(Mackintosh, 2000). Another reason could be the type of the self-assessing written social intelligence scale, which may be more suitable for girls.

Regarding the subscales of social information processing and social awareness connected with the cognitive aspect of social intelligence, we unexpectedly found a higher (social awareness) or identical (social information processing) level of these abilities of the children with no diagnosed giftedness. This finding may also be connected with the surroundings of most of the gifted children, i.e. specialized schools for gifted children where, as we assume, there are no educational programs focused on social and personal competence development. This assumption is also made in foreign research (Gilson, 2009). Another reason may be frequent research in the questionnaire form for the gifted children from specialized schools, which may significantly lower their motivation for conscientious answering the questions.

**Conclusion**

Social intelligence plays a significant role in the individual’s life, not only in interpersonal communication but also in the understanding of oneself. It was found out that the gifted children have an identical or a lower level of selected areas of social intelligence than the children with no diagnosed giftedness. Thus, it is necessary for the schools with specialized programs for gifted children to emphasise not only the development of the intellectual but also the nonintellectual aspects of personality, such as more frequent inclusion of the topics of personal-social education. Not developing of the social competences of children may subsequently lead to their exclusion from common society and even to the loss, or non-utilization of the potential of their giftedness.

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**References**


