

Formation Of Empathy In Applicants For Higher Education Of Pedagogical Profile In The Process Of Educational Activity

Iryna Postolenko[†], Alla Vozniuk^{††}, Rymma Kyrychenko^{†††}, Iryna Gavran^{††††},
Oleksandra Brukhovetska^{††††}, Tetiana Chausova^{†††††}

maxnik888@gmail.com

[†] Department of English and Methodology, Pavlo Tychyna Uman State Pedagogical University, Ukraine

^{††} Department of Psychology, Sumy Regional Institute of Postgraduate Pedagogical Education, Ukraine

^{†††} Department of Professional education in technologies and design, Kyiv National University of Technologies and Design, Ukraine

^{††††} Department of the Television Journalism and Actor's Mastership, Kyiv National University of Culture and Arts, Ukraine

^{†††††} Institute of Management and Psychology University of Educatin Management Kyiv, Ukraine

Summary

The article proposes that empathy differs in severity and types among students of different specialties. And to test this hypothesis, an experimental study of students from 4 different faculties was carried out. As a result of the study, it was found that empathy is more pronounced among students of "humanitarian" specialties, and students of "exact" specialties have the least pronounced empathic abilities.

Key words:

psychophysiological and socio-psychological spheres, individual, empathy, educational process.

1. Introduction

In recent years, more and more attention has been paid to the professional self-determination of the individual. The main reasons for this are associated with the expansion of the spheres of personal mobility: professional, social and political, where the professional sphere is the basis. This determines the need to study social orientations and factors affecting professional self-determination, successful implementation of activities, as well as the choice of subsequent specialization within a specific specialty.

The problem of increasing the role of empathy in personal development has long been the subject of scientific research in psychology. This is due to the fact that empathy as a psychological phenomenon has a significant impact on the entire personality as a whole, increases the motivation and productivity of activity and expands the idea of its effectiveness.

The transformations taking place in our society require a new type of relationship between people, built on a humanistic basis, where an approach to Man as an individual is put forward. Students who have successfully survived the crises of vocational training become excellent specialists, and this is obvious, since in the conflict of motives for training, the motive of professionalization

wins, with all the ensuing consequences associated with the specifics of a volitional act.

The relevance of this work is determined by the practical need to improve the system of selection and training of future specialists. This problem is especially relevant in the professional development of students, since it is during this period that empathic attitudes towards a person continue to develop, and professional self-determination is motivated.

One of the professionally significant properties necessary for the successful implementation of interpersonal interaction is empathy. Revealing the patterns of development of empathic properties of university graduates acts as a condition for effective professional socialization.

The basic idea of humanism is that man is the highest value. As a person becomes more and more aware of himself, his individuality, he becomes more sensitive and able to accept the uniqueness of others. Consequently, the development of empathy accompanies personal growth and becomes one of its leading features. Empathy helps a person to emotionally respond to the feelings of another person, connect with the world of people and not feel lonely.

The enormous importance of emotional relations between people makes them the subject of the closest attention from various sciences: philosophy, psychology, sociology, pedagogy, literary criticism.

Purpose of the article: to analyze the formation of empathy among students of various specialties.

2. Theoretical Consideration

Disclosure of the relevance and scientific value of the problem of empathy lies in the key nature of the phenomenon in the interpretation of complex psychological phenomena (identification, reflection, attraction, interpersonal cognition, etc.), the understanding of which is important for pedagogical, developmental and social psychology. Empathy as a

scientific problem is included in the circle of general problems of personality formation, without its understanding it is difficult to conduct a productive analysis of the mechanisms and basic properties of the spiritual and moral development of the personality. Revealing its specificity requires turning to a preliminary analysis of the concept of "empathy".

Empathy, in the narrow sense of the word, is understood as compassion, empathy, understanding of the psychological states of other people. However, the concept of empathy has a broader interpretation and deeper understanding. First, as a person's irrational cognition of the inner world of other people (feeling). Secondly, empathy is presented as a person's emotional responsiveness to the experiences of another, a kind of social (moral) emotions. The term "empathy", generalizing the ideas of sympathy developed in the philosophical tradition with theories of empathy [7].

Considering empathy as an emotional state that arises in the subject at the sight of the experiences of another person [5]. Empathy in this case is understood as "penetration into the affective orientations of another and is defined as the ability to join the emotional life of another person, sharing his experiences." Among the works of this direction, it should be noted studies that emphasize the leading role of empathic emotion, without which it is impossible to put oneself in the place of another and thanks to which assistance is provided to another person.

