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PEDAGOGICAL CONCEPTUALIZATION OF TEACHERS' SOCIAL INTELLIGENCE DEVELOPMENT

Specialty 531.01 – General Theory of Education

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List of abbreviations:
in Romanian:
IS - Inteligența socială
IE- Inteligența emoțională
ISCD - Inteligență socială a cadrelor didactice
EDD - Educație pentru Dezvoltarea Durabilă
UNESCO - Organizația Națiunilor Unite pentru Educație, Știință și Cultură
CP – Cultura profesională
CS - Cultura socială
CECD - Cultura emoționala a cadrelor didactice
PSPCD - Profilul socioprofesional al cadrelor didactice
CSCD - Competențe sociale a cadrelor didactice
VIS – Valori a inteligenței sociale
LE –lot experimental
LC – lot de control
UPSC – Universitatea Pedagogică de Stat „I. Creangă"
USARB - Universitatea de Stat „Alecu Russo" din Bălţi
in English:
SI - Social intelligence
EG - Experimental group
CG - Control group
UST - Tiraspol State University
UPSC – "Ion Creanga" State Pedagogical University
USARB – "Alecu Russo" State University from Balti
UNESCO - The United Nations Educational, Scientific and Cultural Organization
ESD - Education for Sustainable Development

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The topicality and the importance of the research subject is justified by the attention given to the development of social skills in the context of national and international educational policies regarding teachers' professional training. *At the European level, educational policies* promote the development of teachers' mobility for lifelong learning [3, p. 32]. UNESCO, within the World Conference on Education for Sustainable Development (May 17-19, 2021), presents the New Framework of Education for Sustainable Development (ESD) for 2020-2030, aiming at improving education from an axiological perspective by preparing future teachers to be the main force behind social change [4]. *The need to research teachers' social intelligence* is explained by the fact that social intelligence, as a research object in the field of pedagogy, is a little-studied phenomenon.

In the twenty-first century, the value of higher education as a key component of young people's social development has been updated by modern society. Social policies aimed at ensuring the correlation between culture, science and education induce a distinct approach to the students' social culture. In this context, profession is a way of assertion and integration, a social prestige motive; socio-professional integration is a process of internalizing the external world, a process of assimilation, valorization, learning of social norms and values. The education of the young generation constitutes an act of conscience and the quality of their education marks the well-being and existence of a nation as a distinct entity in the regional and global configuration [Apud, 5, pp. 1-10]. T*he sociology of emotions has become the area of continuous interest* for pedagogues, psychologists, sociologists, scientists and cultural anthropologists [43]. The new developments in the field of scientific knowledge regarding the sociology of emotions involve the approach of human capital from a social perspective and demand extensive investigation for the purpose of identifying the social values specific to contemporaneity. In the Report of the International Commission on Education for the 21st Century at UNESCO, Delors J. mentioned "*education is an inner voyage whose milestones are knowledge, meditation and the practice of self-criticism that ensure the development of social skills*" [Apud, 10, p. 32].

From this perspective, an important role in the teachers' professional training is played by the social intelligence values promoted in the national educational policy documents: *the Education Code of the Republic of Moldova*, *the National Development Strategy "Moldova 2030"* [26], *the Global Development Agenda 2030* [3], *Teachers Professional Training Standards*, *the Regulation on the Continuing Education and Training for Adults* (2017), *the Regulation on the*

attestation of teachers from general, vocational and technical education and within psycho-pedagogical assistance services (2020) etc.

The importance of the research subject is determined by the need to develop teachers' social intelligence as a factor of their efficiency and orientation towards professional success. This desideratum results from the content of education policy documents regarding the decisive value of social intelligence for the professional training of teachers: *the European Framework on the Key Competences for Lifelong Learning which highlights the social skills that facilitate the participation in an effective and constructive way in social and professional life. The Education Code (art. 11) stipulates that "the main purpose of education is the formation of an integral character and the development of a system of social skills which includes knowledge, abilities, attitudes and values that enable the active participation in social life".*

Description of the current research situation and identification of the research problem. The global and national interest in the research subject, in an inter- and transdisciplinary context. In recent decades, *the complex issue of the social intelligence development* remains in the attention of researchers in a national and global context, since, from a sociological perspective, emotions are socially constructed in the sense that what people feel is conditioned by cultural socialization and the integration of the person in the social groups.

Internationally, the problem of teachers' professional development is the focus of several researchers: Thorndike R. L., Stein S. (1937), Sternberg R. J. (1977, 1988, 2018), Емельянов Ю. Н. (1975), Kemper Th. D. (1978), Бобнева М. И. (1979), Gardner H. (1983), Cantor N. și Kihlstrom J. F. (1987), Куницына В. Н. (1995), Михайлова Е. С. (1996), Беловой С. С. (2004), Turner J. (2005) [32], H., Stets. J. E., Goleman D. (2006), Albrech K. (2007), Южанинова А. Л. (2010), Turner H. J. și Stets J. E. (2014), Yermentaeyeva A. (2014), Gkonou C., Mercer S. (2017) [29], Kihlstrom J. F., Cantor N. (2020), Taborsky B. (2021), Al-Ayoub, Z., Eliwah, S., Al-Garalleh, F. (2022) [28] etc. **In Romania**, significant research was conducted by: Pavelcu V. (1900-1991), Chelcea S. (2006), Petrescu M. (2011), Jderu G. (2012) [Apud, 35] etc. who addressed the values of social intelligence.

In the Republic of Moldova the issue of teachers' continuous professional training was addressed on several dimensions: Șleahtițchi M. describes the role of social cognition in the training of leaders [23]; Cojocaru-Borozan M. theoretically and methodologically underlies the professional development of teachers' emotional culture [11]; Cojocaru V. studies the theory and methodology of innovative transfer for the formation of teachers' pedagogical culture and the

professional standards for managers [8]; Callo T. presents the pedagogical foundations of teachers' professional development integrity [Apud, 20]; Silistraru N. establishes the concept of the formation of teachers' ethnopedagogical culture [22]; Guțu Vl. elucidates the professionalization model of the teaching career; Glavan A. presents the factors that generate life quality [14]; social intelligence is approached by Platon I., 2020) [19]; (Ilicciev M., 2023) [16]; Șova T. (2013) elucidates the mechanisms of reducing teachers' occupational stress [25]; socio-affective skills are reflected in relevant studies: students' emotional intelligence (Rusu El., 2013), the scientific study of the Pedagogy of Tolerance and teachers' pedagogical tolerance (Țurcan-Balțat L., 2015) [27], the paradigm of assertive communication (Bîrsan El., 2016), the peculiarities of educators' emotional self-regulation (Cerlat R., 2016), and other researchers who studied various aspects of teachers' professional development [33], [35], [36], [37], [39], [40], [42], [43].

Researchers in the field of psychology and philosophy of education, especially in the field of sociology of emotions [28], [29], [30], [31], [32] combine their efforts to demonstrate that *social intelligence is of global importance, emerging and developing on the basis of intellectual, personal, communication and behavioral traits*, states Куницына В. N. (1995), stipulating the competence to act wisely in human relations, a notion defined through the concepts of *social knowledge and social facilitation*, ideas also developed in the research of Goleman D. (2018, p. 84) [15].

The opportunity to study social intelligence is determined by contemporary social processes characterized by confrontation and disintegration tendencies that occur against the background of the spiritual crisis of society, also reflected in the field of education. In the traditional sociological sense, emotions are seen as "*social facts*" [36], as socially determined realities [33]. For these reasons, social intelligence creates the balance necessary for the management of emotions in the socio-professional environment.

The research's theoretical benchmarks and field experience synthesis uncovered the following discrepancies:

- between the significance of teachers' social intelligence as expressed in educational policy documents and the absence of conceptual benchmarks for teachers' social intelligence development;

- between the acknowledgment of social skills as professional standards and the vague approach to developing social intelligence in teachers during their professional training.

The socio-educational context described from the perspective of scientific interest generates **the research problem**:

- *What theoretical foundations constitute epistemological benchmarks in the pedagogical conceptualization of teachers' social intelligence?*
- *What components could be included in the structure of social intelligence that define the socio-professional profile of teachers?*
- *What experimental approaches can be used for the development of teachers' social intelligence during their initial and continuous training?*

The purpose of the investigation: the pedagogical conceptualization of social intelligence, the elaboration and experimental validation of the Program for the development of teachers' social intelligence aiming at increasing the chances of professional adaptation and integration in view of building a successful career.

