

характеризується низким рівнем. Выявлен низкий уровень дифференциации взрослыми людьми мислей, чувств, желаний, состояний людей, что свидетельствует о низком уровне осознания этих явлений. Материал, который интерпретируется, преимущественно рассматривается вне континуума событий. Доказано, что решение интерпретационной задачи взрослыми характеризуется низким уровнем.

Ключевые слова: интерпретация, интерпретационная деятельность, интерпретационная задача, интерпретационная способность, мнение, контекст.

Suryakova M. V. Study of the interpretive task solution by adults. The article presents the pilot study results of the features of the interpretive task solution by adults. It was determined that a person should constantly reflect upon and reconsider the ratio of his inner world and external one, which implies a continuous interpreting. Interpretation is defined as an individual explanation of reality which consists of social processes, events, structures, human relations, acts, persons, human life itself. It is shown that a person acts as a subject of interpretative activity, where its needs, motivations, aims, conditions, methods and mechanisms for its realization can be identified. The need for an individual to interpret the situation is actualized in an interpretative situation through the interpretive task solution. It was found that the overall goal of the interpretative activity of the person is his own opinion, which provides assurance through a certainty.

It was revealed that the majority of adults regardless of age, sex, education has difficulty to stand up to the position of the other, to make adequate assumption as to the meaning of his actions. Most adults have difficulty to formulate their own opinions about what is understood. There is a low level of the ability to create multiple interpretations. A low level of adults differentiation of their thoughts, feelings, desires and conditions was found, which reflects a low level of awareness of these phenomena. Material that is interpreted predominantly is considered without events continuum. It is proved that there is a low level of quality of the interpretive task solution by adults, further study of which is needed.

Keywords: interpretation, interpretive activity, interpretive task, interpretive capability, though, context.

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Статтю подано до друку 27.10.2016.

УДК 159.9.016.2

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THE ISSUE OF THE CORRELATION BETWEEN EMOTIONAL AND SOCIAL INTELLIGENCE IN PSYCHOLOGY

Kolisnyk L. O., Temruk O. V. The issue of the correlation between emotional and social intelligence in psychology. In this article the approaches to the correlation between the phenomena of emotional and social human intelligence has been defined based on the psychological literature analysis. There has been determined several directions of the understanding of these intelligence types' correlation: - emotional intelligence as more extensional formation in regard to the social one; - emotional intelligence as a structural part of the social one.

Based on the empirical data obtained from the study of the correlation between emotional and social intelligence the article concludes that emotional intelligence of an individual is closely linked to

its social intelligence. Understanding, using and managing emotions as components of emotional intelligence have been linked to the social intelligence with reference to the ability to analyze complex situations of human interaction, to understand the logic and causes of their development, to predict further behavior of communication actors. However, each of the studied structures has specific phenomenological features.

Keywords: emotional intelligence, social intelligence, perception of emotions, using emotions, managing emotions, understanding emotions, verbal communication, non-verbal communication, interpersonal interaction.

Articulation of the issue. The effectiveness of an individual in modern changing society is determined by the ability of a man to interpersonal interaction and social adaptation that depends on emotional and social intelligence types. Therefore, the study of the emotional and social intelligence phenomena, peculiarities of their manifestation and interaction is important for psychological science.

Analysis of recent research and publications. Recent research of local scientists has been increasingly focused on the phenomenon of emotional intelligence (S.P. Derevyanko, V.I. Zhytaryuk, L.O. Kolisnyk, E.L. Nosenko et al.). The works of foreign scientists in this field are quite numerous and represented by the works of R.Bar-On, D.Goleman, D.Caruso, D.V. Lyusin, J.Mayer, K.V. Petrydis, P.Selovey and others. It is a widespread opinion that the emotional intelligence is a construct having a dual nature: both associated with cognitive abilities and with personal characteristics. This is a human ability to perceive, understand and manage emotions, both one's own, and emotions of others. [6].

One of the approaches to the research of emotional intelligence is the study of this phenomenon in the widest context, namely in the light of general social abilities or social intelligence. The term "social intelligence" has been introduced to the psychology by E. Thorndike in 1920 to define "visionary in interpersonal relations" [11]. G. Allport linked social intelligence to the ability to state quick, almost automatic judgments about people, to predict their most probable responses. Social intelligence can be defined as the ability to properly understand human behavior. As for social and emotional intelligence there is no unanimity among scientists. Some researchers consider the emotional intelligence in its broader concept than the social one; others, by contrast, describe emotional intelligence as nothing else than social substructure, as expressed in the works of P. Selovey and J.Mayer [10]. Scientists have indicated that a specific focus of the emotional intelligence on emotions makes it narrower than more general personal and social intelligence. However, in their another work J. Mayer, P. Salovey and D. Caruso have pointed out that emotional intelligence is wider compared to the social intelligence, as it includes internal, personal emotions.