With all the variety of nuances, the definitions of this concept combine, as a rule, three aspects of empathy: a clear understanding of feelings, thoughts, needs of communication partners, moral and aesthetic (or more broadly - value) "feeling" in the events taking place around and a strong affective empathic connection with other people.

Despite the undoubted conjugation of empathy with rational evaluative criteria and moral reflection, many researchers have shown its complete independence from "academic intelligence" and, in particular, from IQ results. Such an authoritative expert on this problem connects empathy primarily with "emotional intelligence", although the initial diversity of its origins also does not raise doubts in him [7]. In the literature, little disagreements about the definition of empathy arise around how much of it is emotional resonance and how much - cognitive processes. Client-centered psychotherapists have expanded the concept of empathy with the concept of "precise empathy", which contains more than just the therapist's ability to penetrate into the patient's inner world.

Several components can be seen in the structure of the concept of "empathy": empathy, sympathy, insight, emotional responsiveness, aesthetic pleasure, responsiveness to the experiences of another, emotional response, compassion, identity of feelings, help to another, altruistic motives - all these components are filled with their own content while complementing empathy from various angles. So, it can be assumed that empathy, as a personality

formation, can be qualitatively different in people and thus have a specific impact on professional activity, motivate its choice.

Thus, the analysis of the psychological literature reveals the significant interest of researchers in the phenomenon of empathy and allows to formulate the definition of empathy as a personality trait, expressed in sympathy, empathy, complicity, based on genetically determined abilities of empathy, emotional response to another [4].

Empathy, as an important component of personality, has gender characteristics, has both biological and sociocultural determination and the possibility of development.

Empathy contributes to the development of interpersonal relationships and stabilizes them, allows you to provide support to your partner not only in ordinary, but also in difficult extreme conditions, when he especially needs it. Especially these qualities correlate with the requirements of the professional and personal competence of the professions in the "person-to-person" sphere, to which the profession of a psychologist belongs.

So, 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, the use of the entire depth of understanding of this person not in his own interests, but in his interests.

Empathy, acting as a motive of personality, originates from the innate reaction of "imitation", "reflection" (as a necessary condition for survival and development), develops in early childhood in a symbiotic relationship with the mother or with other significant adults.

Traditionally, there are three levels of empathy:

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

2nd level - episodic blindness to the feelings and thoughts of others, occurs most often. It is characteristic of all types of personality, although in different manifestations.

The 3rd level of empathy is the highest. This is a constant, deep and accurate understanding of another person, the mental recreation of his experiences, the feeling of them as their own, a deep tact that facilitates a person's awareness of his problems and making the right decisions without any imposition of his opinion or his interests. To do this, you need to be able to renounce your "I", build relationships on the principles of mutual trust and altruism.

Depending on temperament and personal psychological qualities, all people show a different tendency to empathy. The deepest sense of empathy is experienced by introverted individuals prone to melancholy [1].

The quality of the manifestation of empathy and its acceptance by society (significant adults) affects the formation of an empathic personality profile. Profile (from

Lat. - profile - outline), a set or typical features that characterize a person, profession, specialty, link.

An empathic profile is understood as a stable personality education characterized by a combination of empathy (its types and components), an empathic-motivational component (motives associated with empathy) and a communicative-activity component (implementation of empathic behavior in relationships with other people).

The theoretical study of the empathic profile of the personality makes it possible to see empathy as a factor of motivation in the formation of the personality. For this, there is a need to classify the empathic profile of a person based on the motivational source of empathy [6].

1. External empathic profile - this is a person's conscious behavior in the form of experiencing sympathy and empathy, adjustment to other people, following the understanding of the need for empathy in communication (if a person is empathic with other people, he is also treated well). In this case, a clear understanding of the content of empathy (awareness of oneself and others, an adequate response to events and phenomena of life) is brought to the conscious level.

2. An internal empathic profile is defined when a person is a relatively successful individual in communication, to whom they often turn for help in communication, he is a good listener and an attentive interlocutor. However, this may weigh on the individual himself, but he will never give up such communication, moreover, he needs it (like self-discovery, self-realization, self-assertion, which do not manifest outwardly, but are unconsciously satisfied).

