

Behavioral Characteristics of Social Giftedness

Alla Gudzovskaya ^{1,*}, Marina Myshkina ¹

¹ Samara National Research University named after Academician S.P. Korolev, Samara, Russia

*Email: aag_1@rambler.ru

ABSTRACT

Social giftedness is understood as a person's ability to establish mature, constructive relationships with other people and groups, characterised by stable prosocial behavior. The search for factors affecting the behavioral characteristics of schoolchildren, reflecting their social giftedness, was the problem of our study. The work aimed at an experimental study of operationalised behavioral characteristics of prosocial behavior under the influence of the factors "the idea of the presence of a significant other in a behavioral situation" and "collectivistic/individualistic cognitive orientation". The study's novelty consists of distinguishing social giftedness at the implicit and explicit levels in a situation of the possibility of choosing prosocial behavior. Sustained conscious prosocial behavioral choice "in favour of the group" is interpreted as a behavioral characteristic of social giftedness. Collectivistic cognitive orientation is a reliable marker of social giftedness and affects behavioral choice stability. The factor of the imaginary presence of a significant other contributes to prosocial behavior. Therefore, it can be considered a resource for its development to disclose the potential of social giftedness.

Keywords: *Giftedness, Social talent, Behavioral choice, Collectivistic, Individualistic items of cognitive orientation.*

1. INTRODUCTION

The phenomenon of giftedness is one of the developed and, at the same time, constantly in the focus of attention of researchers. The very content of the complex of concepts containing criteria for describing the phenomenon of giftedness testifies to its substantial layering, ambiguity both based on classifications and taking into account socio-cultural factors that stimulate or inhibit the manifestation of giftedness. In modern psychology, giftedness is designated as a complex mental phenomenon in which cognitive, emotional, volitional, motivational, psychophysiological and other spheres of the human psyche are inextricably intertwined [1]. Social giftedness is one of its manifestations, explicitly or indirectly woven into different types of giftedness. The key in analysing the content of social giftedness is the communication of a certain quality, which manifests itself in understanding, acceptance and achieving general agreement.

In the study R. S. Albert, devoted to the problem of defining genius as a variant of giftedness, its main

behavioral criterion is continuous progressively increasing productivity, which ensures long-term superiority of the result of the work of its bearers [2]. Behavioral manifestations of individual giftedness impact society, triggering various socio-psychological consequences. At the same time, social signs of giftedness acquire conceptual contours of gifted behavior in the direction of turning to the study of the ontological essence of giftedness [3]. According to E.N. Holondovich, spirituality is an integral characteristic of a brilliant personality, a system-forming sign of giftedness, its structural component (intelligence, creativity, spirituality). The author understands spirituality as the ability "to do good, beauty, happiness for others, to serve society" [4]. The internal and external components are distinguished in the structure of spirituality. The inner one is connected with the Self-concept of personality through its orientation, personal orientations and meaning; the outer one is focused on interaction with other people. Spirituality is understood as a condition for developing giftedness and its result.

2. THE PHENOMENON OF SOCIAL GIFTEDNESS

Research on social giftedness has its origins in the traditions of studying the social aspects of giftedness [5]. J.S. Renzulli, speaking about the development factors of creative potential and research thinking, focuses on the importance of the social components of giftedness [6]. Among others, the authors distinguish such social manifestations as cooperation and communication, which correlate with curiosity, preferred styles of learning and self-expression, self-regulation, planning, and pleasure from learning [7].

The complexity of the social aspects of giftedness can be distinguished into its special type - social giftedness. The result of the development of the social giftedness of individuals and other types of giftedness is their significance for society, the prospects of using their talents to improve the world [8]. The psychology of social giftedness lies in the potential of a personality as its exceptional ability to establish mature, constructive relationships with other people [9].

According to the systematic approach, giftedness manifests itself in the activity [10]. Social giftedness is most vividly embodied in communicative, leadership and spiritual-value activities in all social groups and spheres (family, business relations in politics, business relations in collectives) [11].

This makes it possible to extend a systematic view of social giftedness, highlighting the motivational and instrumental sides of its manifestation, quantitative and qualitative plans for analysing its content [12].

3. COLLECTIVISTIC COGNITIVE ORIENTATION

One of the directions of the study of social giftedness as a cultural phenomenon is cognitive orientation as an individual cognitive style of a person reflected in his behavior. The cognitive approach is based on the desire to explain social behavior, focusing on the system of cognitive processes and the consolidation of the balance of cognitive structures. R. E. Nisbett and co-authors proposed a theoretical scheme demonstrating different thinking systems in different cultural practices [13].

