

[https://doi.org/10.58442/3041-1858-2025-33\(62\)-69-81](https://doi.org/10.58442/3041-1858-2025-33(62)-69-81)

UDC. 159.9

**Ramiyya Javadova,**

PhD in Psychology

Baku State University, Azerbaijan.

Baku, Azerbaijan.

 <https://orcid.org/0000-0001-9958-4744>  
[cavadorr@mail.ru](mailto:cavadorr@mail.ru)

## THE POSITION AND ROLE OF SOCIAL INTELLIGENCE IN THE STRUCTURE OF INTERPERSONAL ATTRACTION

**Abstract.** In recent times the concepts of “social intelligence”, “emotional intelligence”, “interpersonal intelligence” and their evaluation as a symbol of success in various fields have caused quite a stir. A number of authors emphasize the role of different forms of intelligence in the formation and continuation of interpersonal relations. In the article we have attempted to clarify the essence, content and character of the relationship between social intelligence and attraction, as well as the position and role of social intelligence in the structure of attraction. Some researchers who study the concepts of “social intelligence”, “emotional intelligence”, “interpersonal intelligence” and their influence on success in various fields put forward the idea that the reason for the success of the heads of large transnational corporations is 85 % related to emotional intelligence. Since we are interested in the position and role of social intelligence in the structure of interpersonal relations, we will try to clarify the issue from this perspective. More precisely, here we will attempt to clarify the essence, content and character of the relationship between social intelligence and attraction, as well as the position and role of social intelligence in the structure of attraction. However, clarifying the mentioned issue requires overcoming certain difficulties. That is, on the one hand, the complex nature of interpersonal attraction itself and on the other hand, the controversial aspects regarding the essence of the concepts of intelligence, social intelligence and emotional intelligence and in most cases the existence of opinions and views that contradict each other, create difficulties in carrying out research in the specified direction. This is not accidental. Because both attraction and social intelligence, as well as emotional intelligence are partly based on hypothetical ideas and with some exceptions are not grounded in serious research or in statistically processed results of obtained research materials. As becomes clear, even among the researchers

studying social intelligence, there is no unanimous opinion about its content and essence. This is not accidental either, since on the one hand the concept of intelligence itself is multidimensional, and on the other hand, when defining social intelligence, some authors refer to its functions, others to its forms of manifestation, while some point to the role it plays in solving one or another issue. Another interesting point here is related to clarifying what similar and different features social intelligence and emotional intelligence, which is close to it and sometimes used as a synonym, possess.

**Keywords:** social intelligence; emotional intelligence; interpersonal relations; interpersonal attraction; communication.

## INTRODUCTION / ВСТУП

**Statement of the problem / Постановка проблеми.** The concept of social intelligence, which has recently attracted significant interest in the study of interpersonal relationships, has a relatively long history in scientific discourse. The first concept of social intelligence was proposed by E. Thorndike [10], and, naturally, it is interesting to understand what this concept meant according to him. In his view, the primary function of social intelligence is to predict the behavior and attitudes of both oneself and others.

In subsequent years, the consideration of various aspects of social intelligence within different intelligence models led to a broader understanding of its functions. At present, these functions more broadly include the following:

- Ensuring adequacy and flexibility in changing conditions;
- Developing plans and programs for successful interaction when addressing current tasks in both tactical and strategic directions;
- Planning events in interpersonal relationships and predicting their development;
- Expanding social competitiveness;
- Motivational function.

As can be seen, among the functions of social intelligence, those that contribute to the positive development of interpersonal relationships are most prominent.

It is no coincidence that, to draw attention to this aspect, starting from the 1980s, some researchers introduced the term “interpersonal intelligence” into their intelligence models, encompassing a set of specific qualities, and brought it into scientific discourse. According to Gardner, interpersonal intelligence is the ability to predict the behavior of others based on the observation of their feelings and, on this basis, to understand and manage them.

Thus, Thorndike's definition of social intelligence [10] is supplemented here only by the idea of being "based on the observation of feelings." That is, it clarifies the basis on which the behavior of another person is predicted. Naturally, this is an important ability in itself. However, predicting behavior based on the observation of feelings, managing people, and regulating relationships also require the skills and competencies to correctly interpret information obtained through observation and, accordingly, to demonstrate adequate behavior.

**Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій.** Despite the numerous intelligence models and the emergence of new types of intelligence, V. Nikandrov [5] draws attention to the pivotal question posed in the title of the first chapter of his monograph *Psychology of Intelligence: Paradoxes of Research*, published in 1997: "Does intelligence exist as a psychological reality?" Referring to N. Syrnikova [6], he notes that, despite some optimistic observations, it still seems impossible to give a definitive answer to this question. He even points out that it is unclear whether the trend of increasing the number of intelligence types, such as "social" and "emotional," will clarify the issue or, on the contrary, further complicate it. As you can see, this is a highly interesting and thought-provoking idea.

M. Kholodnaya [7] identifies eight approaches to intelligence, one of which she calls the sociocultural approach. According to her, this approach views intelligence as the result of the socialization process as well as the influence of culture as a whole. She herself considers intelligence as a form of psychological experience.

As can be seen, there is no single, universally accepted understanding of intelligence and its numerous types. Some researchers, such as S. Shcherbakov [9], believe that in recent times a significant theoretical contribution to the study of this problem has been made by M. Kontor and D. Klistrum [8]. Unlike the traditional explanation of intelligence as a general cognitive ability of a person, they define it as a stock of individual knowledge about the social reality of a given phenomenon. That is, unlike the classical tradition, which considers social intelligence as a set of measurable qualities or properties, they suggest the logicity and rationality of social behavior as a whole.

There are even those who consider social intelligence an important factor in socio-communicative competence. They believe (S. Shcherbakov) [9] that social intelligence is manifested in the process of searching for the optimal strategy to resolve conflict situations. Of course, the list of various ideas and considerations regarding social intelligence could be significantly expanded. However, we believe that this is unnecessary.

Analyzing theoretical approaches in this area, some researchers conclude that it is possible to partially equate “emotional” and “social” intelligence. According to them, the structure of emotional intelligence includes a number of socio-communicative abilities, such as: the ability to perceptually and interpretively recognize emotions in an interpersonal context, social habits, understanding of social interaction; social and emotional competence; cognitive abilities and personality traits that ensure interaction with others and effective management of various life situations, and so on.

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

The *aim* of this article is to define the essence, content, and nature of the relationship between social intelligence and attractiveness, as well as to reveal the place and role of social intelligence in the structure of interpersonal relationships.

The *tasks* of the study are as follows:

- To analyze theoretical approaches to defining the concepts of “intelligence,” “social intelligence,” “emotional intelligence,” and “interpersonal intelligence.”
- To examine the characteristics of attraction as a complex interpersonal phenomenon.
- To identify points of convergence and divergence between social and emotional intelligence.
- To determine how social intelligence manifests and functions within the structure of attraction.
- To justify the importance of social intelligence for the formation and development of interpersonal relationships.
- To indicate existing difficulties and controversial aspects that hinder the formation of a unified understanding of the phenomenon of social intelligence.

### **THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ**

The further development of interpersonal relationships based on interpersonal attraction will be determined by the current level of social intelligence. More precisely, it will depend on the extent to which the social intelligence of the participants in the relationship can predict events in interpersonal relationships, as well as their ability to be prepared for psychological tension and to adjust the relationship accordingly. From this perspective, it becomes clear that emotional intelligence plays a role in the emergence of interpersonal attraction.

The above is hypothetical in nature, and we deemed it appropriate to use a specially designed questionnaire for the empirical verification of its validity. Another aim of conducting the survey was to obtain information about the reasons why existing interpersonal relationships are most often disrupted and the methods and means participants use to correct their relationships [2].

For this purpose, a questionnaire consisting of eight questions was conducted among students in their 2nd to 4th years from various faculties of BSU. A total of 150 participants took part in the survey. The materials obtained from the questionnaire were grouped in pairs according to the questions in the survey and subjected to comparative analysis.

These groupings were expressed as follows: “Expectations from existing relationships – main factors contributing to relationship breakdown”; “Causes of short-term relationship breakdown – causes of relationship breakdown between parties in long-term close relationships”; “Suggestions for continuing relationships and promoting positive direction”; “Reactions to the other party’s attempts to maintain the relationship – reasons for long-term positive relationship orientation” [1].