3. The compensatory empathic profile is such a level of manifestation of empathic abilities, which manifests itself in sympathy, empathy due to the desire for compensation, overcoming the inferiority or inadequacy of the individual in communication (constraint, timidity, fear of others, low self-esteem, self-doubt), as unconscious desire to achieve the success of the interaction of the individual with other people.

4. Disintegration empathic profile is expressed in the fact that the manifestation of empathy in this case is total: that is, by empathizing, the individual takes the place of another, as if becoming him in full (acquires his qualities, feels into his life, emotions, experiences). Such an individual constantly empathizes with someone. The ego of such an individual seems to travel in search of his identity from one object of empathy to another, for a while, becoming one or the other, while "not preserving" his personality and essence.

5. The false empathic profile is based on the "adaptation reaction", such an individual feels that he must be empathic in order to be loved, understood, appreciated in society. In behavior, empathic tendencies are observed, but along with this, sympathy and empathy are not always sincerely and adequately manifested (then they say - "I sympathize, but in my own way"). People around them often refuse help, support, sympathy from such people, regarding the behavior as insincere, false. However, they often unconsciously expect

(demand) gratitude in response to empathic support or help. In social relationships, inadequate self-esteem, imitation, the appearance of business and success are manifested. The "I" of a person has a "closed" character.

6. A deficient empathic profile is characterized by a weak and very weak expression of empathic tendencies in early childhood in response to a lack of emotional response, a warm, caring attitude towards the child on the part of significant adults. Such a person very rarely experiences sympathy, empathy, in his behavior there is rigidity, even cruelty, aggression, difficulties in establishing contact and mutual understanding, the experience of loneliness, detachment. The manifestation of defense mechanisms can reach the appearance of deviations in behavior.

7. A true empathic profile is manifested in a natural, spontaneous empathic response of a person to the experiences of another and arises in various life situations, empathizing and understanding not only in a "situation of grief", but also in moments of joy. In this case, empathy is a natural desire, need, motive to provide psychological help and support to other people. Such a person possesses high reflexivity (self-awareness), developed emotionality (emotional sensitivity, flexibility), developed empathy (sympathy, empathy, understanding of the other). In this case, personal qualities (prepared for development and developed in childhood) are closely intertwined with a natural deep gift (high sensitivity to one's inner world and another person) [5].

In its development, the empathic personality profile looks like a personal education gradually developing in human ontogenesis, in which the following levels can be distinguished:

Level 1 - the empathic level itself (the formation of empathy as understanding, the reflection of another person, starting with the imitation reaction, early childhood relationships with the mother and other significant adults).

Level 2 - empathic-motivational (the formation, on the basis of the previous stage, of the motivational component of the empathic profile as the basis of altruistic, empathic behavior).

Level 3 - communicative-activity (building relationships in society, adaptation, acceptance of culture and morality, acceptance of tolerance, etc.)

The presented levels of the empathic personality profile do not have rigid, rigid boundaries and a "timetable for correct passage"; as a result, an individual empathic profile is formed, which consists of a certain "universal set" of components (levels). There are mixed empathic profiles, completely not suitable for any of the types of profile, but incorporating parts of several, which is a natural condition for an attempt to systematize, typologize such a multifaceted concept as personality [3].

In the psychological literature covering empathy research, it is often said that a necessary condition for its emergence is not only a humane attitude in general, but also the presence of sympathy for the object of empathy. Investigating the

phenomenon of attraction, help or sympathy evokes sympathy not only in the person to whom they are directed, but also in the opposite, and its value is much higher than the previous one.

In modern pedagogy and psychology, several models of personality socialization are distinguished.

In the sociological model (from 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 a person to assimilate both spontaneous (street) and organized (school, university) influences of the social environment. Moreover, the ratio of these influences in most cases is unforeseen.

The interiorization model (from the Latin *interio* - "inside") means by socialization the assimilation by a person of norms, values, attitudes, stereotypes produced by society, which are demonstrated by the immediate environment as a model of behavior. As a result, a system of internal regulators and usual norms of behavior is being formed. This model of socialization is based on external support for the behavior desired by the people around them. The type of internalization model is evidenced by linguistic formulas of approval or disapproval of different types of behavior. By the type of such a model of socialization, involvement in informal, including criminal, groups occurs. The operation of this model is especially effective for closed groups - religious, national.