The cultural specificity of cognitive processes is formed into a collectivistic cognitive orientation, orientation to group subjectivity, or individualism, i.e., orientation to personal freedom and independence. Stability, stability and awareness of cognitive orientation throughout a person's life result from the influence of the cultural environment and social factors [14, 15]. Cognitive orientation is localised in the value core of the personality, in a system of beliefs that provide a conscious prosocial or individualistic choice. A.V. Petrovsky identifies three phases of the value formation

of a personality in a social group: adaptation, individualisation, integration [16]. Depending on individual characteristics, motivation, new social relationships, at each stage, personal neoplasms arise that confirm and strengthen his cognitive orientation, provide him with optimal personalisation, contribute to the success of joint activities, prominently showing his social giftedness, or strengthen his egocentric individualisation, based on which there is a confrontation with the values of the group.

This approach, which is based on taking into account various factors of the formation of social giftedness, allows us to pose the problem of the relationship between the stability of its manifestations in behavior, experimentally investigate and fix its behavioral markers. At the same time, at the moment, there is an evident shortage of publications of such content. This allowed us to determine the purpose of the study: to identify behavioral characteristics of social giftedness.

4. STAGES AND METHODS OF RESEARCH

The sequence of empirical research: 1) diagnostics of the level of intellectual development (WISC) for the formation of the "intellectual norm" sample; 2) determination of collectivistic/ individualistic cognitive orientation (method A. V. Zakharova, subtest No. 4); 3) formation of two experimental groups of respondents according to the leading cognitive orientation: "together with the group" (collectivistic orientation, hence - CO) and "separately from the group" (individualistic orientation, hence - IO); 4) organisation of behavioral choice in the situation of "target selection" with a reward for "yourself" (P – personal interest) or "group" (G – group interest); 5) organisation of behavioral choice in the same situation "target selection" under the influence of the factor "idea of the presence of a significant other".

The stability of prosocial behavioral characteristics was defined as a perfect repeated choice in the last two stages in one's favour (PP) or favour of the group (GG). The change in the direction of choice was interpreted as the effect of the factor "the idea of the presence of a significant other".

The subjects voluntarily participated in an online survey using a specially designed Google form.

The study was conducted from January to March 2021. It was attended by 86 people aged 20-25 years.

5. RESULTS AND DISCUSSION

Based on the definition of cognitive orientation (method A. V. Groups of subjects with collectivistic and individualistic types of cognitive orientation were identified (Table 1).

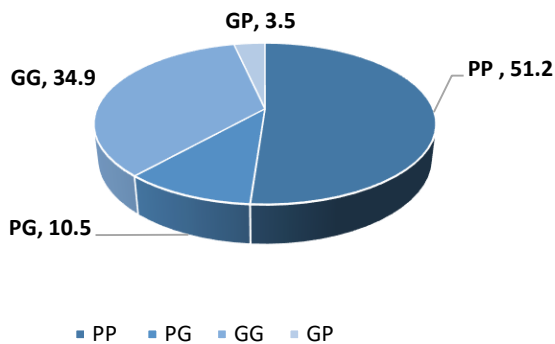
Table 1. Sample characteristics (%)

Cognitive orientation	All	Male	Female
KO	43.1	46.7	42.3
IO	56.9	53.3	57.7
Total	100.0	100.0	100.0

The next task of the study was to identify the stability of the respondents' behavioral choice in deciding to take the winnings for themselves or leave it in favour of the group. Collectivistically oriented participants made a behavioral choice in favour of the group in 47.0 and 57.0% of cases when making an independent choice and in a situation of ideas about a significant other, respectively. Individualistically oriented respondents more often carried out in their favour – 67.0% and 61.0% of the elections in the first and second cases, respectively.

Thus, the presence of a significant other strengthens, stimulates prosocial choice (CO and IO), increases its significance, actualises sociality, manifested in the responsibility and concern of respondents for the group's interests.

Figure 1 shows the ratio of respondents with a stable



choice "in favour of the group" (GG), "in their favour" (PP), with a changed choice from personal benefit to group (PG) and from group benefit to personal (GP).

Figure 1 The stability of choice in two situations: self-choice and in the situation of representing a significant other.

Table 2 shows the ratio of respondents with different stability and orientation of behavioral choice in the CO and IO groups.

