

Psychological Peculiarities of Social Empathy of Students as a Mean of Self-Realization

Annotation. Eduard Balashov. Psychological Peculiarities of Social Empathy of Students as a Mean of Self-Realization.

Theoretical aspects and approaches to researching the issue of social empathy as a mean of self-realization have been analyzed in the article. The structure of empathy has been determined and the levels of empathic trends of the students as a mean of self-realization have been identified in the article.

Key words: *empathy, social empathy, self-realization of students, empathic trends, levels of empathy.*

The phenomenon of empathy is closely related to emotionally-determined characteristics of the personality. Empathy is investigated divergently: as a cognitive (intellectual process of perception of another person through learning his or her personal identity), emotional (emotional state of capability to empathize), and even occupational (active interaction and assistance) states. The investigation of this notion in the context of morality and spirituality of the students' youth during its variable activity is important.

There is an investigations' series of individually psychological features of students and psychological determinants of their social activity. Social empathy is one of the most important personal factors of different types of students' social activity, and it is examined in the interests of altruistic, socially active behavior.

At the present, in foreign and domestic psychology there is a sufficient amount of research works on the subject of empathy, its history and evolution. These researches represent numerous models, stages, phases and levels of empathic process. The polysemy of terms "empathy" and "social empathy" makes

scientists use more monosemantic notions such as “identification”, “congruence” etc.

The majority of modern investigations states, that the notion “social empathy” has different meanings, that sometimes is opposite to the primary sense. Aspiration for finding more concrete definition and realization of intrinsic distinctions (especially, when connected to specific life conditions of the subject of empathic experience) makes us investigate main approaches of the indicated psychological definition.

Taking into consideration a complicated state of political, economic and social spheres, low level of morality in our society etc., a great deal of scientists and experts in Ukraine paid their attention to the social empathy as an important means of self-realization of students’ youth.

Article objective is in theoretical and practical research of psychological features of students’ social empathy as a mode of self-realization.

Results of the research. Available science completions of domestic and foreign scholars enable us to familiarize with some theoretical aspects and practical experience of social empathy problem learning. Thus, a great role has a cumulative experience in psychology, pedagogics, social pedagogics, social work, owing to the research papers of Havrilova, Iliina, Merry, Orlova, Rogers, Strelkova, Khazanova, Yusupova etc. [3; 4; 7; 8; 10; 12; 13; 16; 17].

Theoretical analysis of psychological literature shows that investigations of empathy problem distinguish two main streams: cognitive and emotive. In the case of the former it is considered as a means of perception of another personality, as “intellectual communication” or intellectual reconstruction of another person inner world, i. e. purely as an intellectual process (Karamuratova). Empathy is defined as a comprehension of inner life of another person, who considers empathy as an intuitive perception of emotional state of another personality (Kovalev, Shybutani).

Representatives of another school interpret empathy as an emotional state, that appears at the sight of emotional experience of another person (Pashukova). Empathy, in this case, is considered as an affection phenomenon, main point of

which lies in the penetration into affective orientation of another person, in empathic feeling to this person, in capability to associate yourself to his or her emotional life, and share his or her emotional state (Havrilova, Carries, Rudska, Strelkova, Fenina). Certain psychologists, who investigate empathy, distinguish not only cognitive and emotive components of empathic interaction but behavioral one as well (Dzhrnazian, Kyrychok, Sardzhveladze, Shovkomud). Peculiar interest is attracted by researches in which empathic feelings are considered as a mode of altruistic behavior as a part of helpful behavior (Bateson, Cock, McDevis, Obozov, Simonov) [1; 2; 3; 4; 9; 11; 12; 13; 14; 15; 16].

In psychological literature devoted to empathy investigation it is often said that an essential condition for its occurrence is not only humane attitude in general, but retention of sympathy to the object of empathy. Researching the phenomenon of attraction, Hozman marked that help or sympathy arouses sympathy not only in the person it was directed to, but causes its return in much bigger scale. In pedagogical works of Sukhomlynskiy and Amonashvili it is emphasized that sympathy to another person may appear when helping, supporting or empathizing.

Under the influence of empathy feeling communication skills and personal skills develop. They help in the future and professional growth. Skripka, Fedotiuk, Maksymets, Yudina mark positive influence of empathy level rise on the social and professional adaptation of doctors, teachers, school psychologists, on their communication skills improvement, ability to understand emotional state of another people through non-verbal demonstrations.

Analysis of aforesaid researches draws a conclusion that empathy differentiation as a process happens with due regard for predominance of one of these components: cognitive, emotive and behavioral. The prevalence of cognitive component is distinctive for adequate perception of another personality. The prevalence of emotive component in the empathic state says about emotional reaction. In behavioral empathy subject gives an active support to the object of empathy state. Consequently, empathy is one of the regulators of relationships

between people. Empathic states of sympathy that are repeatable become the property of the personality.

