SOCIAL INTELLIGENCE AND SOCIAL SKILLS IN CHILDREN

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ABSTRACT

The aim of the research is to conduct a general literature survey on social intelligence and social skills. After giving satisfactory information about the subject, the necessity of social intelligence and social skill training in primary schools will be examined. Students ' growing styles and cultural characteristics, to create significant differences in the social skills acquired. However, social skills are learned behavior and can also change according to the social environment. The first important factor in the development of social skills is the family. The responsibility of the family to the child should not be limited to maintenance and raising, but should facilitate the adaptation of the family to the Society of the individual. Children of primary school age, ie children between the ages of 6-14. When we look at domestic and international studies, it is possible to see the studies in which students are examined separately by taking into account different independent variables.

Key Words: Social Intelligence, Social Skills, Psychology, Education, Child Education

INTRODUCTION

In the light of science and technological developments in our age, individuals are expected to have different equipment. Some of the characteristics of individuals that are needed can be explained as high-level thinking, entrepreneurship, creativity, communication and collaboration, productivity, leadership, responsibility, openness to innovations, benefiting from information and communication technologies, social skills. It is possible to say that social skills from these traits have an important impact on other traits. Because the stronger the social relationships of individuals, the more entrepreneurial, innovative, productive they become, and the easier it is for them to adapt to the society they are in. Social skills consist of verbal or nonverbal behaviors that allow social relations to begin, continue and facilitate the solution of the problems experienced (Gülay and Akman, 2009).

The existence of an individual's satisfying social relationships has an important role in a harmonious life. Some issues that are seen in the early ages, but not considered important, may cause serious adjustment and behavior problems in the following years. Social intelligence and social skills are also one

of them. In childhood, perhaps a little shy, a little shy, too cautious, non-demanding children at home, parents, teachers at school do not draw much attention because they do not have problems, and even often are approved by these behaviors.

Social Intelligence

In the 1920s, Thorndike determined social intelligence, unlike two types of abstract and mechanically determined intelligence. In defining social intelligence, he identified two factors as the ability to understand others and the ability to act wisely in social situations(Egan, 1994). Thorndike, the importance of the social intelligence revealed by the other branches of science, such as educational sciences, psychology, sociology, such as science is frequently used. As would be known by the people who make observations on all the other people alone, in a team effort in the field of abstract intelligence or mechanical issues on a prominent, forward when human behavior is examined, successful people who are capable of social intelligence abstract intelligence, mechanical intelligence and social intelligence the type of intelligence or they are people who can use a combination of all three, i.e., abstract intelligence, mechanical intelligence, social intelligence of the people who can use a combination of educational, social, and psychological fields, it will be seen that they are more successful.

In addition to social intelligence, social awareness and social skills are the key factors that contribute to the development of social skills (Goleman, 2006). Social awareness has defined how we feel about others, and social ability as what we do about this awareness. There are five factors involved in social intelligence. These are socialization attitudes, social skills, empathy skills, emotionality and social anxiety.

Our education system should also focus on the development of education system to improve social skills levels of our students, such as abstract intelligence, mechanical intelligence-based education programs, or even higher social intelligence levels. In this way, the purpose of raising people who have completed their personal development stages on time, who will benefit the society in which they are living, and even the development of humanity will be achieved.

Abstract intelligence, mechanical intelligence, a system of education that can not offer a balanced development between social intelligence and social system,

education sciences, psychology, sociology, especially issues related to science will constitute part of the problems in other scientific fields.

After Thorndike, researchers continued to express their social skills in a variety of fields of intelligence. Goleman's Emotional Intelligence, Gardner also addressed social skills within the concept of multiple intelligence. According to Goleman (1998), emotional intelligence consists of five elements.These;

1. Be aware of your own feelings.,

2. Coping with distressing emotions,

3. Self-motivation towards success,

4. Understanding the understanding of others,

5. Basic social skills (Bacanlı, 1999).

The interest in social intelligence began in the 1920s and then decreased, but since the 1960s, it has become a field of interest again. After social intelligence, concepts such as behavioural intelligence, empathy, but these concepts are limited. Especially since the 1970s, the concept of social skills is focused on. In addition to the development of social skills, the concept of "social intelligence" has been developed by the idea of Thorndike, especially by the development of social problems, and by the development of social attitudes to children. Indeed, social order and social life have become a problem especially after the 1960s. Rather, the limiting effects of social life on people have come up. Re-examined social life inevitably resulted in the examination of social skills.

It is stated that the basis of social skills training is rapid social changes and that mothers take more space in business life. Because of rapid social change individuals must have a lot of knowledge and skills. Some of these knowledge and skills are related to individuals being able to live together (Ülker, 2016).

Social Skills

Social skills are specific behaviors that an individual needs to demonstrate in order to fulfill the duties and roles given by society. Social skills, which are defined as learned behaviors that make communication possible with other people socially, increase the quality of life of the individual. It is a skill that the individual will use for life in achieving his / her goals.

The family should provide the knowledge about the culture that helps the child to adapt to society, which includes rules, values, roles, and so on (Şentürk,

2006). Communication skills are important in the development of social skills in another case. Communication skills are the main factors in achieving behavioral change. In the development of communication skills and social skills in human life, peer relationships stand out.

Studies aimed at preschool children show the importance of social skills in enabling them to establish and maintain healthy relationships with their peers. Denham and his colleagues (2003) described the structure of social skills as "effectiveness in interaction as a result of organized behavior that meets developmental needs in the short and long term" and stated that socially gifted kindergarten children develop positive attitudes towards school and more positive relationships with their teachers. When children accomplish something and start to feel effective, they want to repeat this feeling by trying to complete more challenging tasks. These achievements are more meaningful than they were original, and the sense of competence is a meaningful reward in itself (Elias, 2018).

Interaction with teachers and peers in primary school children continues in the form of emergence of new skills related to the external environment during school visits and visits. The school, teachers, students, curriculum, books, computers and other educational facilities contribute greatly to the development of the child's social skills education. In addition, children of primary school age learn different things from the city they live in, from the neighborhood or village they live in, from the street they live in, from interaction with their neighbours. Interactions with the environment affect the development of many factors, such as the child's intelligence levels, academic level, habits, behavior patterns. The impact of a good social environment on the development of social skills of the child in the primary age cannot be denied.

Social skills are the name given to all the behaviors that people have to do in order to fulfill their duties assigned to them by society. Social skills are defined as goal-oriented, situational, learnable and behaviors under the control of the individual. These behaviors (Yüksel, 2004);

- Targeted,
- Delivering to special targets,
- Suitable for situations,
- Identifiable behavior unit,
- Learn,
- Cognitive behaviors that are under the control of the individual.

Between individuals with adequate social skills and internally supervised individualsit was found that there is a positive relationship. Internally controlled

individuals are as few dependent on the external environment as possible, self-sufficient, aware of their feelings towards self-realization, and able to accept, respect for self-confidence, and have a conciliatory view. Therefore, it can be said that these people are successful in demonstrating their social skills as well as being able to live at peace with them (Lefcourt et al., 1985).

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