According to the results of a statistical comparison of the behavioral choices of the two groups (ϕ^* -criterion, Fisher's angular transformation), significant differences were revealed. Collectivistically oriented respondents are significantly more likely to make a stable behavioral choice GG (ϕ^* emf. 1.73, at $p= 0.05$), individualistically oriented - a stable behavioral choice PP (ϕ^* emf. 1.73, at $p= 0.05$). Other elections are insufficiently represented; therefore, they are not amenable to statistical analysis.

The experiment made it possible to identify implicit and explicit features of the behavioral choice of respondents with different cognitive orientations. Implicit features are manifested in the primary choice, explicit - in the situation with the representation of the presence of a significant other.

Obviously, respondents with a collectivistic orientation consistently show increased attention to the social environment ("field"). This is consistent with the data obtained in the study of implicit identity characteristics [17-18].

The revealed fact of differences in the dynamics of the choice of "group-to-self" (GP) among respondents with IO in comparison with the choice of respondents with CO (0,0 and 100%) deserves special attention. This indicates that "individualists" make a steady choice "for

Table 2. Behavioural choice of respondents with CO and IO

Behavioural choice	KO	IO	Total
PP *	36.4	63.6	100.0
PG	33.3	66.7	100.0
GG*	56.7	43.3	100.0
GP	0.0	100.0	100.0

themselves" regardless of their ideas about a significant other.

"Collectivists" who repeatedly choose "in favour of the group" demonstrate social giftedness, which manifests itself in a special attitude to social reality, sensitivity to the interests of others, concern for the well-being of the group in the internal picture of the value-semantic dimensions of living space. The received elections' data can be considered the result of an internal position determined by a cognitive orientation – collectivistic or individualistic. The results obtained are consistent with the fact that formed beliefs characterise the personality in the period of youth about the ideas of his place in the social world [19]. In people with a collectivistic cognitive orientation, integration tendencies of personality development prevail over the tendency to individualisation and provide a collectivistic orientation of interpersonal interaction, and in people with an individualistic cognitive orientation, individualisation strategies of interpersonal interactions and connections in and with a group prevail.

Thus, the results obtained indicate, on the one hand, the influence of cognitive orientation on behavioral characteristics: collectivists have a dominant collectivistic choice, individualists have an individualistic one. Cognitive orientation ensures its stability: a consistently self-directed behavioral choice of respondents with an individualistic cognitive orientation aimed at the interests of the respondents with a collectivistic cognitive orientation. Cognitive orientation determines the implicit and explicit behavior characteristics resulting in behavioral choice. The factor that expands the social field of the subject of choice is the phenomenon of the mental presence of a significant other. The universal nature of its impact on the behavioral choice of all respondents, considering the type of their cognitive orientation, is revealed.

6. CONCLUSIONS

The behavioral characteristic of social giftedness is revealed - a steady (repeated) conscious choice "in the group's interests". Social giftedness manifests itself at implicit (primary spontaneous choice) and explicit (choice in a situation, ideas about the presence of a significant other, when the results of choice can become known to him) levels of behavior. The image of a significant other increase the stability of prosocial choice and can be considered a resource for developing social giftedness. Cognitive orientation affects the stability of behavioral choices – individualistic for "individualists", collectivistic for "collectivists". Collectivistic cognitive orientation is a reliable marker of social giftedness.

AUTHOR'S CONTRIBUTION

M.S. Myshkina - data collection, the structure of the experiment, discussion, preparation of the text of the article. A.A. Gudzovskaya – data processing, discussion, preparation of the text of the article.

ACKNOWLEDGMENTS

The work was supported by the RFBR grant, project 20-013-00567.

