligenței sociale la studenți, din perspectiva profilului profesional de personalitate, luând în calcul genul, anul de studii și domeniul de formare profesională ca factorii psihosociali cercetați; fundamentarea teoretică a componentelor de bază ale conceptului de inteligență socială a studenților și manifestările specifice ale acestor componente, la reprezentanții diferitelor profiluri profesionale de personalitate; elaborarea unei definiții complexe a inteligenței sociale; identificarea diferențelor dintre nivelele de inteligență socială; elaborarea modelului explicativ al profilului profesional de personalitate al studenților formați în cadrul domeniilor generale de studii, raportat la nivelul de dezvoltare a inteligenței sociale; elaborarea modelului explicativ al inteligenței sociale la studenți, din perspectiva factorilor de personalitate; elaborarea modelului integrativ al formării profilului profesional de personalitate, din perspectiva inteligenței sociale; elaborarea unui program psihologic de intervenție pentru dezvoltarea nivelului de inteligență socială a studenților.

Rezultatele obținute, care contribuie la soluționarea problemei științifice importante, vizează stabilirea particularităților dezvoltării inteligenței sociale a studenților în dependență de gen, an de studii, domeniul de formare profesională; elaborarea modelelor explicative ale profilurilor profesionale de personalitate la studenți, din perspectiva nivelelor de dezvoltare a inteligenței sociale; implementarea și valorificarea experimentală a *Programului psihologic de dezvoltare a inteligenței sociale* la studenții cu diferite profiluri profesionale de personalitate, ce ar conduce la diminuarea multiplelor dificultăți de interacțiune socială în mediul de formare profesională.

Semnificația teoretică. Rezultatele obținute au permis formarea unei viziuni științifice complexe pentru conceptele de *inteligență socială*, cu formularea unei definiții, și *profil profesional de personalitate*. Totodată, au fost determinate orientările de personalitate caracteristice formării și dezvoltării inteligenței sociale, care presupun formarea profesională a viitorilor specialiști capabili să recunoască condițiile și să interacționeze în mod eficient cu ceilalți.

Valoarea aplicativă a cercetării constă în elaborarea metodologiei de diagnosticare a inteligenței sociale și a profilului de personalitate la studenți; elaborarea modelului explicativ al profilului profesional de personalitate al studenților formați în cadrul domeniilor generale de studii, raportat la nivelul de dezvoltare a inteligenței sociale; elaborarea modelului explicativ al inteligenței sociale la studenți, din perspectiva factorilor de personalitate; elaborarea modelului integrativ al formării profilului profesional de personalitate, din perspectiva inteligenței sociale; elaborarea unui program psihologic de intervenție pentru dezvoltarea nivelului de inteligență socială a studenților. Datele experimentale vor fi utile cercetătorilor, psihologilor, cadrelor didactice și de conducere, adolescenților, părinților etc., inclusiv pentru eficientizarea și îmbunătățirea procesului de învățământ, prin utilizarea cunoștințelor despre interacțiunea socială.

Implementarea rezultatelor științifice a fost realizată în cadrul proiectelor, conferințelor, simpoziunilor științifice naționale și internaționale; în activitatea didactică de formare a studenților la specialitățile *Psihopedagogie și pedagogie socială* și *Pedagogie în învățământul primar și pedagogie preșcolară* din cadrul Universității de Stat „B.P. Hasdeu” din Cahul; în cadrul activităților realizate cu cadrele didactice și de conducere din sistemul educațional (USC).

АННОТАЦИЯ

Иликчиев Максим. Особенности социального интеллекта студентов с точки зрения профессионального профиля личности. Диссертация на соискание степени доктора психологии. Кишинэу, 2023.

Структура работы: Диссертация состоит из: аннотаций, списка сокращений, списка таблиц, списка фигур, введения, трех глав, общих выводов и рекомендаций, библиографии из 194 названий, 8 приложений, 145 страниц основного текста, 16 фигур и 24 таблиц. Результаты опубликованы в 13 научных работах.

Ключевые слова: интеллект, социальный интеллект, множественный интеллект, личность, профессионально-личностный профиль, психологическая программа развития.

Цель научной работы: установление особенностей развития социального интеллекта с позиций профессионального профиля личности студентов; разработка и реализация психологической программы развития социального интеллекта у студентов.

Задачи работы: определение теоретических ориентиров концептуализации социального интеллекта и профессионального профиля личности; установление уровней развития социального интеллекта у студентов; установление связи между социальным интеллектом и профессиональным профилем личности студентов; выявление профессионального профиля личности студентов; разработка, внедрение и экспериментальная проверка *психологической программы развития социального интеллекта у студентов* с разным профессиональным профилем личности.

Новизна и научная оригинальность результатов исследования заключается в сравнительно-экспериментальном изучении особенностей социального интеллекта студентов с позиции профессионального профиля личности с учетом пола, года обучения и области профессиональной подготовки как исследуемых психосоциальных факторов, были обоснованы компоненты концепции социального интеллекта студентов и специфические проявления этих компонентов, разработано комплексное определение социального интеллекта, выявлены различия между уровнями социального интеллекта, разработана объяснительная модель профессионального профиля личности студентов, обучающихся по общеобразовательным направлениям, в зависимости от уровня развития социального интеллекта, разработана интегративная модель формирования профессионального профиля личности с позиции социального интеллекта, разработана программа психологического воздействия на развитие уровня социального интеллекта студентов.

