7. РБК life. URL: https://www.rbc.ru/life&ved=2ahUKEwjohPbT8p_-AhUdD1kFHRMyABUQFnoECAMQAg&usg=AOvVaw2_dCM-Cc5aAVx61K7FpPe6 (дата звернення: 06.04.2023).

8. Фейгин М. И. Проявление эффектов бифуркационной памяти в поведении динамической системы. *Соросовский образовательный журнал.* 2001. Т. 7. № 3. С. 121–127.

9. RBC.ru. URL: https: https://www.rbc.ru/&ved=2ahUKEwjDpNz68p_-AhXWlIkEHdDGABMQFnoECAAQAg&usg=AOvVaw0CFFaTyYo0ser6X LzGnxiB (дата звернення: 05.04.2023).

THE ROLE OF SOCIAL AND EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL PROCESS

Dubtsova O. V.
Ph.D. in Philology,
Associate Professor at the Department of Pedagogy,
Foreign Philology and Translation
Simon Kuznets Kharkiv National University of Economics
Kharkiv, Ukraine

The present paper focuses on the issue of social and emotional intelligence in the educational process. The pursuit to improve the process of learning stipulates the study of this aspect of social psychology.

Ford was the first to stop trying to conceptualize social intelligence as a purely cognitive phenomenon and started treating it in terms of effective social behavior that results from the interaction of a variety of psychological and sociocultural processes. Ford and Tisak defined social intelligence in terms of behavioral outcomes as "one's ability to accomplish relevant objectives in specific social settings" [5, p. 197]. Marlowe linked social intelligence to social competence, defining it as "the ability to understand the feelings, thoughts, and behaviors of persons, including oneself, in interpersonal situations and to act appropriately upon that understanding" [12, p. 52]. Goleman divided social intelligence into two broad categories: social awareness and social facility, considering social awareness as "what we sense about others" and social facility as "what we then do with that awareness" [7, p. 84].

In the modern studies social intelligence is considered by most researchers as individuals' ability to adequately understand and interpret their own behavior and behavior of other people, and regulate their behavior

correspondently in various social situations. Social intelligence provides an effective solution to a number of social and psychological problems. For instance, it is suggested that socially intelligent individuals experience a rich and meaningful life [12], have social problem-solving abilities [9], leadership qualities [10] and positive interpersonal experience [3]. To develop social intelligent behavior an individual should improve self-reflection, reflection of social processes, reflection of the subjective sense and interpretation of behavior as well as social competence training [13].

The concept of social intelligence is closely related to emotional intelligence. Emotional intelligence refers to "the mental processes involved in the recognition, use, understanding, and management of one's own and others' emotional states to solve problems and regulate behavior" [2, p. 34]. In his book "Emotional Intelligence" Goleman suggests that emotional intelligence is based on: 1) knowing one's emotions (self-awareness); 2) managing emotions (handling feelings); 3) motivating oneself (emotional self-control); 4) recognizing emotions in others (empathy); 4) handling relationships (managing emotions in others) [6].

To acquire emotional competence an individual should learn how to interpret his/her own emotions and manage them effectively as well as develop an empathetic awareness and find ways to coexist peacefully and harmoniously with others. Social interactions and relationships are based mainly on social and emotional intelligence, thus acquiring social-emotional competence can prevent from many conflicts in everyday life.

According to the Bar-On model, emotional-social intelligence is "a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" [1, p. 14]. On the intrapersonal level, being emotionally and socially intelligent means "to be aware of oneself, to understand one's strengths and weaknesses, and to express one's feelings and thoughts nondestructively". On the interpersonal level it includes the ability "to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships" [1, p. 14]. Social and emotional competences contribute to the formation of an individual's character, providing insight into personal/interpersonal feelings and relationships.

As we have already stipulated the necessity of acquiring social and emotional competence for an individual, it should be suggested that academic setting is the best environment for it. The importance of social and emotional intelligence is obvious within academic environment as long as it ensures effective communication, cooperation and teamwork as well as impulse control.