Research hypothesis: The development of teachers' social intelligence will be possible if: the conceptual benchmarks of the research that define the evolution of the scientific term *teachers' social intelligence* will be determined from a pedagogical perspective; the requirements regarding the development of social intelligence in the process of teachers' initial and continuous professional training will be identified; the semantic interference of the values of social intelligence and emotional culture will be elucidated in the context of pedagogical culture formation; the teachers' socio-professional profile will be described through the experimental study of the social intelligence development levels; *the theoretical Model of teachers' social intelligence will be conceptualized from a pedagogical perspective*; *the Social Intelligence Development Program* will be created and implemented *to improve the probability of teachers' integration and adaptation.*

Research objectives:

1. To establish the conceptual framework that define the evolution of the scientific term *teachers' social intelligence*;

2. To identify the requirements regarding the development of SI in the process of teachers' initial and continuous professional training;

3. To elucidate the semantic interference of social intelligence and emotional culture values in the context of teachers' professional training;

4. To conduct experimental research on the social intelligence development levels necessary for the description of teachers' socio-professional profile;

5. To develop the theoretical Model of teachers' social intelligence;

6. To elaborate and implement the Social Intelligence Development Program for Teachers;

7. To create a particular theoretical framework and new scientific knowledge specific to the development of teachers' social intelligence.

The research methodology is represented by: the concept of social intelligence (Kihlstrom, John F., Cantor N., 2020); interpreting SI as - *personality trait* (Moss, Hunt, 1927, Thorndike, 1937, Vernon, 1933); defining SI as - *social judgment* (O'Sullivan, Guilford, De Mille,1965); viewing SI as - *the interpretation of social cues and regulations* (Cantor & Kihlstrom, 1987); condensing SI to - *interpersonal abilities that guarantee the effectiveness of social activity* (Bar-On, 2005); the concept of teachers' social intelligence (Gini, 2006); theories about the social functions of emotions (Guilford J. P. 1975, Cantor N. and Kihlstrom J. F. 1987, Greenspan S. I. 1997, Shilling Ch. 2002, Hochschild A. R. 1983-2003, Goleman D. 2007, Turner H. J. and Stets J. E. 2005, 2014); sociological theories of emotions (Jderu G., 2012 [17]) (emotional labor theory (Hochild A. R.); theory of emotional energies (Collins R.), theory of affective maximization (Hammond M.) etc., Iluț P. (2009): the evolutionary theory that proves that emotions are sociocultural constructions; theory of emotional culture, research methodology, technology of emotional culture development, and the foundation of Pedagogy of Emotional Culture as a new science of education (Cojocaru-Borozan M. 2010-2023) [10], [11]; the concept of social culture (Semnrau Th, Ambos T. and Kraus S., 2016); the model of education based on emotional intelligence (Goleman D., 2018) [15] and other researchers who contributed to the development of the current paradigm of teachers' social intelligence.

The synthesis and justification of the research methodology refer to the design and application of the following investigative methods: theoretical - scientific documentation, recourse to history, modeling method, inventory of value reflections, analytical-synthetic methods, experimental methods - pedagogical experiment, conversation, observation, testing, mathematical processing methods and qualitative analysis of experimental data. The investigative and experimental approach is used to study hypotheses, scientific theories, models, and concepts as seen through the lens of educational sciences.

The scientific novelty and originality of the research consist in: the theoretical Model of teachers' social intelligence and the definition of the researched concept; experimental research of social intelligence peculiarities and development levels and the description of teachers' socio-professional profile in terms of values derived from social skills; the creation of a scientific framework for the study of teachers' social intelligence and the elaboration of scientific conclusions regarding teachers' social intelligence.

The research results that contribute to the solution of an important scientific problem refer to the pedagogical conceptualization of teachers' social intelligence which helped teachers to enhance their social intelligence and increase their chances of adaptability and integration in the context of developing a successful career.

The theoretical significance of the research results from: scientific knowledge of the meaning of the term social intelligence and the study of the evolution of SI in specialized literature; examination of the process of teachers' professional training in terms of social intelligence; the elucidation of the semantic interference of social intelligence and emotional culture values in the context of teachers' adaptation and social integration; clarifying the structure and content of the concept by developing a theoretical Model of teachers' social intelligence in line with the conceptual models from the pedagogical literature.

The praxiological value of research consists in: the study of the research methodology and development of social intelligence in the specialized literature; the experimental research on teachers' social intelligence development levels; the design of the Social Intelligence Development Program aiming at increasing the chances of teachers' adaptation and integration in the perspective of building a successful career; formulating scientific conclusions and recommendations aimed at researchers in the field, students, university teachers and school teachers.

Implementation of scientific results was achieved through theoretical and experimental research conducted with master's students from the higher education programs "*Educational Management*" and "*Management and Institutional Communication*" from the Tiraspol State University (UST), master's students from "Alecu Russo" University from Balti (USARB) and with an experimental sample of teachers from continuing education courses at the thematic professional development modules (the Institutional Branding Module targeting the dimension of social intelligence, in particular, transversal skills) from the same universities.

Approving the findings of the investigation by publishing in: (a) scientific journals (3):„*Inteligența socială în soluționarea conflictelor pedagogice/ The role of social intelligence in settling educational conflicts.*", Studia Universitatis Moldaviae journal (Educational Sciences Series), Chisinau, 2019; „*Developing Teachers' Social Competences, an Imperative of Contemporary Society*",   Didactica Pro…journal, Chisinau, 2022; „*Profilul cadrului didactic-lider social/ Teacher's profile as social leader*", Acta et commentationes journal (Educational Sciences), Chisinau, 2022; **(b) proceedings of the international scientific conferences (5):** „*The Imperative of Building Self-confidence as a Basis for Social Intelligence in Novice Teachers*", International Scientific Conference „Realizarea de sine - adaptare și integrare

socială/Self-realization - adaptation and social integration", Iasi, 2019; „*Imperative actuale privind cultura socială a studenților/ Current imperatives on student social culture*", International Scientific Conference "Filantropia - arta binelui/Philanthropy - the art of good", Bucuresti, 2020; „*Personal Identity Development in adolescence*", International Scientific Conference „Comunicarea Interpersonală Interpretări psihologice și filosofice/ Interpersonal Communication - Psychological and philosophical interpretations", Iasi, 2021; „*The Use and Specificity of Interpersonal Therapy*", International Scientific Conference „Cercetarea și inovarea educației din perspectiva exigențelor actuale ale pieții muncii/ Research and innovation of education from the perspective of the current demands of the labor market", Chisinau, 2021; „*Defining the Interrelation of Socio-Emotional Intelligence as an Interchangeable Approach Leading to Inter/intra Personal Success*", International Scientific Conference „Cultura cercetării pedagogice: provocări și tendințe contemporane/ The culture of pedagogical research: contemporary challenges and trends", Chisinau, 2021; **(c) proceedings in national scientific conferences with international participation (2):** „*Problematica dezvoltării încrederii în sine în aria culturii emoționale a viitorilor profesori/ The problem of developing self-confidence in the area of future teachers' emotional culture",* National scientific conference with international participation „Managementul educațional: realizări și perspective de dezvoltare/ Educational management: achievements and development prospects", Balti, 2017; „*Interferențe ale sociologiei emoțiilor cu filosofia emoțiilor în aria pedagogiei culturii emoționale/* Conflicts between the sociology of emotions and the philosophy of emotions in the field of pedagogy of emotional culture", National scientific conference with international participation „Managementul educațional: realizări și perspective de dezvoltare/ Educational management: achievements and development prospects", Bălți, 2018; **(d) chapter „*Explorarea carierei pedagogice prin inteligența socială a cadrelor didactice/ Exploring the pedagogical career through teachers' social intelligence*"** in the collective monograph „Contribuții pedagogice de transfer inovațional pentru renovarea paradigmei educației contemporane/Pedagogical contributions of innovative transfer for the renovation of the contemporary education paradigm", Chisinau, 2019.

Publications on the research topic: 11 scientific articles [33], [34], [35], [36], [37], [38], [39], [40], [41], [42], [43].

Thesis volume and structure: introduction, 3 chapters, general conclusions and recommendations, bibliography and annexes.

Key concepts: social intelligence, social competencies, teachers, teachers' social intelligence, emotional culture, development of social intelligence, social intelligence values, teachers' socio-professional profile.

THESIS CONTENT

In the ***introduction***, the author demonstrates the current nature and importance of social intelligence formation in teachers, describes the problem, purpose and objectives of the research, presents the theoretical benchmarks and describes the theoretical significance and praxiological value of researching the process of teachers' social intelligence development.