Empathy is considered as a feature that becomes apparent in the perception of the inner world of another person, emotional involvement in his or her life. Empathic feelings are realized in the forms of subsidiary behavior. In this case, empathy has special socially practical significance for moral development of the personality, optimization of the relationships, that combines in activity and communication, and especially in pedagogics activity and pedagogics communication. Analysis of scientific literature helps to make a conclusion from the problem of empathy: active pedagogics empathy is professionally important treat of any teacher, that provides success of interpersonal interaction, and is shown and formed in the situations of dialogic communication, in common creative activity of the teacher and students. One of the empathy functions is allocation of the help for a student that will solve his or her problems and will promote personal development of the personality.

Empathy is a deep and faultless perception of the inner world of another person, its hidden emotions and sensational shades, emotional accord with his or her feelings, usage of perception of impersonal interests.

In the concepts of emotional empathy (Havrilova [3; 4], Strelkova [12], Holdshtein [15] etc.) it is said about various types of empathy that sometimes are interpreted as equal empathies: 1) emotional reaction in reply to the kind of contamination, primitive emotional identification; 2) empathy and sympathy as a complex forms of participation in the emotions of others.

G. Mid defines empathy as a capability to percept the role of another person. Gradually the accent moves from the emotional reaction to understanding definitely: through “imaginary transformation”, “introjection”, “acceptance of others’ point of view”. The process is not emotional any more: cognitive elements are added to the affective one.

In our opinion, the most essential contribution to the development of the empathy theory was made by Rogers. In particular, it is connected to three

important features of the empathic process. First of all, it is a preservation of personal position in empathic process of the subject, preservation of psychological distance between subject and object of the process, or in other words, absence of authentication between feelings of subject and object of the empathy. Secondly, presence of empathy in empathic process not only sympathy of subject to object. Thirdly, dynamic (process, action) not static (state, ability) character of the empathic phenomenon. These essential features of empathy are underlined by many authors [17].

Rogers, Trucks and others define leading communicative component and interpret it as a capability to transfer to the partner perception of experience and internal situation in empathy. Denish, Kagan say about ability to trace and describe inner world of other people in understandable for them expressions. Kif in his model of empathic process includes the stage of precise transfer of feelings that appeared in verbal and non-verbal forms.

This expanded and profound understanding of empathy means that with absence of communication component it is not allowed to talk about empathy. Act of empathy can occur only if interlocutor feels that he is understood, seen and heard. It broaden wide opportunities for the empathy development through the studying of special methods of understanding and expression of personal perception of other people.

In our opinion, foresaid features purely confine the “zone of indeterminacy”, that exists in the sense of empathy, and to a certain extent provide monosemy in understanding as display differentiation in phenotypic cognitively emotive processes.

O.Orlov and M. Khazanova think that it is inappropriate to consider "act of empathy" as an interpersonal transaction that includes reaction the object of empathy in the act of empathy.

The authors define empathy as process of emotional experiences of one person real and actual emotional experience of another while respecting those who

empathy, conditions "as if" and in its non-interference in the process of awareness of their emotional experiences, whom shocking. [8]

Particular importance for the theory and practice research of definite phenomenon takes a selection of major factors affecting the empathy of personality, namely the degree of proximity to the object, the frequency of communication, the intensity of the stimulus that provoke empathy, previous experience, typological groups, emotional excitability, selection of leading channels of empathy and others like that [6].

For theoretical-methodological approach in our investigation particularly important extraction the main channels implementation empathies act because we consider empathy as a stable complex personal property that performs regulatory, communication and life-supporting functions. Firmness of empathy is constrained, in our view, with possibilities of her development for a subject is limit. By E. Ilyin, develop empathy appropriate only in cases when her initial level not below middle [7].

In the structure of empathy we distinguish a few channels, namely:

- 1) Rational channel that characterize the focus of attention, perception and thinking of subject that expresses empathy on essence of another person, on her states, problems, behavior. This spontaneous interest to another person that further contributes to emotional and intuitive reflection of partner. In rational component of empathy is absent of logic or motivation of interest to another partner, attracts the attention of their own existence.
- 2) Emotional channel of empathy that fixes ability subject of empathy emotionally resonate with others to empathies, to take participation etc. Emotional sensitiveness in this case becomes the means of «affiliation» in the power field of partner. To understand his inner world, to predict behavior and effectively influence possible only in case if subject of empathy has developed determined channel;

3) Intuitive empathy channel indicates the ability of the subject to see the behavior of partners to act in a shortage of initial information about them, relying only on experience which is in the subconscious. On the level of intuition ends and summarizes information about various partners.

Psychologists distinguished three levels of empathy: 1) lowest, this is blindness to the feelings and opinions of others. Such people are more interested in their own and if they think that they know and understand others their conclusions are often wrong. However, to realize their mistake blocked low levels of empathy and mistakes may last a lifetime. 2) the most common is episodic blindness to the feelings and opinions of others. Inherent for any type of person, albeit in different forms. 3) The highest. This constant, deep and accurate understanding of another person, reproduction his imaginary experiences, a sense of them as their own, deep cycle that facilitates their awareness of human problems and the right decisions without imposing their views or their interests. For this, we must be able to renounce our own "I" to construct relationship on the principles of mutual trust and altruism.