The factor-institutional model (from Latin *factor* - "the one who does, produces"; *institutum* - "institution") includes the action of factors, institutions and agents in the process of personality socialization. Distinguish between mega-factors (the influence of solar activity, the environmental situation in the world, etc.), macro-factors (type of state, state of war or peace, demographic situation, etc.), mesofactors (nationality, type of religion, ideology that dominates the media, etc.), micro-factors (family, school, neighbors, peers, public organizations, police, etc.). "Institutions of socialization" in this case are groups of people. "Agents of socialization" are persons who carry out a targeted influence on the process of human development - parents, teachers, coaches and other authorities. The effectiveness of the factor-institutional model is associated with the strengthening or weakening of some factor of the institution or agent of socialization.

The interactional model (from the English *interaction* - "interaction") of socialization is interpreted as a result of interpersonal interaction, which determines the type of perception of the world. Favorable interpersonal interaction contributes to the formation of trust in other people and the establishment of close contacts with them, unfavorable - alertness in relations with others and hostility. This is acquired in childhood as a standard and is not subject to change. If 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 social circle is limited or improperly narrowed (to be friends with the children of your yard, to marry a boy from the next doorway, etc.). The implementation of such a model of socialization is often observed in educational institutions of national communities [3].

Intraindividual model (from Latin *intra* - "inside"; *individuum* - "separate person"). Socialization of the individual occurs in the unity of two interdependent processes. On the one hand, there is an active adaptation to the external environment, on the other, support for the creative manifestations of the individual, aimed at transforming his life, at self-education. Such a model of socialization is typical for educational institutions focused on revealing the creative individuality of each pupil (boarding schools for children with early giftedness, etc.).

Summarizing all of the above, we can say that the interaction model is the most acceptable for the development of empathy and socialization of the individual. At the same time, it is very important not to allow excessive development of a sense of empathy in students who are prone to increased psychological sensitivity, as this can lead to stress.

Thus, empathy is a factor in motivation and personality formation. Under the influence of a sense of empathy, the communicative skills and habits of the individual develop. Each person has a unique multilevel empathic personality profile that helps him in socialization and professional growth.

The main activity of an adult is professional activity, which takes up most of the life of an individual. Therefore, over the past twenty years, the problem of personal professionalization has become one of the most popular in social psychology [4].

Professional abilities, including empathy, are formed on the basis of universal human abilities and later on, as well as on the basis of special abilities, if they arose earlier or simultaneously with professional ones. Within a number of professional abilities, the authors distinguish between general professional and special professional abilities: for example, the ability to be a teacher (general professional teaching ability) and the ability to be a mathematics teacher (special professional teaching ability).

In modern psychology, it has been established that personality is a product, the result of numerous group influences, including the influence of a professional team. A social group and leading activity play a special role in the development of a person's personality.

As V.A. Sukhomlinsky and other researchers, the collective in the life and activities of each individual person plays an irreplaceable positive role, and especially in the development of the individual as a person.

In modern psychology, the problems of human adaptation to various conditions of life are quite relevant. It is the constructive course of the adaptation process that allows a person to achieve efficiency in a particular activity, to realize his potential in it.

In this regard, it becomes especially important to study the problems of a person's professional adaptation, since professional activity is the most important sphere of the life of any adult. Professional adaptation of a person, due to the versatility of the phenomenon of professional activity, is a kind of socio-psychological adaptation of the individual, which is now being studied in various aspects [4]. Socio-psychological adaptation, being a universal process, acquires a qualitative originality at each stage of the life path in the context of solving specific age-specific developmental problems. For a person entering the period of early adulthood, such a task becomes professional self-determination.

In psychological terms, a self-determined personality is a subject who has realized what he wants (goals, life plans, ideals), what he can (his capabilities, inclinations, talents), what he is (his personal and physical properties), what he wants from him or waiting for the collective, the society [6]. It is customary to consider "identification - isolation" as a self-determination mechanism. Self-determination of personality presupposes both the assimilation of the experience accumulated by mankind, which, in psychological terms, the "I" proceeds as imitation and identification (assimilation), and the formation of the individual's unique, inherent properties, which proceeds as personification (isolation) [7].

Professional self-determination is a long, multifaceted and dynamic process. Contrary to popular belief, it does not end with the choice of a profession, but only begins at this moment.