According to the theory of emotional and intellectual abilities, the emotional intelligence is involved in the adaptive processing of emotional information, and is perceived as a substructure of social intelligence that involves the ability to observe own emotions and the emotions of other people, to distinguish them and to use this information to manage thinking and actions.

According to A.I. Komarova, the category that combines social and emotional intelligence is communication, in the process of which the recognition and interpretation of the emotional states of other people [5]. In this respect, social intelligence focuses on the area of interpersonal communication in general, while emotional intelligence focuses exclusively on the area of emotional communication; for the social intelligence the communication is a goal, for the emotional one it is a stimulus.

The goal of the article is to empirically study the correlation features of emotional and social intelligence phenomena.

Presentation of the main research. Mayer-Salovey-Caruso test (MSCEIT) has been selected to perform the emotional intelligence measurement. This choice is due to the understanding

of the emotional intelligence as a construct having a dual nature and primarily associated with the cognitive abilities of the individual. [10] MSCEIT is the most developed and comprehensive technique that provides an opportunity to objectively assess the level of emotional intelligence. Objectivity is achieved by peer review. The technique has been standardized for the use on Slavic sample at the Institute of Psychology of the Russian Academy of Sciences [6]. The MSCEIT test consists of the tasks with correct and incorrect answers, which is the most traditional way to measure intelligence. In the test there are four groups of the emotional intelligence abilities with the sections of the tasks to identify each of them: accurate perceiving of the emotions of people and objects; generating emotions and solving the problems with emotions; understanding the causes of emotions; openness to the emotions and connection with thinking. Scoring is carried out using the key that is based on expert opinion. The results obtained describe both the total level of emotional intelligence (high, average, low) and the level of its individual components (the competence to perceive, understand, use and manage emotions).

The features of the social intelligence development have been determined by the technique of M. Sullivan and J. Guilford. The above test was proposed by the authors in the late 60s, adapted under the guidance of Paris Center of Applied Psychology in 1977 and in the late 90s standardized for carrying out research on the Russian sample GM "IMATON". It is a set of 4 subtests, three of which have been made with the use of nonverbal stimulus material and one subtest is verbal. Subtests can measure four abilities in the structure of social intelligence: perception of classes, systems, transformations and outcomes of behavior. Besides, this method allows to determine the integrated assessment of social intelligence that is "an integral factor of the behavior perception."

Processing of the results is performed by using special keys. Results are scored both separately for each subtest and for the whole test. The result for the test as a whole is called a composite assessment and reflects the total level of social intelligence, "high", "above average," "average," "below average," "low".

To identify the relationship between variables the *correlation analysis* by Spearman rank correlation method has been used.

256 subjects participated in the study, including 162 girls and 94 boys. The study was performed among 1-6 year students of the universities in Ukraine. Thus, the students of Sumy State University, Kyiv National Pedagogical Dragomanov University, Sumy State Makarenko Pedagogical University and Sumy branch of Kharkiv National University of Internal Affairs were involved.

The results of emotional intelligence measurement are presented in Table 1.

Table 1

**The Results of the Emotional Intelligence Measurement
(J. Mayer, P. Salovey, D. Caruso Test)**

N=259

Scale \ Level	High		Average		Low	
	Abs.	%	Abs.	%	Abs.	%
Perception	0	0	141	54,4	118	45,6
Using	9	3,5	175	67,6	75	29,0
Understanding	26	10,0	171	66,1	62	23,9
Managing	15	5,8	175	67,6	69	26,6
Total emotional intelligence	3	1,1	167	64,5	89	34,4

According to the data obtained, the vast majority of the subjects have shown the results corresponding to the average level of emotional intelligence. Thus, 64.5% of respondents have the

average level of the emotional intelligence integral index, 34.5% - low, 1% - high. With regard to the individual components of emotional intelligence the tendency similar to the integral index can be observed on the scales of "using emotions", "understanding emotions" and "managing emotions". However, it is worth noting that the index on the scale of "understanding emotions" is slightly higher - high level inherent in 10% of the respondents. The lower results are observed on the scale of "perception emotions": none of the subjects has shown high level, average - 54%, low - 46%. The average total index value of emotional intelligence corresponds to the average level of its development. The same level is observed in the ability to use knowledge about emotions, to understand them and manage them. Most of the difficulties arise in respondents with the perception emotions: the average index on this scale was only 82 points, which corresponds to a low level of this competence development.