Chapter 1. "Theoretical considerations concerning teachers' social intelligence" presents the scientific content of the concept of social intelligence through historical approaches to the concept, describes the teachers' professional training process and argues scientifically the semantic interference of the values of social intelligence and teachers' emotional culture. The study of SI can be approached from several theoretical perspectives, among which stand out:
(a) *the psychometric (nomothetic) dimension* of social intelligence interprets social intelligence as a measurable construct that can be assessed through standardized tests necessary to investigate: social capacities to understand and interpret nonverbal cues, to navigate effectively in social situations, and to understand and predicts the thoughts and needs of others; (b) *the ideographic dimension* focused on the study of universal principles of social behavior in a specific context; (c) *the dimension of implicit theories about social intelligence* proposes the analysis of some functions of social intelligence: cognitive-evaluative, communicative and reflexive-corrective [21], [11]. The theoretical-experimental study elucidates the teacher training directions derived from the European trends of promoting the quality of higher education through skills training, diversifying professional training paths, making study programs compatible, and promoting autonomous learning [12], [15].

The study of the evolution of social intelligence concept recorded attempts to define this term and establish its structure and content: the social study of emotions does not constitute a new subject for sociology, but rather a challenged subject "[40]. Although the sociological dimensions of emotions were not studied until the 1970s, sociologists conducted systematic studies on the social function of emotions (Guilford J. P. 1975, Cantor N. și Kihlstrom J. F. 1987, Greenspan S. I. 1997, Shilling Ch. 2002, Hochschild A. R. 1983-2003, Goleman D. 2007, Turner H. J. și Stets J. E. 2005, 2014). One of the *difficulties of studying the concept of*

social intelligence was the lack of an operational definition of the concept (Gini, 2006), in particular, of the term *teachers' social intelligence*. According to the concept given by Thorndike (1920), the term referred to the person's capacity for adaptive social interaction [31]. The construct of social intelligence has undergone changes over the years. From a personality trait (eg, Moss, Hunt, 1927; Thorndike, 1920; Vernon, 1933) to social judgment (O'Sullivan, Guilford, DeMille, 1965), the interpretation of social cues and regulations (Cantor & Kihlstrom, 1987) [30], social skills (Barnes, Sternberg, 1989) [30] and, more recently, interpersonal skills that facilitate social behavior (Bar-On, 2005).

The ideas regarding the scientific approach to the concept of teachers' social intelligence are founded by authors from the field of psychology and pedagogy who describe in their studies theories, concepts, ideas, opinions, suggestions from the field of sociology, social psychology, educational psychology, the pedagogy of emotional culture, philosophy of education, etc. The epistemological milestones of the research have been Turner & Stets (2005) who group the sociological theories of emotion into seven categories: *dramaturgical and cultural theories, interaction ritual theories, symbolic interactionist theories* that incorporate psychoanalytic ideas, *exchange theories, structural theories, and evolutionary theories.* This classification embodies special theories developed to explicitly capture the importance of emotions in social life [32]. Of great importance is the theory of education based on emotional intelligence (Goleman D.) [15]; emotional labor theory; theory of emotional culture, research methodology, technology of emotional culture development, and the foundation of Pedagogy of Emotional Culture as a new science of education (Cojocaru-Borozan M. 2010-2023) [10], [11]. Jderu G. identifies the sociological theories of emotions: emotional labor theory (Hochild A.), theory of emotional energies (Collins R.), theory of affective maximization (Hammond M.), etc. Iluț P. (2009) appreciates two important paradigms that certify the social importance of emotions: *evolutionary* and the second refers to *emotions as sociocultural constructions*. Sociocultural constructivism accepts the premise of biological dispositions, essential in the social development of individuals through the acquisition of a specific emotional culture [17].

The scientific approach is focused on the presentation of arguments regarding the value of teachers' social culture, appreciated in terms of socio-professional adaptation. From this point of view, it can be observed that one of the current concerns of social psychology is determining the content of the term teachers' social culture starting with the analysis of the concept of social

intelligence and social skills, which target the action strategies teachers adopt in various situations to achieve social efficiency. The European Framework of Key Competences for Lifelong Learning includes social competences that involve the constructive participation of the human personality in socio-professional life. Within the conceptual models of social intelligence, Thorndike and Stein (1937) delineate three components of social intelligence: *attitude towards society, social knowledge,* and *the degree of social adaptation* [31]. According to Goleman, *social intelligence* includes two elements: *social conscience*– what we notice about others (emotions, thoughts, etc.) and *social ease* – the way we handle our relationships with other people [15].

Nevertheless, the developed scientific reflections mark insufficient research on the specifics of teachers' social intelligence. The scientific research revealed the importance to reconsider the structure and scientific content of the concept from the perspective of pedagogical values. The cultural identity of teachers is based on the background of personal identity (self-identity, safe-concept, personal identity), a term used in psychology and sociology, which reflects the range of personal self-perceptions and social characteristics of teachers: self-image, self-esteem, self-awareness, etc. Teachers' social identity means the consciousness of belonging to the professional group depending on various contexts of professional interaction.

Chapter 2. Conceptual framework of teachers' social intelligence development presents the design of the pedagogical experiment aiming at measuring the levels of teachers' social intelligence development. The experimental research started in 2018 on a total sample of 284 subjects: (138 master's students: 84 - UST, 54 - USARB) from the "*Educational Management*" and "*Institutional Management and Communication*" master's degree programs within the Tiraspol State University (UST) and "Alecu Russo" University from Balti (USARB). The category of teachers was represented by (146 teachers: 59 – UST, 87 – USARB) from the continuous training programs "*Educational Management (Institutional Branding Module on the dimension of intelligence, in particular, transversal skills)*" from UST and USARB. The subjects were distributed according to the experimental plans through the *pretest-posttest strategy with an experimental group and a control group.*

For the purpose of the initial assessment of the social intelligence development level, the *Social Intelligence Assessment Test for Teachers* was applied, developed in the research as a result of theoretical synthesis, in line with the three components of social intelligence (personal, relational, social resonance) represented by *social intelligence values: positive self-image, acceptance of difficulties, resilience*

to multiple demands, success orientation, empathy, social consciousness/awareness, social wisdom, social interaction, integrity, assertive communication, social responsibility, and optimal feedback. The mechanism for determining the levels of social intelligence targeted the correspondence between the *high, medium and low* levels and the assigned qualifications (always, often and rarely). The interpretation was made as follows: for high - always, medium - often and low - rarely.
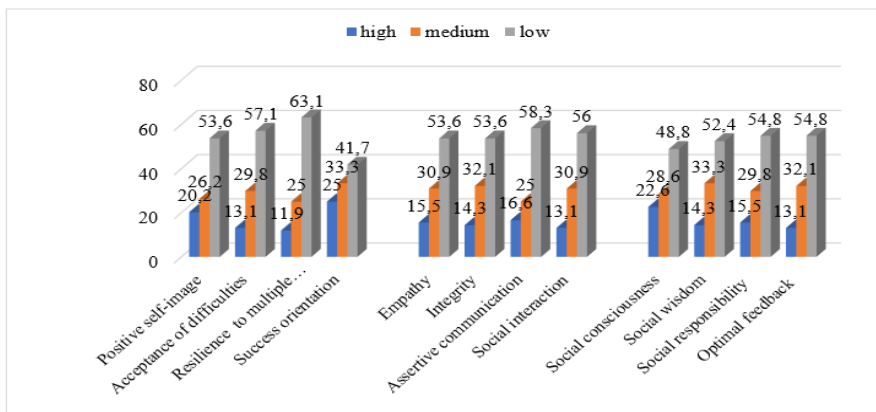

Figure 1. Levels of social intelligence values development in master's students (diagnostic stage, EG)