At first glance, it may seem that the questions reflected in the groups intended for comparison are identical. In reality, there are very subtle differences that need to be identified. To clarify our point, we consider it appropriate to focus on the results obtained from the grouped questionnaire data.

Let us turn to the results reflected in the corresponding pairs in the sequence indicated above.

*Table 1*

**Rank indicators of the relationship between expectations from relationships and factors that play a major role in relationship breakdowns**

№	Expectations in relationships	Rank	Factors playing a more significant role in relationship breakdowns	Rank
1	2	3	4	5
1	Respect	1	Lies	1
2	Others (empathy, clarity of thought, understanding of feelings, absence of manipulation, honesty, sociability, sense of humor, kindness, selflessness, etc.)	2	Disrespect	2
3	Honesty	3.5	Lack of communication (impatience, withdrawn behavior, resentment)	3

*Continuation of the table 1*

1	2	3	4	5
4	Mutual understanding	3.5	Insincerity	4
5	Sincerity	5	Unethical words and gestures	5
6	Loyalty	6	Treason	8
7	Observance of etiquette	7	Disagreement of opinions	8
8	Value	8	failure to respect boundaries	8
9	Listening culture	9.5	Difference of interests	8
10	Trust	9.5	Others (pursuing a specific goal, manipulation, not providing an opportunity to get to know each other, focusing on one's own desires, trying to use, etc.)	8
11	Care	12	Coldness in relationships	12.5
12	Talk about mistakes	12	Mistrust	12.5
13	Similarity of worldview and interests	12	Inattention	12.5
14	Inattention	14	Lack of listening culture	12.5

As can be seen from the table, the expectation of respect from one party to the other in a mutual relationship has a higher rank. Disrespect in a relationship is noted as one of the main factors in the breakdown of a relationship, and it is second only to lying. It is clear from the table that factors that contradict expectations in a relationship are among the factors that play an important role in the breakdown of the relationship as a whole. That is, the parties have certain expectations from the other party when establishing a relationship, and if these expectations are not met, the relationship breaks down after a short period of time. An interesting question arises here, are there any specific points that cause the breakdown of relationships between parties who have been in a relationship for a short time and parties who have been in a close relationship for a long time? If so, what is the reason for this difference?

To clarify the situation, a question about the reasons for the breakup was added to the questionnaire. The answers received were ranked for both cases and are presented in the table below.

The table shows that there are both common and different aspects and reasons for the breakup of short-term and long-term close relationships. Let us focus on the common aspects. As can be seen from the table, the main factor leading to the breakup of relationships, both among those who are in long-term close relationships and those who have established short-term ones, is the lack of honesty and lying by one partner towards the other. This factor ranks the highest

in both cases. Despite the difference in ranking, such signs as disrespect and the lack of listening culture are also indicated as reasons for relationship breakdown.

*Table 2*

**Ranked table of reasons for the breakdown of short-term and long-term relationships**

№	Reasons for the Breakup of Long-Term Close Relationships	Rank	№	Reasons for the Breakup of Short-Term Relationships	Rank
1	Lie	1.5	1	Not being sincere	1
2	Betrayal (slandering me in front of others, treason)	1.5	2	Mismatch between worldview and interests	2
3	Contempt	3	3	Not to appreciate	3.5
4	Keep your distance	5	4	Others (selfishness, lack of empathy, egocentrism, spoiledness, inability to maintain long-term relationships, etc.)	3.5
5	Not enough effort to maintain the relationship (unforgivable mistakes on both sides, changes over time)	5	5	Lack of sincerity	6.5
6	Others (infantilism, indifference, coldness, hyperactivity)	5	6	Contempt	6.5
7	Inconsistency between character and beliefs	7	7	Lack of mutual understanding	6.5
8	Avoiding discussion when there is misunderstanding (lack of time, egoism, pride)	8	8	Lack of trust	6.5
9	Having bad behavior and habits (raising the voice, doing wrong things)	9.5	9	Lack of listening culture	9.5
10	Lack of listening skills	9.5	10	Lack of etiquette	9.5

There are also different reasons that cause the breakup of long-term close relationships, which are not considered typical for the breakdown of other types of relationships. Such factors include betrayal, insufficient efforts to maintain the relationship, avoidance of discussion in case of misunderstanding, as well as the presence of unacceptable bad behaviors and habits. In other words, if one of the partners who has been in a close relationship for a long time makes a mistake and does not attempt to clarify the reason, this becomes unacceptable for the other.