The results presented in *Table 2* suggest about the social intelligence development features of the subjects. Thus, the total index of social intelligence of the majority of the respondents corresponds to "below average" level - 59.46% of the subjects, "average" level - 32.82% "low" - 6.56% "above average" - just 1.16%. None of the subjects has shown the high level of total social intelligence. The average rate of the total social intelligence level is just 23.1 points, which corresponds to "below average" level.

Table 2

**The Results of the Social Intelligence Measurement in Adolescence
(M. Sullivan and J. Guilford method)**

N=259

Level Scale	High		Above average		Average		Below average		Low	
	Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%
Predicting the consequences	1	0,4	46	17,8	140	54,1	65	25,1	7	2,7
Non-verbal communication	1	4	16	6,2	127	49,0	93	35,9	22	8,5
Verbal communication	5	1,9	62	23,9	78	30,1	84	32,4	30	11,6
Interaction	0	0,0	2	0,8	73	28,2	158	61,0	26	10,0
Total social intelligence	0	0,0	3	1,2	85	32,8	154	59,5	17	6,6

Regarding the individual components of social intelligence, the average indexes on the scales of "predicting the consequences", "nonverbal communication" and "verbal communication" correspond to the average level of these competences development. The values distribution of the scales "Predicting the consequences" and "Nonverbal Communication" per levels has such a tendency: nearly half of the respondents have average level (correspondingly 54.05% and 49.03%); quite a large proportion of the respondents has a level "below average" (25.1% and 35.91%); 17.76% and 6.18% of boys and girls have "above average" level; high indexes are less than 1% (0.39%), low - 2.7% and

8.48%. As for the scale of "verbal communication" in general there we have the indexes distribution tendency similar to the previous two ones, but with an increased proportion of persons having an "above average" result (23.94%). Thus, young people are often characterized by not well developed competences to predict further actions of people by analyzing real situations of communication, to predict events based on understanding of feelings, thoughts and intentions of communication actors. Many of them do not always attach importance to nonverbal communication, and pay insufficient attention to non-verbal cues of communication actors. To some extent, the difficulties in understanding the different meanings that can take the same verbal cues depending on the situation context are inherent in them, that they may be wrong in interpreting the words of the interlocutor.

The results of the subjects on the "interaction" scale are significantly lower. The values per levels are distributed as follows: "high" - 0% "above average" - 0.77%, "average" - 28.19%, "below average" - 61%, "low" - 10.04%. This indicates the low adaptation degree of the respondents to different relationship types between people (family, business, friendly, etc.) due to difficulties in analyzing situations of interpersonal behavior. Taking into account that the "interaction" scale is the most comprehensive and informative in total factor load in the social intelligence structure, it can be suggested the following: it is the lack of competence to analyze complex situations of human interaction, to understand the logic of their development, predict further behavior of the communication actors and understand its causes provides generally quite low emotional intelligence indexes of the youth representatives.

The data available on our correlation analysis of the results obtained (Spearman rank correlation), presented in *Table 3* is the convincing evidence of the connection between emotional and social intelligence.

Table 3

**Correlations between Parameters of MSCEIT and the "Interaction"
Scale of J.Guilford and M. Sullivan Test.
(Spearman rank correlation)**

N=259

Scales of MSCEIT technique (J.Mayer-P.Salovey-D.Caruso)	Scale of "Social intelligence" technique (J.Guilford and M. Sullivan)	
	Interaction	
	<i>Correlation coefficient</i>	<i>Significance</i>
Using emotions	,164**	p≤0,01
Understanding emotions	,196**	p≤0,01
Managing emotions	,162**	p≤0,01
Emotional intelligence	,158*	p≤0,05

It has been determined a direct positive correlation between the "interaction" scale of the "Social Intelligence" technique and such MSCEIT scales as using ($r = ,164$), understanding ($r = ,196$) and managing ($r = ,162$) emotions, and a total index of emotional intelligence ($r = ,158$). The above scales correlate with each other mainly on a high level of statistical significance ($r \leq 0,01$). This confirms the content loading of the "interaction" scale, emphasizes the importance of such competences in the structure of emotional intelligence abilities as the ability to analyze complex situations of human interaction, to understand the logic of their development, predict further behavior of communication actors and understand its causes, and once again proves the existence of the close link between social and emotional intelligence. Correlations between other scales of the said techniques are not statistically significant, which indicates the existence of a separate specificity of the studied phenomena.