Integrity and assertive communication show slightly above average values of 50%. This fact emphasizes the necessity of forming social intelligence values. There is reluctance to interact in the social environment.
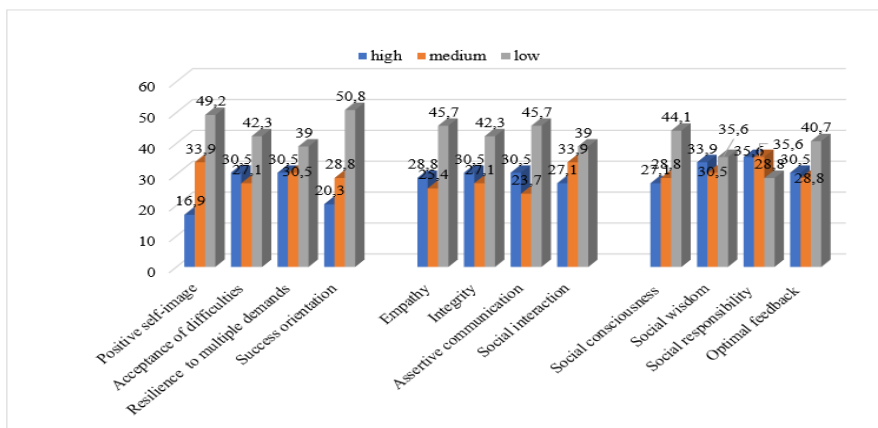

Figure 2. Levels of social intelligence values development in teachers (diagnostic stage, EG)

Teachers express the will to increase their own level of social intelligence; the integration of social beliefs in deontological conduct show a sensitivity in the reception of communication skills, the inability to demonstrate self-confidence and social functioning, to understand their personal needs, but also the needs of others, to establish interpersonal relationships, to practice successful activities and favor the development of social skills. The subjects of the control groups express at the diagnostic stage approximately the same results that demonstrate the need to develop the following values of social intelligence: positive self-image, acceptance of difficulties, resilience to demands, and success orientation - values that denote a low level of social intelligence development. The analysis of the experimental data shows results concentrated predominantly at the low and medium levels.

From the interviews with the teachers from the continuing education programs, we found the existence in the professional practice of certain *social issues* that refer to: *frequent social interactions difficulties; limited opportunities for social communication and the lack of social skills development necessary in special pedagogical situations; emotional self-regulation problems valued as an important component of social intelligence; limited exposure to new experiences important for the development of social intelligence; communication difficulties; mental health problems, social anxiety with an impact on the development of social intelligence*, etc.; therefore, teachers need support to develop their social skills [41]. The answers given by the master's students and teachers revealed that they correlate success in the professional activity with social intelligence values. The investigated subjects define social intelligence as a system of social skills/competencies that determine professional behavior in the social environment.

The psychological and pedagogical literature promotes various concepts of the term *social intelligence* which essentially involves the ability of people to perform social interactions, with an adaptive character, in response to life's challenges. The construct of social intelligence has undergone changes over the years: from a personality trait (eg, Moss, Hunt, 1927; Thorndike, 1920; Vernon, 1933) to social judgment (O'Sullivan, Guilford, DeMille, 1965), the interpretation of social cues and regulations (Cantor, Kihlstrom, 1987), social skills (Barnes, Sternberg, 1989) but also interpersonal skills that facilitate social behavior (Bar-On, 2005) [Apud, 42]. Apparently clear at the level of structure and scientific content, the meaning of the concept of *social intelligence* presents for the moment frequent difficulties in clarifying its scientific essence; there is a lack of principled agreement of the authors with reference to its definition. Although the literature presents various models of social intelligence, ***there is an apparent need for the***

pedagogical conceptualization of the term social intelligence at the level of structure and content. For this reason, a Theoretical Model of teachers' social intelligence was developed, emerging from the analysis of relevant conceptual models, proposed by representative authors in the field (Thorndike & Stein, 1937; Ross & Nisbett, 1991; Gardner, 1983; Ayzenkom, 1995; Goleman D., 2007): the model of education based on multiple intelligences and the model of education based on emotional intelligence, which can be exploited in a pedagogical context marked by the tendency to update teachers' social values.

In our opinion, **teachers' social intelligence** constitutes a system of social skills, expressed in terms of values specific to pedagogical communication in: *the personal area* through a positive orientation towards success, resilience to difficult situations; *the relational area* through empathy, assertiveness and integrity; and *the social resonance area* through optimal feedback, wisdom and pedagogical responsibility, which allow the management of communicative interactions in the socio-professional environment for the enhancement of social culture through conceptions about social success. Social intelligence allows the mediation of social interactions under the inner pressure of the need for self-presentation/affirmation, training the system of qualities that enable the socio-professional affirmation in the professional activity though the use of social skills.

In Figure 3. we suggest the structure, content and values of social intelligence represented by three components: personal, relational and social resonance.
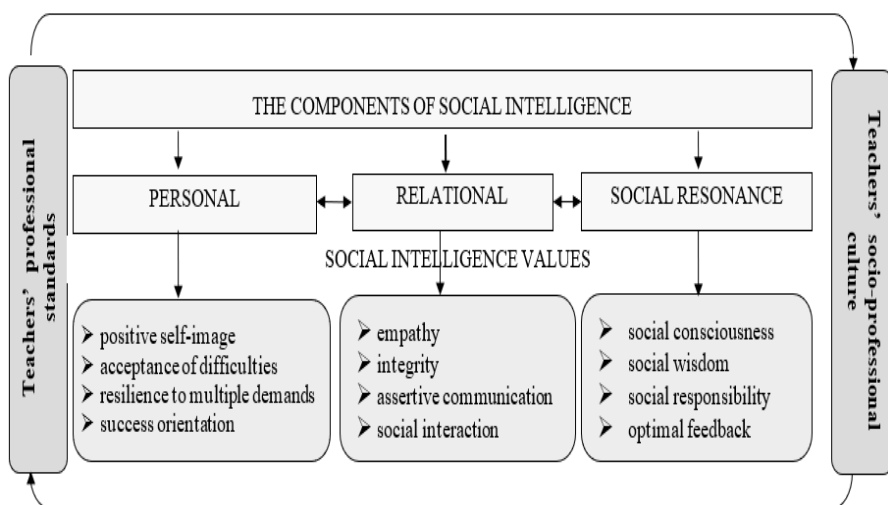

Figure 3. Theoretical Model of teachers' social intelligence

The personal component is represented by the values illustrated in fig. 3. *Positive self-image* refers to the totality of perceptions regarding personal abilities, attitudes and behaviors, being a mental self-representation, an organized structure of self-knowledge that guides *social behavior and influences one's perception of the world and one's own behaviors*. *The acceptance of difficulties* refers to the stimuli to which they respond, in the sense that existential situations have different degrees of importance. *Resilience to multiple demands* refers to social knowledge that includes both knowledge of social norms and knowledge of how you can act in various social circumstances. Social knowledge reflects the way people act in social situations. Success orientation refers to ways that people go about achieving success.

The relational component is represented by the values illustrated in fig. 3. *Empathy* targets the cognitive-affective and volitional side, being considered the most important construct of social intelligence. The basis of empathy is social knowledge, without which the act of transposition, of identification with someone else's emotions, cannot be realized. *Personal integrity* involves increasing the importance of self-evaluation, representing the integration of ideas, standards, beliefs in human behavior, identified with the values and ideals of the person. *Assertive communication* involves the honest expression of socially appropriate thoughts.

The social resonance component is represented by the values illustrated in fig. 3. *Social consciousness* denotes the set of representations, mentalities, knowledge, ideas, conceptions of people reflected in their social context and the awareness of social issues. *Social wisdom* implies the human ability to perform special, adaptive interactions in accordance with social requirements and challenges. *Social responsibility* activates social ethics, representing the concern for improving society's well-being and one's own interests. *Optimal feedback* involves positive feedback and the ability to persuade interlocutors [16].

Outlining this social intelligence analysis framework, teachers' professional referential ensures the synergistic development of the constituent elements: *personal, relational and the social resonance component*, integrated in the educational style to create a school community based on social culture values, defined by Tsatsou P. (2012) as "a set of values, beliefs, attitudes transferred into social perceptions"[Apud, 28]."*Social culture*, according to Semnrau Th., Ambos T. & Kraus S. (2016) reflects what a society considers legitimate in the behavior of its social actors" [Apud, 43]. Social intelligence values shape the human personality to assert itself through a high level of professionalism in the social environment.