A number of scientists have carried out research into the effects of social skills on the educational process. For instance, Elias [4] has discovered that the success of teamwork depends on students' abilities to organize their emotions and solve problems quietly, to face difficulties and adapt to different constraints. Other studies show that acquiring social skills in the classroom leads to improvements in students' academic performance [8], their behavior as well as personal relationships with their classmates [11].

Since emotions affect intellectual processes, students who have been provided with instructions in social and emotional intelligence are better behaved, they grow and develop in a healthy way and consequently succeed at the interpersonal and professional levels in the future.

It is the task of a teacher to encourage students to acquire social skills within the educational process through simple conversations that make them aware of their changing emotions in friendly and secure classroom atmosphere, in which students are open for communication, knowledge and building personal relationships. As far as it is obvious that academic and professional success of an individual can't be achieved without acquiring social and emotional intelligence, a reasonable attention should be paid to help students master these social skills within the educational process.

Bibliography:

1. Bar-On R. The Bar-On Model of Emotional-Social Intelligence (ESI). *Psicothema*. 2006. Vol. 18. P. 13–25.

2. Brackett M.A., Salovey P. Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*. 2006. Vol. 18. P. 34–41.

3. Cheng C., Chiu C., Hong Y., Cheung J. S. Discriminative facility and its role in the perceived quality of interactional experiences. *Journal of Personality*. 2001. 69(5). P. 765–786.

4. Elias M. Easing transitions with social-emotional learning. *Principal Leadership*. 1997. Vol. 1. P. 20–25.

5. Ford M. E., Tisak M. S. A further search for social intelligence. *Journal of Educational Psychology*. 1983. 75(2). P. 196–206.

6. Goleman D. Emotional Intelligence. New York: Batman Books, 1995. 352 p.

7. Goleman D. Social intelligence: The new science of human relationships. New York: Bantam Books, 2006. 403 p.

8. Gottman J. Meta-emotion, children's emotional intelligence, and buffering children from martial conflict. In C. D. Ryff, & B. H. Singer (Eds.). *Emotion, Social, Relationships, and Health*. 2001. P. 23–40.

9. Jones K., Day J. D. Discrimination of two aspects of cognitive-social intelligence from academic intelligence. *Journal of Educational Psychology.* 1997. 89(3). P. 486–497.

10. Kobe L. M., Reiter-Palmon R., Rickers J. D. Self-reported leadership experiences in relation to inventoried social and emotional intelligence. *Current Psychology: Developmental, Learning, Personality and Social.* 2001. 20(2). P. 154–163.

11. Maite G. Psychopathological symptoms, social skills, and personality traits: A study with adolescents. *The Spanish Journal of Psychology.* 2006. 9(2). P. 182–192.

12. Marlowe H. A. Social intelligence: Evidence for multidimensionality and construct independence. *Journal of Educational Psychology.* 1986. 78(1). P. 52–58.

13. Orosová O. Sociálna inteligencia, sociálna kompetencia– definície a prístupy v ich skúmaní. *Československá psychologie.* 2004. ročník XLVIII, číslo 4, S. 306–315.

ЧИ ПОТРІБНО ЦЕНЗОРУВАТИ КІНО

Єфанова Є. В.
аспірантка кафедри теорії та історії права та держави
Інститут права
Київського національного університету імені Тараса Шевченка
м. Київ, Україна

Кінематограф увійшов у нашу буденність тільки сто двадцять п'ять років тому, але за час свого розвитку зміг осягнути багато сфер суспільного, наукового та культурного життя. Як і будь-яке мистецтво, кінематограф передає проблеми, шляхи розв'язання проблем, алюзію та алегорію на світ та особистостей, ілюструє політичну утопію або антиутопію будь-якого суспільства. Без кіно, сучасна людина не уявляє свого життя. Хоч, і непомітно, але кінематограф, на рівні почуттів та емоцій, впливає на світ. Кінематограф осягає повсякденне життя, сфери науки та мистецтва, і звісно, правову та політичну реальність.

Існує дуже мало досліджень впливу кінематографу на політичну і правову реальність, в основному даним напрямком займалися соціологи та кінознавці.

Актуальністю є новизна теми оцінки кінематографу з правової точки зору.