

PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF EMPATHIC ABILITIES IN STUDENTS

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ABSTRACT

This article is dedicated to the topic of psychological characteristics of the development of empathic abilities in students. The article also discusses the concept of empathy and its essence, the dynamic features of the formation of empathy in children, psychological methods and exercises that develop empathy, methodological support and theoretical foundations for diagnosing empathic abilities in schoolchildren.

РЕЗЮМЕ

Данная статья посвящена теме психологических особенностей развития эмпатических способностей у учащихся. Также в статье рассматриваются понятие эмпатии и ее сущность, динамические особенности формирования эмпатии у детей, психологические методы и упражнения, развивающие эмпатию, методическое обеспечение и теоретические основы диагностики эмпатических способностей у школьников.

The problem of empathy is one of the controversial issues in modern psychology, and its study requires the analysis of specific scientific approaches. Moreover, the dynamics of the development of empathy in ontogenesis is considered the most important psychological phenomenon of interest to psychologists. To raise and educate a humane, harmoniously developed person, capable of feeling, empathy, and understanding is the desire and aspiration of all teachers and parents. Empathy is considered in the context of socio-moral development as a socially significant personality quality, in conjunction with instilling in children a sense of humanity and collectivism.

E.R. Ovcharenko defines empathy as an emotional reaction to the state of another person, the main form of manifestation of an emotional attitude towards other people, including empathy and sympathy [1].

Thus, empathy can be defined as comprehension of the emotional state, penetration and empathy into the experiences of another person. The author of the concept of cultural and historical development, L. S. Vygotsky, said that empathy is a systemic personal formation, including the following components [2]:

- Cognitive (the subject's desire to understand his internal mental states, to think about what is happening in his own mind);
 - Emotional (adequate positive emotional tone of sensations of reality);
 - Behavioral (generating positive energy, striving for "helping" behavior. The identified components of empathy, in combination with other social-typical and individual personality characteristics, are manifested in a person's activity and communication, act as guidelines for the life of the individual, and are closely related to the worldview of the individual, his beliefs
- There are such types of empathy as: sympathy (the subject's experience of the feelings of another); empathy (the subject's experience of the same feelings experienced by another through identification with him). Children need to be taught to live among other people, to be

emotionally responsive, capable of empathy, and ready to help. Through the feeling of his connection and inclusion in the world around him, the micro-society, the child is able to gain experience of experiencing not only another person, but also plants and animals. When working with children, the teacher should take into account their age characteristics, as well as the specifics of a particular child's perception of himself and other people. Empathy develops from early childhood, and gradually, as a person develops, it acquires new emotional shades. In infancy, a child imitates the emotions of an adult, thereby the baby strives to share his experiences with the adult, to accept the experiences of the adult.

According to A. Nikoliu, he responds emotionally to the experiences of, for example, another child, but at the same time identifies himself with him. Only by the age of three do signs of distinguishing oneself as a separate independent unit appear, and therefore the essence of the child's empathic experiences also changes. In the process of communication, the child begins to emotionally evaluate himself and others, which stimulates the development of more complex forms of empathy, such as sympathy, empathy, assistance[3].

Senior preschool age is the most favorable for the development of empathy, which is caused by the transformation of the child's immediate emotional response into the form of empathic experience, conditioned by the experience of moral values and relationships. At the stage of senior preschool age, the form of empathy response is different compared to previous periods of childhood.

I.A. Kolosunin believe that this is due to the transformation of the child's emotional sphere from a direct emotional response to a form of empathic experience mediated by moral criteria and relationships. In children aged 5–6 years, complex forms of emotional and semantic assessment are formed, carried out both in terms of direct perception and in ideas and imagination. In children, empathy, being one of the main mechanisms for the education of feelings, the basis of moral behavior, has specific characteristics. If children of primary preschool age (3–4 years) are characterized by understanding only simple emotions - joy, fear, sadness and anger, then for children of senior preschool age (5–6 years), the range of emotional experiences expands—resentment, shame, guilt, and by the age of 7, understanding of complex emotions—disgust, contempt, and surprise—becomes available[4].

A child's ability to empathize, sympathize, and compassion is a prerequisite for the formation in him of the most complex human feelings, a sense of respect and love for other people. To develop empathy in preschool children, the teacher needs to know the possible manifestations of emotional response, emotional expression, and master the verbal designations of emotions. According to E.A. Tsarenkova, the principles of a teacher's work with children to develop their empathy[5]:

- Systematic organization of the child's psyche;
- Compliance of the content of the work with the conditions of the child's natural ontogenesis;
- Stages of pedagogical work;
- Taking into account the dynamics and originality of the manifestation of emotions. The main condition for the development of empathy in a child is the teacher's non-judgmental attitude towards the results of his activities, that is, addressing the child only by name, reflecting feelings in speech, and active listening.

Fridman L.M., Kulagina I.Yu. identify the levels of manifestation of empathy in children of senior preschool age. Researchers believe that children can understand the situation, show adequate feelings, and express a desire to help. In the process of development, the child learns to better understand current events and becomes emotionally responsive.

A higher level of empathy is the understanding of current events, but at the same time, the child, while communicating and interacting, cannot yet experience adequate feelings[6].

The teacher needs to know and use a variety of means for the emotional and moral development of children. Fiction and joint reading between children and adults have great pedagogical potential. Thus, folklore contributes to the development of the emotional sphere; songs, fairy tales, and poems are an inexhaustible source for the development of feelings and imagination for a child. It is not enough to just read any work of art with children; it is necessary to discuss and speculate with the children about what they learned and what impressed them. Since preschool children do not have the skills to analyze a work of art, it is pedagogically advisable to use a step-by-step algorithm for working on a work of art. Kryazheva N. suggests that after reading a work, be sure to talk about what you read, look at the illustrations, and establish a connection between the ideas of the work and the children's existing life experiences. The main educational program of a preschool educational organization determines the approximate content of educational areas, taking into account the age and individual characteristics of children in various types of activities. With preschool children, in order to better understand the emotional state of the characters in works, it is effective to use a method such as a game - a conversation game, a dramatization game with the participation of children and the characters of the read work. In our opinion, the development of empathy is also facilitated by such types of child activity as:

- Perception of fiction and folklore;
- Self-service and basic household work (indoors and outdoors);
- Construction from various materials, including construction sets, modules, paper, natural and other materials;
- Fine (drawing, modeling, applique); musical (perception and understanding of the meaning of musical works, singing, musical-rhythmic movements, playing children's musical instruments);
- Motor (mastery of basic movements) forms of child activity. Play, as the leading activity of a preschooler, has a multifaceted impact on the child's psychological development: play captivates children and helps them experience the feelings that the characters experience. During play, the child treats dolls and toy animals with sympathy, patronage, and tenderness, and shows sympathy for sick toys.

Theatrical and role-playing games contribute to the development of mental processes and such qualities of the child's personality as independence, initiative, emotional responsiveness, and imagination. In role-playing games, children take on the roles of adults, reproducing their activities and relationships; children become familiar with the rules and motives of behavior available to them that guide adults.

In conclusion, training and activities aimed at developing empathy in children of older preschool age should be aimed, first of all, at developing empathy by expanding understanding of the experience of another person, the ability to empathize, and the volume of emotional reactions.

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