Полученные результаты, способствующие решению научно значимой проблемы, направлены на установление и анализ особенностей развития социального интеллекта студентов в зависимости от пола, года обучения и направления профессиональной подготовки и экспериментальное использование *Психологической программы развития социального интеллекта у студентов* с разным профессиональным профилем личности, что приведет к снижению множественных трудностей социального взаимодействия в профессиональной учебной среде.

Теоретическая значимость. Полученные результаты позволили сформировать комплексное научное видение понятий социального интеллекта, с формулировкой определения и профессионального профиля личности. При этом были определены личностные ориентиры, характерные для формирования и развития социального интеллекта, которые предполагают профессиональную подготовку будущих специалистов, способных распознавать условия и эффективно взаимодействовать с окружающими.

Прикладное значение исследования заключается в разработке методики диагностики социального интеллекта и личностного профиля учащихся; разработка объяснительной модели профессионального профиля личности студентов, сформированного в рамках общих направлений подготовки, в зависимости от уровня развития социального интеллекта; разработка объяснительной модели социального интеллекта студентов с точки зрения личностных факторов; разработка интегративной модели формирования профессионального профиля личности с позиций социального интеллекта; разработка программы психологического воздействия на развитие уровня социального интеллекта учащихся. Экспериментальные данные будут полезны исследователям, психологам, педагогическому и управленческому персоналу, подросткам, родителям и др., в том числе для повышения эффективности и совершенствования образовательного процесса с использованием знаний о социальном взаимодействии.

Внедрение научных результатов проводилось в рамках проектов, конференций, национальных и международных научных симпозиумов; в дидактической деятельности по подготовке студентов по специальностям *Психопедагогика и социальная педагогика и Педагогика начального образования и дошкольная педагогика*, в рамках Государственного Университета «Б.П. Хасдеу» из Кагула; в рамках мероприятий, проводимых с педагогическим и руководящим персоналом системы образования (USC).

ANNOTATION

Iliciev Maxim. Particularities of social intelligence in students from the perspective of professional personality profile. Doctoral dissertation in psychology. Chisinau, 2023.

The structure of the work: The dissertation consists of: annotations, a list of abbreviations, a list of tables, a list of figures, an introduction, three chapters, general conclusions and recommendations, a bibliography of 194 titles, 8 appendices, 145 pages of the main text, 16 figures and 24 tables. The results are published in 13 scientific papers.

Key words: intelligence, social intelligence, multiple intelligences, personality, professional profile of personality, complex psycho-forming program.

The purpose of scientific work: establishing the particularities of the development of social intelligence from the perspective of the professional personality profile of the students; the development and implementation of the psychological program for the development of social intelligence in students.

Objectives of the work: determining the theoretical benchmarks regarding the conceptualization of social intelligence and the professional profile of the personality; establishing the levels of development of social intelligence in students; establishing the relationships between social intelligence and professional personality profile in students; elucidating the professional profile of the students' personality; the development, implementation and experimental validation of the *psychological program for the development of social intelligence in students* with different professional personality profiles.

The novelty and scientific originality of the research results consists in the comparative-experimental study of the peculiarities of social intelligence in students from the perspective of the professional personality profile, taking into account the gender, the year of studies and the field of professional training as the researched psychosocial factors, were substantiated the basic components of the concept of social intelligence of students and the specific manifestations of these components in representatives of different professional personality profiles were substantiated, a complex definition of social intelligence was developed, the differences between the levels of social intelligence were identified, the explanatory model of the professional personality profile of students trained in the general fields of study, related to the level of development of social intelligence, was developed the explanatory model of social intelligence in students from the perspective of personality factors, the integrative model of the formation of the professional personality profile from the perspective of social intelligence was developed, a program was developed in psychological intervention for the development of the level of social intelligence of students.

Obtained results that contribute to the solution of the scientifically important problem aim at establishing and analyzing the particularities of the development of social intelligence of students according to gender, year of studies and the field of professional training and the experimental exploitation of the Psychological Program for the development of social intelligence in students with different professional profiles of personality, which would lead to the reduction of the multiple difficulties of social interaction in the professional training environment.

Theoretical significance. The obtained results allowed the formation of a complex scientific vision for the concepts of social intelligence, with the formulation of a definition and professional personality profile. At the same time, the personality orientations characteristic of the formation and development of social intelligence were determined, which presuppose the professional training of future specialists capable of recognizing the conditions and interacting effectively with others.

The applied value of the research consists in developing the methodology for diagnosing social intelligence and the personality profile of students; elaboration of the explanatory model of the professional personality profile of the students formed within the general fields of study, related to the level of development of social intelligence; elaboration of the explanatory model of social intelligence in students, from the perspective of personality factors; the development of the integrative model of the formation of the professional personality profile, from the perspective of social intelligence; the development of a psychological intervention program for the development of the level of social intelligence of students. Experimental data will be useful to researchers, psychologists, teaching and management staff, teenagers, parents, etc., including for the efficiency and improvement of the educational process, by using knowledge about social interaction.

Implementation of scientific results was carried out within the projects, conferences, national and international scientific symposia; in the didactic activity of training students in the specialties of *Psychopedagogy and social pedagogy and Pedagogy in primary education and preschool pedagogy*, within the State University "B.P. Hasdeu" from Cahul; within the activities carried out with teaching and management staff from the educational system (USC).

ILICCIEV MAXIM

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511.03 - SOCIAL PSYCHOLOGY

**Scientific summary
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