We believe that the social empathy is an important means of self-realization of student. We believe that social empathy is an important means of self-students. Self-realization of personality is a multidimensional concept that in psychological theories is examined as a process, necessity, form, aim and result. Under self-realization of student, we understand active interaction with the socio-cultural environment that in result formed in students intercultural communicative competence, increasing social activity, professional self-actualized, developing the potential in cognitive, value-operating, emotional and volitional communicative and behavioral areas. Social empathy is one of the important components of cognitive, emotional and behavioral spheres self-actualization of students. It contributes significantly to the integration of students in the socio-cultural environment, that is why to explore students social empathy seems to us important and relevant.

In order to research psychological characteristics of social empathy students' of National University "Ostroh Academy" we used method of "Diagnosis of social empathy" N. Fetiskina, V. Kozlov and G. Manuilova. We tried to define the index of empathy respondents as an important component of their self-actualization. Were interviewed 60 students. The results of the survey in a manner of quantitative indicator of trends in the context empathy articles presented in Figure 1.



Figure 1. Levels of students empathy trends in the context of sex

As the semantic analysis of indicators of trends empathy students in terms of sex, the indexes of high and medium levels of empathy girls outperform the same boys figures on 21.7% and 1.7% accordingly, and the index of low at 23.4% lower than in boys. This phenomenon is explained by the fact that the degree of empathy in boys affected by a number of factors: they are less prone to empathy, they need more time for its development. Girls have higher level of feeling empathy than boys.

The survey allowed us to identify the relationship between empathy and self-perception and also empathy and perception of others. Thus, for the girls' perception of other are related to empathy to the parents. Thus, understanding and accepting close people, parents, sympathizing them, the girls learn to understand and accept others. For boys index of acceptance of itself is related to the general

level of development of empathy. Accepting itself, the positive and negative sides, young man will be able to accept other.

Research showed that girls dominate emotional and intuitive empathy channels while the boys dominated the rational channel. This means that girls are easier to provide intuitive behavior of the interlocutor, better understand and empathize emotionally, while the boys characterized the lack of logic and motivational interest to somebodies problems of conduct and state.

The power of empathy also depends on the grade of familiarity with the person, the object of feeling empathy. During the socialization student learns all the features of consciousness and behavior that are cultivated in the surrounding socio-cultural environment. But sometimes some of them can be confusing and seem unnecessary. To understand their importance, they could felt their influence and role for other people. Experienced teacher-psychologist helps this young man or teenager put yourself in adults or peers place and feel discomfort from his violations of behavior.

Thus, the development of ideas about empathy in psychological science is ambiguous and controversial, from understanding it as a response to the feeling on feeling affective-cognitive process of understanding the inner world more generally. Modern approach to empathy as a complex integral property of the individual student makes the emphasis on updating this definition or differentiation of its components, in other words the main channels of empathy.

As you know, the younger generation is characterized by not firmness of their views. Youth is social category that is in the process of forming their worldview that's why it is important crucially differentiated approach to the study of social empathy which helps students self-actualization in the surrounding socio-cultural environment. Systematic reflection activate students such qualities as social activity, responsibility, independence, faith in their own strength, the ability to consciously solve their own problems and to be the creator of his own life that is self-realization. This can be achieved by systematically floated on the mental activity of students, main actors of socio-cultural environment that will encourage

students to consciously solve tasks and develop self-esteem, self-education and self-education.

Conclusions and recommendations for further research.

In the article theoretically and practically defined indicators of social empathy of students as a means of self-realization in sexual context, analyzed its levels and channels. Denoted an important impact on formation empathy of students in the socio-cultural environment surrounding.

We determined that empathy is a deep and unmistakable perception of the inner world of another person, his hidden emotions and connotations, emotional consonance with his experiences, using the full depth understanding of this person is not in his own , but in another person interests.

These factss empathy of our research as a means of self-realization of students indicate deep connections between empathy and ethical behavior and externality-Internal. Moral norms begin to appear in acts and ideas. High empathic students tend to explain their failures in interpersonal interaction the internal factors, while students with low empathy give them externalities assessment.

Empathy as a personal mental formation, reaching its severity in adolescent period is a further stimulant of social behavior and altruism. Therefore, in early age we should pay great attention to this issue.

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Анотація. Балашов Е.М. Психологічні особливості соціальної емпатії студентів як засобу самореалізації.

У статті проаналізовано теоретичні аспекти і підходи до вивчення проблеми соціальної емпатії студентів як засобу самореалізації. Виокремлено структуру емпатії, а також визначено та охарактеризовано рівні емпатійних тенденцій студентів як засобу самореалізації.

Ключові слова: емпатія, соціальна емпатія, самореалізація студентів, емпатійні тенденції, рівні емпатійності.

Аннотация. Балашов Э.М. Психологические особенности социальной эмпатии студентов как средства самореализации

В статье проанализировано теоретические аспекты и подходы к изучению проблемы социальной эмпатии студентов как средства самореализации. Выделена структура эмпатии, а также определено уровни эмпатийных тенденций студентов как средства самореализации.

Ключевые слова: эмпатия, социальная эмпатия, самореализация студентов, эмпатийные тенденции, уровни эмпатийности.