

## THE PROBLEM OF EMPATHIC ABILITIES IN PSYCHOLOGY

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### ANNOTATION

This article is devoted to the problem of empathic abilities in psychology. Also in the topic of the article, empathic skills and theoretical and practical problems of their study, empathy and emotional intelligence, levels of empathy are widely covered.

**Keywords:** Empathy, empathic relationships, development of empathy, emotional sphere, emotional intelligence, emotional experience, communication, communication abilities.

### INTRODUCTION

Empathy is a deep and unmistakable perception of the inner world of another person, his hidden emotions and semantic shades, emotional consonance with his experiences, using the full depth of understanding of this person not in one's own, but in his interests. Psychologists have identified three levels of empathy:

Level 1 is the lowest, it is blindness to the feelings and thoughts of others. Such people are more interested in their own and, if they think that they know and understand others well, their conclusions are often erroneous. However, their low level of empathy prevents them from understanding their mistake, and their own mistakes can last a lifetime.

Level 2 – episodic blindness to the feelings and thoughts of others, occurs most often. Inherent in all personality types, although in different manifestations.

Level 3 empathy is the highest. This is a constant, deep and accurate understanding of another person, a mental reproduction of his experiences, feeling them as his own, a deep tact that makes it easier for a person to understand his problems and make the right decisions without imposing his opinion or his interests. To do this, you need to be able to renounce your “I” and build relationships on the principles of mutual trust and altruism. Depending on their temperament and personal psychological qualities, all people show different inclinations to empathy. Introverted individuals prone to melancholy experience a deeper sense of empathy. The degree of empathy in young men is influenced by a number of factors: children are less prone to empathy, they need more time to develop and take root. The level of development of the feeling of empathy in girls is higher than in boys. A link has also been found between empathy and self-acceptance, and empathy and acceptance of others. Thus, among girls, acceptance of others is associated with empathy for parents. So, by understanding and accepting loved ones - parents, and sympathizing with them, girls learn to understand and accept others. In children, the indicator of self-acceptance is associated with the general level of development of empathy (according to the test by Yu.N. Emelyanov-B.N. Orlov). By accepting himself, his positive and negative sides, he will be able to accept others. Of course, the strength of empathy also depends on the degree of familiarity with the person - the object of the feeling of empathy. The socialization of the individual begins from the first years of life and ends by the period of a person's maturity, although, of course, the powers, rights and responsibilities

acquired by him do not mean that the socialization process is completely completed: in some aspects it continues throughout life.

During socialization, a child, teenager or young man acquires all the traits of consciousness and behavior cultivated in society.

But sometimes some of them can be confusing and seem unnecessary. By realizing their importance, they can feel their impact and role for other people.

For example, a student may not realize the need to give up their seat to an older person or share with their peers. An experienced educational psychologist in a certain way helps such a young person or teenager put himself in the place of an adult or peer and feel the discomfort of his violations of the rules of behavior.

In the psychological literature devoted to the study of empathy, it is often said that a necessary condition for its occurrence is not only a humane attitude in general, but also the presence of sympathy for the object of empathy. Investigating the phenomenon of attraction, L. Gozman noted that help or sympathy evokes sympathy not only in the person to whom they are directed, but also back, and its value significantly exceeds the previous one. In the pedagogical works of V. Sukhomlinsky, Sh. Amonashvili, in particular, it is noted that sympathy and attraction to another person necessarily arises when providing him with help, support, and compassion. "You can experience truly human joy when you see that you have given joy to another person," argued S.A. Amonashvili.

Under the influence of a sense of empathy, communication and personality skills develop. They help a person in the future and professional growth. L. Skripka, T. Fedotyuk, S. Maksimets, A. Yudina note the positive impact of the increase in the level of empathy on the social and professional adaptation of doctors, teachers, school psychologists, on improving their communication skills, the ability to understand the emotional state of another person due to non-verbal manifestations .

In modern pedagogy and psychology, several models of socialization of a student's personality are distinguished. In the sociological model (from the Latin *societas* - "society"), socialization is understood as the transmission of culture from generation to generation and is considered as a general mechanism for inheriting past experience. This model of socialization allows students to assimilate both spontaneous (street) and organized (school) influences of the social environment. Moreover, the ratio of these influences in most cases is unpredictable. This model of socialization can be seen in the activities of orphanages and boarding schools, especially those in which there are children with disabilities of physical and mental development.

The internalization model (from the Latin *interior* - "inside") means by socialization the assimilation by an individual of norms, values, attitudes, stereotypes produced by society, demonstrated by the immediate environment as a model of behavior. As a result, the child develops a system of internal regulators and normal norms of behavior. This model of socialization is based on external support for the behavior desired by others. The type of internalization model is indicated by linguistic formulas of approval or disapproval of various types of pet behavior. According to this type of socialization model, adolescents are involved in informal groups, including criminal groups. This model is especially effective for closed groups – religious, national. It is this model that is most often used in the system of educational labor colonies.

The factor-institutional model (from the Latin factor – “producing”; institutum – “institution”) includes the action of factors, institutions and agents in the process of socialization of the individual.

There are megafactors (the influence of solar activity, the environmental situation in the world, etc.), macrofactors (type of state, state of war or peace, demographic situation, etc.), mesofactors (nationality, type of religion, ideology dominant in the media, etc. etc.), microfactors (family, school, neighbors, peers, public organizations, police, etc.). “Institutions of socialization” in this case are groups of people. These are teachers and schools, students, a professional group, a sports team, etc.

“Agents of socialization” are persons who have a purposeful influence on the development process of a growing person - parents, teachers, educators, coaches and other authoritative adults. The effectiveness of the factorial institutional model is associated with the strengthening or weakening of any factor of the institution or agent of socialization. More often this is the compensating influence of educational institutions for children from disadvantaged families. In other cases, the activity of the family and additional education institutions increases while the influence of the school is weakened.

The interaction model (from the English interaction) of socialization is interpreted as the result of interpersonal interaction, which determines the type of perception of the world. Favorable interpersonal interaction promotes the formation of trust in other people and the establishment of close contacts with them, unfavorable wariness in relationships with others and hostility. This is obtained in childhood as a standard and is not subject to change. When it is impossible to apply the usual experience of relationships to a wider social community, socialization occurs according to the type of “encapsulation”. In this case, the circle of contacts is limited or unlawfully narrowed (be friends with the children of your yard, marry the boy from the next door, etc.). The implementation of this model of socialization is often observed in small schools, boarding schools for children with early talent, and educational institutions of national communities.

This intraindividual model (from Latin intra – “inside”; individuum – “individual person”). According to this model, the socialization of the individual occurs in the unity of two interrelated actions. On the one hand, there is an active adaptation to the external environment, on the other hand, there is support for creative manifestations of the individual aimed at improving one’s life and self-education. This model of socialization is typical for educational institutions focused on revealing the creative individuality of each student’s pet.

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