Chapter 3. The methodological approach of capitalizing on social intelligence during teachers' professional training *includes the interpretation of the Program for the development of teachers' social intelligence* that facilitates the description of teachers' socio-professional profile. The scientific conclusions converge towards the idea of the need for a *Theoretical Model of teachers' social intelligence*. The model has been designed based on the theoretical research precepts and implemented in higher educational institutions. The social learning activities were designed to sensitize teachers to the issue of social adaptation and integration through the development of social skills for the valorization of social culture in the university environment. Figure 4 represents the *Program for the development of teachers' social intelligence.*

Figure 4. The program for the development of teachers' social intelligence

I. *Theoretical foundations of teachers' social intelligence development* are represented by theories, concepts, social intelligence models promoted by Sternberg R. J. (1977, 1988, 2018), Emelyanov Ю. N.(1975), Kemper Th. D. (1978), Бобнева М. И. (1979), Gardner H. (1983), Cantor N. & Kihlstrom J.F. (1987), Kunitsina B. N. (1995)**,** Михайлова Е.С. (1996), Беловой С.С. (2004), Goleman D. (2006), Albrech K. (2007), H.J. Turner & Stets J.E. (2014), Yermentaeyeva A. (2014), Taborsky B. (2021), etc. According to Bandura A., *social behavior is not an innate behavior, but a behavior learned observationally through modeling.* The program for the development of teachers' social intelligence has been founded on *the principle of the unity of consciousness and activity, the principle of activism, the principle of partnership communication and confidentiality.*

Experimental research at the formation/training stage was conducted in the year 2019-2020 with an experimental sample (ES) of 84 master's students from the "*Educational Management*" and "*Management and Institutional Communication*" master's degree programs of the Tiraspol State University (UST) and with 54 master's students from the *"Educational Management*" master's program from "Alecu Russo" University in Balti (USARB). At the same time, 146 teachers were trained in the experiment, participants in continuous training courses in thematic modules of professional development.

The program is designed for master's students in higher pedagogical education. Table 1 presents the students' training path which consists of activities planned for individual study, integrated in the pedagogical seminars in the form of various social learning strategies, modeling social situations specific to pedagogical activity. The objectives of the social learning activities aim at: explaining the social problems encountered by teachers; analyzing teachers' difficulties; developing motivation for social learning; interpreting social behaviors; designing activities for the development of social culture.

Table 1. The methodological path for the integration of modules specific to social intelligence development in the course units of the master's programs

Course unit	Developed behaviors	Module	Content topics	No. of hours	
				Direct contact	Indivi-dual study
Master's program "Management and institutional communication"					
F.01.0.001 Pedagogical research methodology	Assessment of social interaction Appreciation of	Specific methods for studying teachers'	Evaluation of teachers' professional integrity	2	8

	pedagogical empathy and pedagogical tolerance	social intelligence	Analysis of the research results on social intelligence and emotional culture values		
F.01.0.003 Axiology of education	Resilience to multiple demands	Axiology of professional orientation towards success	Social intelligence values Resilience to social and educational change	4	16
S.02.A.011 Conflict management in the educational system	Assertive communication Repression of conflictogenic impulses Managing and channeling emotions Social resonance	Conflict resolution strategies using social intelligence	Workplace stress management by exploiting social skills in pedagogical communication Social intelligence indicators in the deontological conduct of teachers and managers	2	8
S.03.A.018 Pedagogy of emotional culture	Workplace stress management Empathy Assessing one's own and others' affective state	The methodology of social skills self-development	The praxeology of social intelligence development Strategies specific to social education/ learning	4	16
Total hours				**12**	**48**
				60	
Master's program "Educational Management"					
F.01.O.001 Pedagogical research methodology	Assessment of social interaction Valuing empathy and pedagogical tolerance	Specific methods for studying teachers' social intelligence	Evaluation of teachers' professional integrity Analysis of the research results on social intelligence and emotional culture values	2	8
F.01.O.003	social	Philosophical	Interpretations of	4	16

Philosophy of education	consciousnes, positive self-image, acceptance of difficulties social wisdom	approaches to social challenges regarding the formation of social intelligence	social competences/ virtues in philosophical thought Axiology of social intelligence		
Total hours				**6**	**24**
				30	

An experimental sample of 59 teachers from UST participated in the continuous professional training program organized during 2018-2019. The following is the description of the specific contents for the development of social intelligence integrated in the continuous professional training program (Tab. 2).

Table 2. The methodological path for integrating contents specific to the development of social intelligence in the continuing professional training program

Developed behaviors	Contents	No. of hours	
		Direct contact	**Individual study**
"Psychopedagogy" module			
Resilience to multiple demands	Axiology of professional success orientation	2	6
Emotion management	Specific methods for studying teachers' social intelligence	2	6
"Specialization didactics" module			
Stress management at the workplace	Social intelligence development mechanisms specific to stress management at the workplace	2	6
"Professional Development/Professional Branding" module			
Social intelligence areas	**The objectives of teachers' social intelligence development (values)**		**Learned social skills**
Social intelligence values	Evaluation of teachers' professional integrity	2	6
Resilience to multiple demands		2	6
		10 hours	**30 hours**

III. Self-development of teachers' social intelligence (self-education) refers to self-education and knowledge of social values. Social skills training activities were organized within university seminars with the aim of creating opportunities for the

internalization of desirable social behaviors by simultaneously achieving the goals of university studies and the specific objectives of developing social intelligence.

The development of teachers' social intelligence was achieved through training activities that included tasks and exercises to stimulate personal self-knowledge and self-determination; increasing motivation for social learning activities; the development of assertive communication skills, the ability to analyze, generalize different points of view; developing the ability to maintain productivity under pressure and stress, developing resistance to stress, maintaining confidence and calmness in various situations; developing communicative interaction skills; building awareness of the positive possibilities of constructive ways of solving pedagogical conflicts; assuming responsibility for deontological conduct.

Table 3. Social skills designed/developed for teachers

Social intelli-gence areas	The objectives of teachers' social intelligence development(values)	Learned social skills
Personal component	➢ The development of personal awareness skills and the ability to act according to this knowledge (*positive self-image*) ➢ Acceptance of the experiential learning process as a characteristic process in personal training and development (*acceptance of difficulties*) ➢ Increasing stress control and crisis management (*resilience to demands*) ➢ Orientation towards the achievement of goals, analysis of the relationship between meaning and purpose (*success orientation*)	➢ positive self-image ➢ acceptance of difficulties ➢ resilience to multiple demands ➢ success orientation
Relational component	➢ Identifying the level of the social context awareness and the ability of people to perform social interactions (*empathy*) ➢ Determining teachers' personal and professional integrity (*integrity*) ➢ Identification of social competence (*assertive communication*) Determining the function of social groups (*social interaction*)	➢ empathy ➢ social consciousness ➢ social wisdom ➢ social interaction
Social resonance componen	➢ Establishing the emotional self-awareness level (*social consciousness*) ➢ Determining action strategies adopted in various situations (*social wisdom*) ➢ Arguing the need to respect social rules as the	➢ integrity ➢ assertive communication

	➢ essence of society's well-being (*social responsibility*) ➢Capitalizing on social intelligence in order to obtain optimal feedback.	➢ social responsibility social resonance

During the activities, the teachers faced situations relevant to their professional activity. Mechanisms of change were used during the activities such as spontaneous or planned self-presentation and self-disclosure of participants, feedback and pedagogical reflections.

V. Social intelligence values / social skills

Social intelligence research investigates the mechanisms used in interpersonal situations – awareness, interpretation skills, types of memory, problem-solving skills, and the affective framework necessary for social interaction. Consequently, the research of social intelligence is combined with the approach of the cognitive-affective personality system, and thus enabling the investigation of the social awareness potential.

The variables of this system, which are constituted as social-cognitive units, are represented by beliefs, desires, feelings, expectations, values and self-regulatory plans that can be activated either in response to the external situations in which a person is, or in response to internal stimuli which the person in question lives. Repeating these sets of variables over time can lead to the construction of relatively stable personality traits.

Table 4. Describing social intelligence values

Social intelligence values	Description
Positive self-image	an organized structure of self-knowledge that guides social behavior and influences one's perception of the world and one's own behaviors
Acceptance of difficulties	interpretation of stimuli
Resilience to multiple demands	refers to social knowledge, which has an ambivalent character being conceptual and procedural; in other words it includes both knowledge of social norms and knowledge of how individuals tend to act in various social situations.
Success orientation	success represents the purpose to accomplish an aim or an objective.

Empathy	it is considered one of the most important skills and a construct of social intelligence, based on the awareness of those around, and without this knowledge it is not possible to understand what other people feel.
Social consciousness	fundamental category of historical materialism which denotes the set of representations, mentalities, knowledge, ideas, conceptions of people that reflect their social context.
Social wisdom	refers to the human capacity or ability to perform special, adaptive interactions, in accordance with the requirements and challenges of everyday life.
Social interaction	expresses the way social groups form and function, their interaction, place and role in social dynamics at a certain stage of society's development.
Integrity	it means congruence between thoughts/ emotions/ values/ standards/ facts; it means, above all, being honest with yourself and not acting manipulatively against the things you believe in, honoring the voice of conscience.
Assertive communication	the concept is treated by sociologists as a decisive factor of socialization; it involves the establishment of interpersonal relationships through the honest and relatively direct expression of thoughts and feelings that are socially appropriate taking into account the feelings and the well-being of other people.
Social responsibility	represents the person's concern to undertake actions that protect and improve both the well-being of the society and their own interests.
Optimal feedback	represents the feedback offered by the interlocutor in terms of accepting your viewpoint, and thus giving you a sense of efficiency and accomplishment in how they establish and strengthen interpersonal relationships.