Among the reasons for the breakup of relationships between parties who had been together for a short time are the lack of sincerity, trust, and mutual

understanding – and this is not accidental. After all, without these qualities, relationships could not last long.

One of the interesting points was the clarification that both parties made attempts to ensure the continuity and positivity of the relationship and took steps to purposefully adjust it for this purpose.

The steps taken to make certain adjustments in the relationship were mainly aimed at correcting mistakes, solving problems, showing understanding, encouraging people to express their opinions, listening to the other person until the end, and respecting boundaries.

As can be seen, no emphasis is placed on taking steps to understand the emotions and feelings of the other party and, based on this, to be sensitive even to minor negative changes that may occur in the relationship and to strive to develop it in a positive direction. Some respondents not only do not seek to maintain relationships in a positive way but even state that they do not feel the need to make adjustments when necessary. They justify this by saying that they build relationships with people who do not require such adjustments.

Our observations and research in this area also show that serious tension arises not only in relationships between students when no adjustments are made, but also in relationships between students and teachers, between teachers themselves, as well as among people working in any field within the family. This is not accidental. Mistakes and problems made by one or both parties generate adequate or inadequate concerns in people's minds, which act as obstacles to continuing the relationship in a positive direction, and these concerns inevitably manifest themselves in emotions and feelings. When emotions and feelings are not acknowledged, are ignored, and no certain adjustments in behavior are made, the resulting anxiety in the mind may deepen and later lead to strong emotional outbursts, which in turn can disrupt relationships.

We believe that this is largely related to the insufficient development of social intelligence. As many researchers note, this is due to the fact that modern education places greater emphasis on the development of general intelligence and less on social intelligence. Eliminating this shortcoming requires both certain adjustments in the education system and the implementation of specific socio-psychological training programs.

By the way, it should be noted that at present, when admitting a person to the most prestigious universities in the world at all levels (undergraduate, master's, doctoral), greater importance is attached to their ability to work in groups, participate in various activities, engage in volunteering, and so on – as indicators of social intelligence – rather than to their academic achievement. This is not accidental. After all, under equal conditions, the productivity of activity is



determined more by the ability to work with people and take action than by academic success.

We also sought to determine the respondents' level of understanding regarding the reasons for the longevity of close relationships, as well as whether they had any recommendations and suggestions that could be useful for maintaining relationships in a positive way. Understanding and interpreting feelings and emotions, as well as solving problems together – all of these stem from social intelligence and represent its function.

Thus, the conclusion we reached in the course of the scientific and theoretical analysis also has practical justification. In other words, the further development of relationships arising from interpersonal attraction is determined by the current level of social intelligence.

## **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

*Theoretical-analytical method* – the study and comparison of scientific literature on the problem of intelligence, social intelligence, emotional intelligence, and attraction; analysis of existing definitions and concepts.

*Comparative method* – identification of similarities and differences between social and emotional intelligence, their functions and manifestations in interpersonal relationships.

*System-structural method* – consideration of social intelligence as an element of the structure of attraction and interpersonal relationships as a whole.

*Critical analysis* – identification of contradictions and debatable issues in existing theories and approaches.

*Hypothetico-deductive method* – formulation of assumptions about the role of social intelligence in interpersonal processes and their verification through logical reasoning and comparison with existing data.

*Psychodiagnostic methods* – use of tests, questionnaires, and techniques to assess the level of social and emotional intelligence, as well as to analyze their relationship with the characteristics of interpersonal perception.

## **RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

Based on all of the above, it can be concluded that social and interpersonal intelligence play a key role in establishing and managing interpersonal relationships. Historically, the concept of social intelligence, proposed by E. Thorndike [10], was associated with a person's ability to predict their own behavior and the behavior of others. Subsequent research has expanded this concept to include functions such as adequacy, flexibility, interaction planning, event forecasting, social competitiveness, and motivation. Gardner's model

emphasizes the ability to anticipate and appropriately manage the behavior of others by observing their feelings. Thus, social and interpersonal intelligence are considered fundamental psychological capacities that enable individuals to accurately assess both themselves and others, effectively build relationships, and ensure mutual understanding.