REFERENCES

- [1] K.E. Snyder, S.V. Wormington, Gifted Underachievement and Achievement Motivation: The Promise of Breaking Silos. *Gifted Child Quarterly* 64(2) (2020) 63-66. DOI: <https://doi.org/10.1177/0016986220909179>
- [2] R.S. Albert, Toward a behavioral definition of genius. *American Psychologist* 30(2) (1975) 140-151. DOI: <https://doi.org/10.1037/h0076861>
- [3] A.N. Ilyin, E.A. Ivanova, E.A. Kaptelinina, V.N. Farrakhov, The ontological essence of leadership giftedness [Ontologicheskaya sushchnost' liderskoj odarennosti], *XLinguae* 11(1) (2018) 49-60. DOI: <https://doi.org/10.18355/XL.2018.11.01.05>
- [4] E.N. Kholondovich, Spiritual foundations of the genius, *St. Tikhon's University Review. Pedagogy, Psychology* 2(2) (2018) 65-74. DOI: <https://doi.org/10.15382/sturIV201747.135-146>
- [5] J.S. Renzulli, The tree-ring conception of giftedness: A developmental model for creative productivity, in R.I. Sternberg, J.E. Davidson (Eds.), *Conceptions of giftedness*, Cambridge. Cambridge University Press, 1986, pp. 53-92. DOI: <http://dx.doi.org/10.1017/CBO9780511610455.015>
- [6] V.N. Borodina, E.V. Solomatina, Modern approaches to the problem of giftedness [Sovremennye podhody k probleme odarennosti], *Siberian Pedagogical Journal [Sibirskij pedagogicheskij]* 4 (2015) 31-33.
- [7] E.H. Kirby, K. Kawashima-Ginsberg, & S. Godsay, *Youth volunteering in the states: 2002 to 2009*, 2011. Retrieved from http://www.civicyouth.org/wp-content/uploads/2011/02/FS_10_gen_vol_final.pdf
- [8] S.H. Konrath, E.H. O'Brien, & C. Hsing. Changes in dispositional empathy in American college student over time: A meta-analysis. *Personality and Social Psychology Review* XX(X) (2010) 1-19. DOI: <http://dx.doi.org/10.1177/1088868310377395>

- [9] A.A. Gudzovskaya, V.V., Shpuntova, On the issue of components of personal maturity, *Russian Psychological Journal* 13(2) (2016) 36-46. DOI: <https://doi.org/10.21702/rpj/2016>
- [10] D.B. Bogoyavlenskaya, V.D. Shadrikov, J.D. Babaeva, M.A. Kholodnaya et al. An operational conception of giftedness [Rabochaya konceptsiya odarennosti]. Moscow: MO RF, 2003 (In Russian). DOI: <https://doi.org/10.11621/pir.2013.0409>
- [11] A. Courtinat-Camps, L. Massé, M. de Léonardis & V. Capdevielle-Mougnibas, The Heterogeneity of Self-Portraits of Gifted Students in France, *Roeper Review* 39(1) (2017) 24-36. DOI: <https://doi.org/10.1080/02783193.2016.1247396>
- [12] K.E. Barron, C.S. Hulleman, Expectancy-value-cost model of motivation. In *International encyclopedia of the social and behavioral sciences* (2nd ed.), Elsevier, 2015, pp. 503-509. DOI: <https://doi.org/10.1016/B978-0-08-097086-8.26099-6>
- [13] R.E. Nisbett, Y. Miyamoto, The influence of culture: Holistic versus Analytic perception, *Trends in Cognitive Sciences* 9(10) (2005) 467-473. DOI: <https://doi.org/10.1016/j.tics.2005.08.004>
- [14] H. Tajfel, J. Turner, An integrative theory of intergroup conflict, in M.A. Hogg & D. Abrams (Eds.). *Key readings in social psychology, Intergroup relations: Essential readings* Psychology Press, 2001, pp. 94-109.
- [15] J.C. Turner, Social categorisation and the self-concept: A social cognitive theory of group behavior, In T. Postmes & N. R. Branscombe (Eds.), *Key readings in social psychology, Rediscovering social identity* Psychology Press, 2010, pp. 243-272.
- [16] V.A. Petrovsky, Man over the situation, *Sense [Chelovek nad situaciej, Smysl]*, 2010, 559 p. Retrieved from: <https://litgu.ru/knigi/psihologiya/483999-chelovek-nad-situaciej.html>
- [17] A.A. Gudzovskaya, M.S. Myshkina, Implicit racial identity of Russian schoolchildren at the stage of commitment [Implicitnaya rasovaya identichnost' rossijskih shkol'nikov na etape kommitmenta], *Russian Psychological Journal [Rossijskij psihologicheskij zhurnal]* 18(1) (2021) 95-105. DOI: <https://doi.org/10.21702/rpj.2021.1.7>
- [18] N.G. Voskresenskaya, The role of collectivist and individualist values in young people's perceptions of the country [Rol' kollektivistских i individualistskih cennostej v predstavleniyah molodezhi o strane], *Issues of Psychology [Voprosy psihologii]* 3 (2020) 56-67.
- [19] M.J. Kuz'min, Comparison of identity and its dynamics in primary school children, adolescents and young adults [Sravnenie identichnosti i ee dinamiki u mladshih shkol'nikov, podrostkov i lic yunosheskogo vozrasta], *Russian Psychological Journal [Rossijskij psihologicheskij zhurnal]* 14(2) (2018) 67-89. DOI: <https://doi.org/10.21702/rpj.2017.2.4>