Social culture guides interests, trends and dominant aspirations of some social groups, being structured from the inside; shapes the human personality by hoarding and transmitting behavioral patterns, socially approved attitudes, acquired

and learned reactions; shapes the entire historical "body" of man as a social being"; is structurally and functionally involved in all the interstices of a society [36].

The final stage of the investigation included the experimental validation of *the Program for developing teachers' social intelligence and* interpretation of research results. The objectives at the formation stage and the control stage of the research were the following: the comparative evaluation of the development levels of the teachers 'social intelligence values and the degree of teachers' professional training for the fulfillment of social roles; description of the formation stages and teachers' socio-professional profile. The formative experimental approach was driven by the results obtained at the pedagogical diagnostic stage.

The analysis of the experimental data of the experimental sample from the control stage led to the following conclusions (Fig. 5)
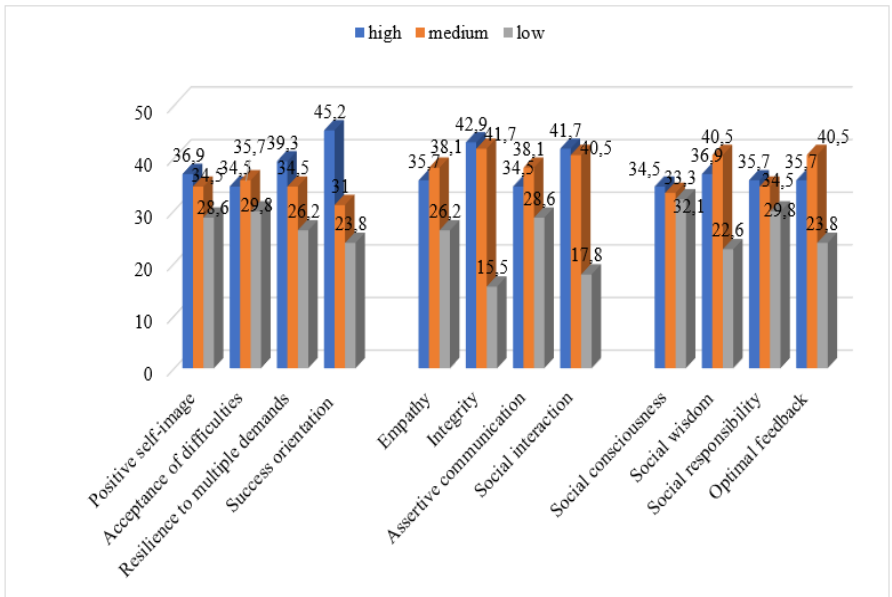

Figure 5. Levels of master degree students' social intelligence values development (control stage, EG)

The master's students involved in the pedagogical experiment at the formation stage are high schools teachers who have accepted the status of research subjects in accordance with the study program they completed in the university disciplines. The integrated modules regarding the development of social intelligence generated behaviors specific to teachers' professional roles of active engagement in educational communication by validating their socio-professional skills.

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The quality indicators of the developed social skill were aimed at a system of attitudes/beliefs that promote learning, reflecting a range of specific knowledge that guides the expression of certain capacities and demonstrates quantifiable values of the cognitive, psychomotor, and affective competences that ensure the opportunities for effective integration in the socio-educational environment, representing a response to social challenges.

Although it is known that master's students are also teachers at the beginning of their teaching career, by testing the teachers who have completed the continuous professional development program, we intended to present the obvious changes at the level of social attitudes and concrete capacities that reflect the degree of progress in the values of social intelligence.

The experimental results obtained from the EG before and after completing the specific module for social intelligence development, showed a positive dynamic of teachers' social intelligence values, in particular social wisdom (47.5%- high level) and (33.9 % - medium level) (Fig. 6).
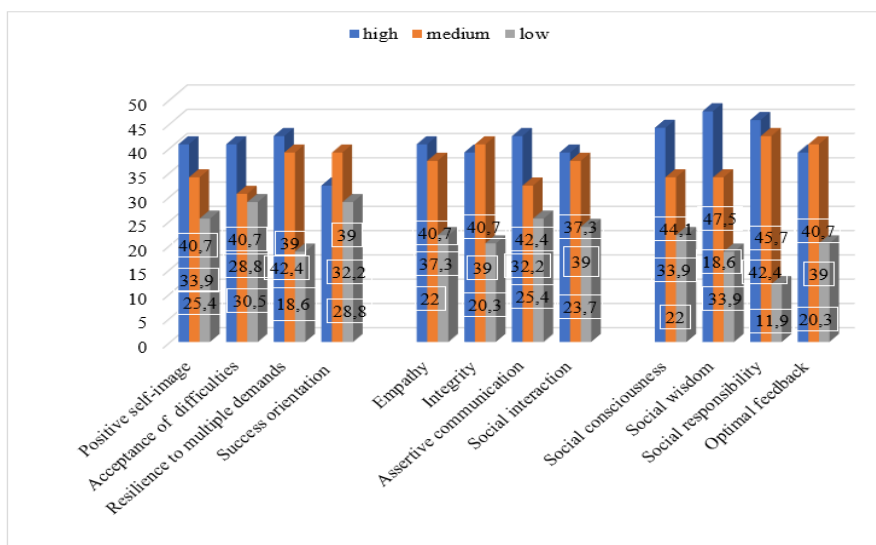

Figure 6. Levels of teachers' social intelligence values development
(control stage, EG)

Significant increase can be observed in the assertive communication value (42.4% - high level and 32.2% - medium level) for the relational component of teachers' social intelligence. It should be noted that the experimental values for the low level have obviously decreased.
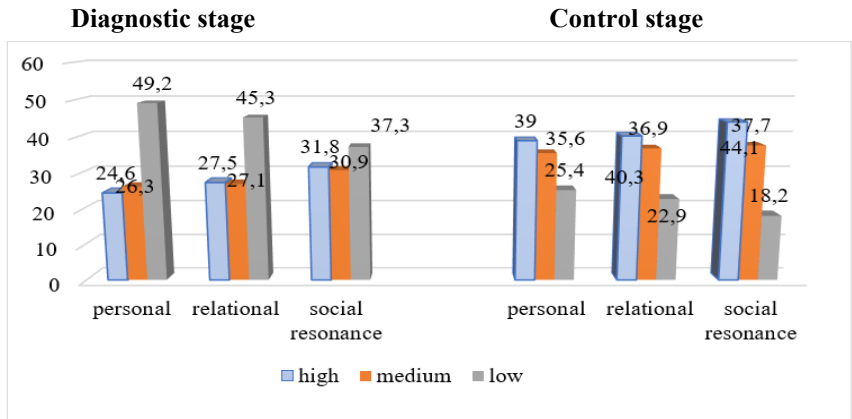
Diagnostic stage **Control stage**

Figure 7. The comparison of the development level of teachers' social intelligence components (diagnostic – control stage; EG)

The comparative study (diagnostic – control stages) of the experimental data (Fig. 7) shows an obvious increase in the values for the components of social intelligence (social resonance – 37.7%, high level); (relational component – 36.9%, high level) etc. However, it is noted that the low level of social resonance component (38.8%) is maintained (Fig.8).
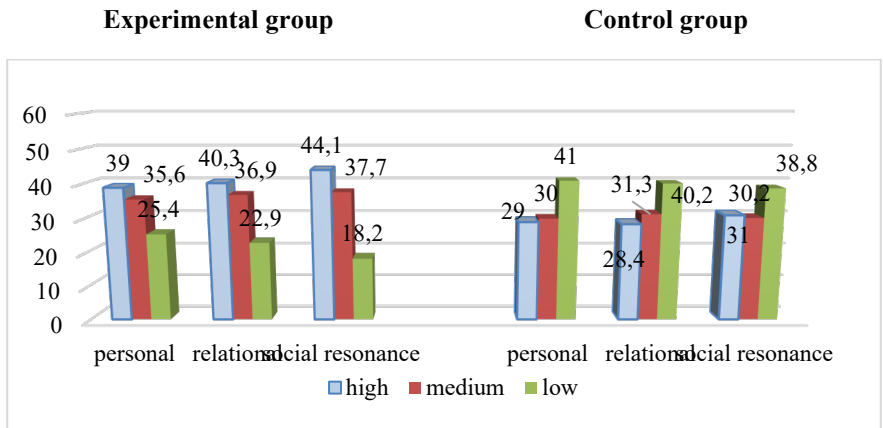
Experimental group **Control group**

Figure 8. Levels of social intelligence development values in the comparative plan of research groups (control stage - teachers)

There is an obvious increase in the data obtained by the EG compared to the experimental results generated by CG at the validation stage. Teachers form the EG distinguished themselves by *psycho-pedagogical competences* that ensure the psycho-pedagogical efficiency of instructional-educational approaches, didactic

logic, teacher mediation; through the *managerial and psychosocial skills* related to educational management and the organization of social relations in the group of students. The compared experimental data demonstrated the positive dynamics of EG values and as a result we can validate the effectiveness of the Social Intelligence Development Program and the confirmation of *the research hypothesis*.