## CONCLUSIONS / ВИСНОВКИ

Contemporary research indicates that social, emotional, and interpersonal intelligence play a significant role in the formation and development of interpersonal relationships, as well as in a person's professional and personal success.

Despite the growing interest in these concepts, there is no consensus among researchers regarding the content, essence, and functions of social intelligence, which complicates the construction of a unified theoretical model.

The connection between social intelligence and attraction is manifested in an individual's ability to establish, maintain, and develop positive interpersonal relationships, which is especially important in the context of interpersonal interaction and professional activity.

Various approaches to defining social intelligence (through its functions, forms of manifestation, or role in problem-solving) demonstrate the multidimensionality of this phenomenon and the need for further scientific study.

Comparing social and emotional intelligence reveals both their interconnection and differences: the former is more oriented toward social interactions and interpersonal processes, while the latter focuses on managing one's own and others' emotions.

**Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі.** Thus, social intelligence can be regarded as one of the key factors for successful interpersonal interaction and professional achievement; however, its precise content and mechanisms of influence require further empirical investigation.

## REFERENCES / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ


- [1] M. S. Əliyev, *Psixologiyanın əsasları*. Bakı, Azərbaycan: ADPU mətbəəsi, 2017.
- [2] R. R. Cavadova, *Şəxsiyyətlərarası attraksiyanın təşəkkül mexanizmləri və nkışaf dinamikası*. Bakı, Azərbaycan, 2021.
- [3] P. Ya. Galperin, *Introduction to Psychology*. Moscow, Russia: University, 1999. (російською).

- [4] V. A. Labunskaya, Yu. A. Mendzheritskaya, E. D. Breus, *Psychology of Difficulty in Communication*. Moscow, Russia: Academy, 2001. (російською).
- [5] V. V. Nikandrov, *Psychology*. Moscow, Russia; TC Velby: Prospect, 2008. (російською).
- [6] N. A. Syrnikova, *Psychology of Intelligence*. Moscow, Russia: Novgorod State University Publishing House, 2007. (російською).
- [7] M. A. Kholodnaya, *Psychology of Intelligence: Research Paradoxes*. 2nd ed., revised and enlarged. St. Petersburg, Russia: Piter, 2002. (російською).
- [8] J. F. Kihlstrom, N. Cantor, *Social intelligence*; R. Sternberg, S. B. Kaufman, Ed. Cambridge: Cambridge University Press, 2011.
- [9] S. V. Scherbakov, «Students social intelligence and the choice of behavioral strategies in conflict resolution», *Clinical Schizophrenia & Related Psychoses*, vol. 15, is. 3, 2021. [Online]. Available: <https://www.clinicalschizophrenia.net/articles/students-social-intelligence-and-the-choice-of-behavioral-strategies-in-conflict-resolution-73986.html> Application date: January 05, 2025.
- [10] E. L. Thorndike, «Intelligence and its Uses», *Harper's Magazine*, vol. 140, pp. 227–235, 1920.
- [11] A. Freeman, R. Dewolf, *10 dumbest mistakes smart people make and how to avoid them*. New York, 1992.

*Text of the article was accepted by Editorial Team 10.07.25*

## ПОЛОЖЕННЯ ТА РОЛЬ СОЦІАЛЬНОГО ІНТЕЛЕКТУ В СТРУКТУРІ МІЖСОБИСТОГО ПРИВАБЛЕННЯ

Джавадова Рамія Ровшан гизи,  
PhD з психології  
Бакинського державного університету.  
Баку, Азербайджан.