Conclusions. Therefore, the emotional intelligence of an individual is closely linked to its social intelligence. Understanding, using and managing emotions as components of emotional intelligence are linked to the social intelligence in the context of the ability to analyze complex situations of human interaction, to understand the logic and causes of their development, predict further behavior of communication actors. However, each of the studied formations has specific phenomenological features.

Prospects for further research can be found in the study of emotional and social intelligence interconnection with other personal formations in representatives of different ages.

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Колісник Л. О., Темрук О. В. Проблема взаємозв'язку емоційного та соціального інтелекту у психології. У статті на основі аналізу психологічної літератури визначено підходи щодо проблеми співвідношення феноменів емоційного та соціального інтелекту людини. Встановлено наявність декількох напрямів розуміння співвіднесеності даних видів інтелекту: - емоційний інтелект як об'ємніше утворення стосовно соціального; - емоційний інтелект як структурна частина соціального.

На основі отриманих емпіричних даних дослідження взаємозв'язку емоційного та соціального інтелекту робиться висновок про те, що емоційний інтелект особистості тісно пов'язаний із її соціальним інтелектом. Розуміння, використання та управління емоціями як складові емоційного інтелекту взаємопов'язані із соціальним в контексті здатності аналізувати складні ситуації взаємодії людей, розуміти логіку та причини їх розвитку, прогнозувати подальшу поведінку учасників комунікації. Водночас кожен із досліджуваних утворень володіє специфічними феноменологічними особливостями.

Ключові слова: емоційний інтелект, соціальний інтелект, ідентифікація емоцій, використання емоцій, управління емоціями, розуміння емоцій, вербальна комунікація, невербальна комунікація, міжособистісна взаємодія.

Колісник Л. А., Темрук Е. В. Проблема взаимосвязи эмоционального и социального интеллекта в психологии. В статье на основе анализа психологической литературы определено подходы к проблеме соотношения феноменов эмоционального и социального интеллекта человека. Определено наличие нескольких направлений понимания соотношения данных видов интеллекта: эмоциональный интеллект как более объёмный конструкт касательно социального; - эмоциональный интеллект как структурный компонент социального.

На основании полученных эмпирических данных исследования взаимосвязи эмоционального и социального интеллекта делается вывод о том, что эмоциональный интеллект личности связан с её социальным интеллектом. Понимание, использование и

управление эмоциями как составные части эмоционального интеллекта взаимосвязаны из социальным в аспекте способности анализировать сложные ситуации взаимодействия людей, понимать логику и причины их развития, прогнозировать последующие поведения участников коммуникации. В то же время каждый из исследуемых конструктов имеет специфические феноменологические особенности.

Ключевые слова: эмоциональный интеллект, социальный интеллект, идентификация эмоций, использование эмоций, управление эмоциями, понимание эмоций, вербальная коммуникация, невербальная коммуникация, межличностное взаимодействие.

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Статтю подано до друку 16.11.2016.

УДК 159.944.4:355.1-057.36

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ПРОГРАМА РАННЬОЇ ДІАГНОСТИКИ ПОСТТРАВМАТИЧНОГО СТРЕСОВОГО РОЗЛАДУ У КОМБАТАНТІВ

Балабушка Є. О. Програма ранньої діагностики посттравматичного стресового розладу у комбатантів. У статті викладено результати апробації авторської програми ранньої діагностики ПТСР у комбатантів. Зазначається, що такий психогенний чинник як участь у бойових діях найбільшою мірою сприяє розвитку і подальшій маніфестації групи розладів, які розглядаються як реакції на важкий стрес і порушення адаптації. Пов'язані зі стресом під час військових дій психічні розлади є одним з головних внутрішніх бар'єрів на шляху адаптації до мирного життя. Переважно продуктивні симптоми (нав'язливі спогади і ретроспекції, спроби уникнення стимулів, асоціативно пов'язаних з пережитими подіями, труднощі при засинанні або порушення тривалості сну та ін.), склали основу офіційних критеріїв діагностики ПТСР. За даними цих джерел ПТСР може розвиватися слідом за травматичними подіями, що виходять за межі звичайного людського досвіду.

Метод прогнозування розвитку ПТСР заснований на використанні дискримінантного аналізу, який успішно застосовується у різних системах ризик-стратифікації і на відміну від існуючих дає можливість використання для короткострокового індивідуального прогнозу даних, доступних у