The pedagogical experiment resulted in the assessment and identification of the stages and characteristics of social intelligence development, represented in the *Program for teachers' social intelligence development* necessary to sensitize pre-service teachers'to the issue of adaptation and social integration through the development of social skills for the valorization of social culture in the university environment. We thus conclude that the objectives of the experimental research were achieved, and the results obtained from the application of mathematical calculation methods confirmed the **research hypothesis.**

GENERAL CONCLUSIONS

1. The current research evolution on the sociology of emotions has led to the awareness of the need to study teachers' social intelligence from a pedagogical perspective. ***It has been theoretically argued, that currently, social skills are included in the teachers' professional standards, constituting an important psychological resource, which can be used in the development and effective implementation of the educational process, stimulating pedagogical career advancement*** within the open context of teachers' initial and continuing professional training system. On these scientific grounds, the pedagogical conceptualization of teachers' social intelligence generates a field of investigative concerns related to the field of psychology, initially reclaimed by sociology. The study of the semantic interference of social intelligence values and teachers' emotional culture values has led to ***the identification of certain social intelligence values specific to the profession*** [36]. With references to significant authors in the field of social psychology (Sternberg R. J. (1985), Albrecht K. (2006), Goleman D. (2006), Șleahtițchi M. (2019), Ilicciev M. (2023)) and other researchers who view social intelligence as "a superior aptitude that appeared in the new science of success area " [1], of pedagogy (Cristea S. (2021) "teacher' social competence reflects social consciousness" and of the pedagogy of emotional culture (Cojocaru-Borozan M., Țurcan-Balțat L. (2023), Șova T. (2020); ***it has been theoretically argued that teachers' social intelligence is represented by social skills that ensure the management of any pedagogical activity, excellence in interpersonal relationships in the educational environment, the increase of the power of***

persuasion in pedagogical communication, fueling the social popularization of the teaching profession [42, p. 223-228].

2. *It has been scientifically proven that increasing teachers' social intelligence is determined by the need to express and present the professional Self*, imposed by the new roles of teachers (counselors for the adaptation and social integration of the educated). ***It has been scientifically argued*** that ***contemporary society puts forward pertinent demands of an axiological nature regarding the reconsideration of the management of teachers' professional image in the socio-educational environment and optimal mobilization*** [35, p. 142-148], in this context, of university teachers for the renovation of initial and continuing professional training programs in the plan of curriculum design on the dimension of strengthening teachers' social intelligence.

3. ***The theoretical Model of teachers' social intelligence has been conceptualized from a pedagogical perspective*** [39, p. 11-15]**,** as a result of the examination of social intelligence structural models from the philosophical, psychological and sociological literature, from the reconsideration of the structure and scientific content of the concept from the perspective of pedagogical values of a social nature. **We perceive teachers' social intelligence** as a system of social skills, expressed in terms of values specific to pedagogical communication: *in the personal area* through positive orientation towards success, acceptance of difficulties; *in the relational area* through empathy, assertiveness and integrity; in the *area of social resonance* by achieving optimal feedback, pedagogical wisdom and responsibility, which enable the effective management of communicative interactions in the socio-professional environment for the enhancement of social culture. Thus, social culture is a universal phenomenon conveyed by clear representations of social success, determined contextually, which impregnate meanings of effective integration in the pedagogical community. **The novelty and originality of the research** consists in: the pedagogical conceptualization of the theoretical Model of teachers' social intelligence and the definition of the researched concept; the experimental research of social intelligence development levels and the description of teachers socio-professional profile in terms of values derived from social skills; the creation of a scientific framework for the study of teachers' social intelligence and the elaboration of conclusions and the dissemination, in the professional environment, of new scientific knowledge regarding teachers' social intelligence.

4. ***The Program for teachers' social intelligence development was conceptualized and applied experimentally*** to increase their chances of adaptation and social integration in the perspective of building a successful teaching career, and

the development of social intelligence became a strategic objective of professional self-education expressed in terms of projecting the development of their social skills. The program was designed for master's students in higher pedagogical education (general education teachers) and school teachers from continuing education courses. The formative path implemented through the pedagogical subjects of the program and through activities planned for individual study, has been integrated in the university seminars in the form of various social learning strategies, group discussions, modeling social situations specific to the pedagogical activity. The objectives of the teachers' social learning activities aimed at: the explanation of the social problems faced by teachers; analysis of teachers' social difficulties; motivation for social learning; interpreting social behaviors; designing social development activities using the diversity of social culture learning technologies [33, p.20-23]. *The praxiological value of the investigation* results from: the selection of the research methodology, the establishment of university strategies for the development of teachers' social intelligence; the experimental research of teachers' social intelligence development levels; the development and experimental validation of the Social Intelligence Development Program to increase the chances of teachers adaptation and integration in the perspective of building a successful career; formulating scientific conclusions and recommendations to researchers in the field, students, university teachers and school teachers.

The *scientific problem* solved in the research refers to the pedagogical conceptualization by establishing the scientific content of teachers' social intelligence, evoked by the definition of the researched concept and the implementation of the Program for teachers' social intelligence development in the perspective of building a successful career and strengthening the social culture in the socio-professional environment.

5. *It has been concluded that teacher training cannot be accomplished according to the same principles and strategies as other professions, but only by respecting the specificity of the teaching profession*, which is certified by the following arguments: the teaching profession refers to humanistic professions; in order to carry out their professional activity, teachers conduct negotiations with their colleagues and educational institutions; the teacher proposes educational projects of social development for the students, and their success depends on the degree of students commitment to these projects; the teaching profession is a profession that requires permanent self-development based on social challenges; the educational system stimulates the development of social culture, an important dimension for teachers' professional training system; the contents of teachers'

professional activity must be oriented towards the formation of social skills in students, defined in the education policy documents as transversal skills [40], [43, p. 400-404]. Professional development in the context of the socio-constructivist paradigm refers to the professional responsibilities of the educator, an indispensable component of pedagogical culture and a condition for ensuring the quality of educational services. Continuous professional training is aimed at developing the skills necessary for the teachers to fulfill their roles, functions and attributions [37, p. 62-71].

6. *The effectiveness of the Program for teachers' social intelligence development has been determined through the positive dynamics of social intelligence values measured experimentally* in the complex process of teachers' professional training, which is reflected in the awareness of social culture values, the affirmation of social skills, based on the knowledge of pedagogical ethics, in line with the social norms. Social intelligence values result from traditions and customs, circumstantial factors, being triggered by socio-professional norms that regulate pedagogical activity [41, p. 93-104].

Based on the research conclusions, we formulate the following *methodological recommendations*:

(a) For researchers:
- to research different aspects of social intelligence in various social contexts;
- to evaluate the impact of teachers' social intelligence in enhancing the social culture of the new generations;

(b) For university pedagogic curriculum designers
- the formation of commissions and their monitoring for the renovation of curriculum documents in order to promote social intelligence, to evaluate the quality of the education process in terms of the design and implementation of pre-service teachers' social learning.

(c) University teachers:
- integration of the specific contents for social skills training into higher education curricula;
- ongoing experimentation of social learning and ongoing development/practical validation of social intelligence values within professional internships;

(d) School teachers:
- promoting the emotional culture values in view of consolidating these values within the social culture;
- adopting productive social communication strategies in terms of desirable social behaviors.