 <https://orcid.org/0000-0001-9958-4744>  
[cavadorr@mail.ru](mailto:cavadorr@mail.ru)

**Анотація.** Останнім часом концепції «соціальний інтелект», «емоційний інтелект», «міжособистісний інтелект» та їхня оцінка як символу успіху в різних сферах викликали значний інтерес. Ряд авторів підкреслюють важливість різних форм інтелекту у формуванні та збереженні міжособистісних відносин. У статті ми

дослідили сутність, зміст та характер взаємозв'язку між соціальним інтелектом та атракцією, а також визначили місце та роль соціального інтелекту в структурі атракції. Дослідники, які аналізують поняття «соціальний інтелект», «емоційний інтелект», «міжособистісний інтелект» та їхній вплив на успіх у різних сферах, висувають тезу, що 85 % успіху керівників великих транснаціональних корпорацій зумовлено емоційним інтелектом. Оскільки в нашому фокусі знаходиться становище та роль соціального інтелекту в структурі міжособистісних відносин, ми прагнемо прояснити це питання. Конкретно, ми досліджуємо сутність, зміст і характер взаємозв'язку між соціальним інтелектом та тяжінням, а також становище і роль соціального інтелекту в структурі тяжіння. Однак, вивчення зазначеного питання вимагає подолання певних труднощів. З одного боку, складна природа міжособистісного потягу, з іншого боку, суперечливі аспекти сутності інтелекту, соціального інтелекту та емоційного інтелекту, а також існування різних точок зору ускладнюють проведення досліджень у цій галузі. Це не випадково, оскільки як потяг, так і соціальний та емоційний інтелект частково ґрунтуються на гіпотетичних уявленнях і, з деякими винятками, не підкріплені серйозними дослідженнями чи статистично обробленими результатами отриманих матеріалів. Як стало зрозуміло, навіть серед дослідників, які вивчають соціальний інтелект, не існує одностайної думки щодо його змісту та сутності. Це є обґрунтованим, оскільки, з одного боку, саме поняття інтелекту є багатовимірним, а з іншого – визначаючи соціальний інтелект, різні автори посилаються на його функції, форми прояву або роль у вирішенні певних питань. Ще один цікавий момент пов'язаний з уточненням подібних та відмінних рис між соціальним інтелектом та емоційним інтелектом, який є близьким до нього та іноді використовується як синонім.

**Ключові слова:** соціальний інтелект; емоційний інтелект; міжособистісні стосунки; міжособистісна привабливість; комунікація.

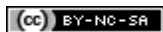
#### **TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ**

- [1] M. S. Aliyev, *Fundamentals of Psychology*. Baku, Azerbaijan : ASPU Printing House, 2017. (in Azerbaijani).
- [2] R. R. Javadova, *Mechanisms of formation and dynamics of development of interpersonal attraction*. Baku, Azerbaijan, 2021. (in Azerbaijani).

- [3] P. Ya. Galperin, Introduction to Psychology. Moscow, Russia : University, 1999. (in Russian).
- [4] V. A. Labunskaya, Yu. A. Mendzheritskaya, E. D. Breus, Psychology of Difficulty in Communication. Moscow, Russia : Academy, 2001. (in Russian).
- [5] V. V. Nikandrov, Psychology. Moscow, Russia; TC Velby : Prospect, 2008. (in Russian).
- [6] N. A. Syrnikova, Psychology of Intelligence. Moscow, Russia : Novgorod State University Publishing House, 2007. (in Russian).
- [7] M. A. Kholodnaya, Psychology of Intelligence: Research Paradoxes. 2nd ed., revised and enlarged. St. Petersburg, Russia : Piter, 2002. (in Russian).
- [8] J. F. Kihlstrom, N. Cantor, Social intelligence; R. Sternberg, S. B. Kaufman, Ed. Cambridge : Cambridge University Press, 2011. (in English).
- [9] S. V. Scherbakov, «Students social intelligence and the choice of behavioral strategies in conflict resolution», Clinical Schizophrenia & Related Psychoses, vol. 15, is. 3, 2021. [Online]. Available: <https://www.clinicalschizophrenia.net/articles/students-social-intelligence-and-the-choice-of-behavioral-strategies-in-conflict-resolution-73986.html> Application date: January 05, 2025. (in English).
- [10] E. L. Thorndike, «Intelligence and its Uses», Harper's Magazine, vol. 140, pp. 227–235, 1920. (in English).
- [11] A. Freeman, R. Dewolf, 10 dumbest mistakes smart people make and how to avoid them. New York, 1992. (in English).

Retrieved July 10, 2025  
Reviewed August 10, 2025  
Published September 24, 2025

отримано  
рецензовано  
опубліковано



This work is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

© Ramiyya Javadova, 2025