The main indicators of professional self-determination include:

- general characteristics of a person's professional status;
- the stability of the attitude towards the chosen profession;
- identification with your professional group;
- degree of satisfaction with professional training;
- the degree of satisfaction with specific characteristics of the job (position in the team, relationships with superiors, career opportunities, stability, etc.).

The analysis of the regularities of the professional self-determination of the personality, which is the basis of professional adaptation, allows us to single out several factors that determine the nature of its course [3].

First, the nature of professional adaptation is influenced by the level of professional training of a beginner specialist, the formation of skills in solving practical problems, and professionally important personal characteristics.

Secondly, the formation of professional self-awareness and the internalization of the system of value orientations, necessary for effective professional activity, have a significant impact on the process of professional adaptation.

Thirdly, professional adaptation depends on motivational factors that induce a person to carry out professional activities, professional development, and determine the system of a person's relations to the objects of professional interaction and to himself as a participant.

In addition, the process of professional adaptation is also influenced by the specific conditions of the environment in which it takes place. These conditions, being essentially "impersonal", are refracted in the minds of each subject of professional activity in the form of reasons that facilitate or complicate professional adaptation.

The listed factors of professional adaptation are universal for any type of professional activity, however, in relation to each specific profession, they have their own specifics.

Conclusions

The Ukrainian psychology of the last decades has been characterized by an intensive increase in practical orientation, which is determined primarily by the growing need for psychological assistance and psychological support for the most diverse aspects of the life of society. The need for professional psychologists is also growing, which leads to an increase in the number of students choosing psychological education.

Thus, the analysis of the psychological literature reveals the significant interest of researchers in the phenomenon of empathy and makes it possible to formulate the definition of empathy as a personality trait, expressed in sympathy, empathy, complicity, based on genetically determined abilities of empathy, emotional response to another.

Empathy is a complex, multi-level process and an important component of personality. Empathy is closely related to altruistic motives, motives of empathic behavior, and communicative personality traits and is a factor in motivation and personality formation.

Professional self-determination begins after choosing a profession, has its own professional specifics and depends on the level of professional training of a beginner specialist, his professional identity and motivational factors of a young specialist.

References

- [1] Corral, S. (1998). Key skills for students in higher education. *SCONUL Newsletter*, 15, 25-29.
- [2] Fundamentals of scientific research: textbook. manual. Ed. V.S. Marcina. Lviv: Romus-Poligraf, 2002. 128 p.
- [3] Meera N. S. Quality education for all? A case study of a New Delhi government school, *Policy futures in education*, 2015, № 13 (3), pp. 360-374.
- [4] Yagupov VV *Pedagogy: textbook*. way. Yagupov VV K. : Lybid, 2002, 560 p.
- [5] Alfred P. Rovai, Linda D. Grooms The relationship of personalitybased learning style preferences and learning among online graduate

- students. *Journal of Computing in Higher Education*. - 2004. - №16, Issue 1. - pp 30- 47.
- [6] Andrea Santo-Sabato, Marta Vernaleone From the First Generation of Distance Learning to Personal Learning Environments: An Overall Look. *ELearning, E-Education, and Online Training*. - 2014. - №138. - C. 155-158.
- [7] Shapiro, J., & Hughes, S. K. (1996). Information literacy as a liberal art: Enlightenment proposals for a new curriculum. *EDUCOM Review*, 31(2), 31-35.
- [8] McMillan R. Man Builds Twitter Bot That Humans Actually Like. *Wired*. URL: wired.com/2012/06/twitter_arm/
- [9] Mason, R. *Globalising Education: Trends and Applications*. London: Routledge, 1998. P. 37.
- [10] Biddiscombe, R. (1999). Developing the learning support role: Some of the challenges ahead. *SCONUL Newsletter*, 16, 30-34.
- [11] Iasechko, M., Shelukhin, O., Maranov, A. Evaluation of The Use of Inertial Navigation Systems to Improve The Accuracy of Object Navigation. *International Journal Of Computer Science And Network Security*, 21:3, 2021, p. 71-75.
- [12] Dordick H.S., Wang G. *The Information Society: A Retrospective View*. Newbury Park — L., — 1993.
- [13] Iasechko, M., Iasechko, S., Smyrnova, I. Aspectos pedagógicos do autodesenvolvimento de alunos de educação a distância na Ucrânia. *Laplace Em Revista*, 7(Extra-B), 2021, p.316-323.