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39. **BUZENCO, V.** The Imperative of Building Self-confidence as a Basis for Social Intelligence in Novice Teachers. In: Realizarea de sine - adaptare și integrare socială. Volumul II, 30 octombrie 2019. Iași: Editura Ars Longa, 2019, pp. 11-15.

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ADNOTARE
BUZENCO Valeria
„Conceptualizarea pedagogică a dezvoltării inteligenței sociale a cadrelor didactice",
Chișinău, 2023

Structura tezei include: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 288 de surse, adnotare (română, engleză), concepte-cheie în limbile română și engleză, lista abrevierilor, 144 pagini de text de bază, 19 de tabele, 49 figuri, 10 anexe. **Publicații la tema tezei:** 11 lucrări științifice. **Concepte-cheie:** inteligența socială, competențe sociale, cadre didactice, inteligența socială a cadrelor didactice, cultura emoțională, dezvoltarea inteligenței sociale, valori ale inteligenței sociale, profilul socioprofesional al cadrelor didactice.

Domeniul de studiu: Teoria generală a educației, Pedagogia culturii emoționale.

Scopul investigației constă în: conceptualizarea pedagogică a inteligenței sociale, elaborarea și validarea experimentală a Programului de dezvoltare a inteligenței sociale a cadrelor didactice pentru sporirea șanselor de adaptare și integrare în perspectiva construcției unei cariere de succes.

Obiectivele cercetării vizează: determinarea reperelor conceptuale ce definesc evoluția termenului științific de inteligență socială a cadrelor didactice; identificarea exigențelor privind dezvoltarea inteligenței sociale în procesul de formare profesională inițială și continuă a cadrelor didactice; elucidarea interferențelor semantice ale valorilor inteligenței sociale și a culturii emoționale în contextul problematicii formării profesionale a cadrelor didactice; cercetarea experimentală a nivelurilor de dezvoltare a inteligenței sociale necesară pentru descrierea profilului socioprofesional al cadrelor didactice; elaborarea și descrierea Modelului teoretic al inteligenței sociale a cadrelor didactice; elaborarea și implementarea Programului de dezvoltare a IS a cadrelor didactice; edificarea unui cadru teoretic particular și noi cunoștințe științifice specifice dezvoltării inteligenței sociale a cadrelor didactice.

Noutatea și originalitatea cercetării constă în: conceptualizarea pedagogică a Modelului teoretic al IS a cadrelor didactice și definirea conceptului vizat; cercetarea experimentală a specificului și a nivelurilor de dezvoltare a inteligenței sociale și descrierea profilul socioprofesional al cadrelor didactice în termeni de valori deduse din competențele sociale; crearea unui cadru științific de referință pentru studiul IS a cadrelor didactice și elaborarea unor concluzii științifice privind IS a CD.

Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare se referă la conceptualizarea pedagogică a IS a cadrelor didactice prin stabilirea conținutului științific al termenului, descris în definiția originală; crearea unui cadru științific de referință privind inteligența socială a cadrelor didactice; cercetarea experimentală a IS și descrierea profilul socioprofesional al cadrelor didactice în termeni de competențe sociale; examinarea procesului de formare profesională a cadrelor didactice în planul IS; elaborarea și validarea Programului de dezvoltare a IS pentru sporirea șanselor de adaptare și integrare a profesorilor debutanți în perspectiva construcției unei cariere de succes; formularea unor concluzii științifice și recomandări privind autoeducația culturii sociale.

Semnificația teoretică a cercetării rezultă din: cunoașterea științifică a semnificației termenului de inteligență socială și studiul evoluției inteligenței sociale în literatura de specialitate; examinarea procesului de formare profesională a cadrelor didactice în planul inteligenței sociale; elucidarea interferențelor semantice ale valorilor inteligenței sociale și a culturii emoționale în contextul problematicii adaptării și integrării sociale a cadrelor didactice; clarificarea la nivel de structură și conținut a conceptului prin elaborarea unui Model teoretic al IS a cadrelor didactice în contextul modelelor conceptuale din literatura pedagogică.

Valoarea praxiologică a investigației constă în: studiul metodologiei de cercetare și dezvoltare a inteligenței sociale în literatura de domeniu; cercetarea experimentală a nivelurilor de formare a inteligenței sociale a cadrelor didactice; elaborarea Programului de dezvoltare a inteligenței sociale pentru sporirea șanselor de adaptare și integrare a cadrelor didactice în perspectiva construcției unei cariere de succes; formularea unor concluzii științifice și recomandări orientate spre cercetătorii din domeniu, studenți, cadrele didactice universitare și profesorii școlari.

Implementarea rezultatelor științifice a fost realizată prin validarea experimentală a Programului de dezvoltare a inteligenței sociale a cadrelor didactice cu masteranzii de la catedra „Psihologie și pedagogie", UST și cu profesorii de la programele de formare profesională continuă în cadrul Facultății de Științe ale educației, psihologie și arte, Catedra Științe ale educației, Universitatea de Stat „Alecu Russo" din Bălți.

ANNOTATION
BUZENCO Valeria
"Pedagogical Conceptualization of Teachers' Social Intelligence Development", Chisinau, 2023

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography from 288 sources, annotation (Romanian, English), key concepts in Romanian and English, list of abbreviations, 144 pages of basic text, 19 tables, 49 figures, 10 annexes. **Publications on the research topic:** 11 scientific articles.

Key concepts: social intelligence, social competencies, teachers, teachers' social intelligence, emotional culture, development of social intelligence, social intelligence values, teachers' socio-professional profile.

Field of study: General Theory of Education, Pedagogy of Emotional Culture.

The purpose of research: pedagogical conceptualization of social intelligence, elaboration and experimental validation of the Program for the development of teachers' social intelligence aiming at increasing the chances of professional adaptation and integration in the perspective of building a successful career.

Research objectives: to determine the conceptual framework that define the evolution of the scientific term *teachers' social intelligence*; to identify the requirements regarding the development of social intelligence in the process of teachers' initial and continuous professional training; to elucidate the semantic interference of social intelligence and emotional culture values in the context of teachers' professional training; to conduct experimental research on the social intelligence development levels necessary for the description of teachers' socio-professional profile; to develop the theoretical Model of teachers' social intelligence; to elaborate and implement the Program for the development of teachers' social intelligence; to create a particular theoretical framework and new scientific knowledge specific to the development of teachers' social intelligence.

The scientific novelty and originality consist of: the theoretical Model of teachers' social intelligence and the definition of the researched concept; experimental research of social intelligence peculiarities and development levels and the description of teachers' socio-professional profile in terms of values derived from social skills; the creation of a scientific framework for the study of teachers' social intelligence and the elaboration of scientific conclusions regarding teachers' social intelligence.

The research results that contribute to the solution of an important scientific problem refer to the pedagogical conceptualization of teachers' social intelligence by establishing the scientific content of the term described in the original definition; the creation of a scientific framework for teachers' social intelligence; the experimental research of SI and the description of teachers' socio-professional profile in terms of social skills; examination of teachers' professional training process in the SI plan; the development and validation of the SI Development Program aiming at increasing the chances of adaptation and integration of novice teachers in the perspective of building a successful career; formulating scientific conclusions and recommendations regarding self-education of social culture.

The theoretical significance of the research results from: scientific knowledge of the meaning of the term *social intelligence* and the study of the evolution of SI in specialized literature; examination of the process of teachers' professional training in terms of social intelligence; the elucidation of the semantic interference of social intelligence and emotional culture values in the context of teachers' adaptation and social integration; clarifying the structure and content of the concept by developing a theoretical Model of teachers' social intelligence in line with the conceptual models from the pedagogical literature.

The praxiological value of research consists in: the study of the research methodology and development of social intelligence in the specialized literature; the experimental research on teachers' social intelligence development levels; the design of the Social Intelligence Development Program aiming at increasing the chances of teachers' adaptation and integration in the perspective of building a successful career; formulating scientific conclusions and recommendations aimed at researchers in the field, students, university teachers and school teachers.

The scientific results have been implemented by means of experimental validation of the Program for the development of teachers' social intelligence with master's students from the "Psychology and Pedagogy" department, UST and with teachers from the continuing professional training programs within the Faculty of Educational Sciences, Psychology and Arts, Department of Educational Sciences, USARB.

BUZENCO Valeria

"Pedagogical Conceptualization of Teachers' social intelligence Development", Chisinau, 2023

Specialty 531.01 – General theory of education

SUMMARY of the
Doctoral Thesis in Education Sciences