

SCIENTIFIC TRADITIONS OF STUDYING THE PROBLEM OF EMPATHIC ABILITIES FORMATION IN PSYCHOLOGY

Omonova S.M. - Teacher of the "Applied Psychology" department of Kukan State Pedagogical Institute

ANNOTATION

This article is devoted to the topic of scientific traditions of the formation of empathic abilities in psychology. Also, the concept of empathy and its scientific justification, psychological peculiarities of the formation of empathic abilities, foreign experience in researching empathic abilities, analysis of scientific schools of empathy, and psychological conditions of the formation of empathic abilities are covered in detail in the content of the article.

Key words: *Empathy, empathic abilities, emotional state, empathic communication, perception, personality, empathic reactions, attitude, emotional component, emotional component, behavioral component, development.*

It should be noted that the problem of empathic abilities is one of the most interesting issues of modern psychology, which requires the analysis of its psychological essence and formation process, specific theoretical approaches. Therefore, studying the nature of empathy as a phenomenon, separating its components, and determining the psychological factors affecting the development of empathy is considered one of the most important works. Chronologically, the history of the study of empathy dates back to the end of the 19th century and the beginning of the 20th century. Foreign researcher E. Titchener is considered to be the scientist who introduced the term "empathy" to psychology for the first time. According to the psychological dictionary, empathy is the experience of understanding the emotional state, getting into the feelings, and being able to quickly understand the feelings of others. However, this definition does not give a complete picture of the complexity and versatility of empathy as a psychological phenomenon. Because, from the content of many approaches to the phenomenon of "Empathy", it is clear that empathy is a metapsychological category, that is, it is distinguished by the variety of theories that explain it. According to K. Rogers, empathy is a mental process aimed at modeling the experiences and inner world of the perceived person. That is, it is a dynamic and stepwise process. Unlike others, T. Barrett-Lennard distinguishes three stages inherent in the process of empathy:

1. The stage of empathic understanding of the listener's perception, in which the subject makes a correct conclusion about the thoughts and feelings of another person;
2. The stage of empathic communication, in which the subject expresses his opinion about the experiences of another person;
3. The stage of empathic communication, in this stage, empathic understanding is tested and a dialogue of mutual understanding develops between the parties.

In his research, T.D. Karyagina identified two stages of the empathic process:

1. The object of empathy's perception of various open variables, obtaining information about the quality, sign and content of his experiences;
2. Build a model of open and hidden activity of the object of empathy in the internal plan and connect it with their values and needs;

Second, empathy is perceived as a mental empathic reaction in response to a stimulus. According to I.M. Yusupov, there are types of empathic reactions that form two large groups:

1. Empathic reactions in response to group behavior;
2. Empathic reactions directed at a specific person.

Other researchers R. Diamond, S. Markus, D. Myers, S.A. Kozlova, I.P. Petrovsky and L.V. In Strelkova's research, empathy is defined as an ability or characteristic of a person with a complex, affective-cognitive-behavioral character. That is, empathy is manifested in the ability to indirectly relate to the experiences of others, and at the same time, it reflects the internal state, thoughts and feelings of the subject of empathy.

Unlike the above researchers, T. Lipis, A. Vallon, T.P. According to Gavrilova, empathy is the ability to respond to signals that convey the emotional experience of others[5,116]. In turn, psychologists Yu.B. Hippenreiter, I.M. Yusupov, K. Rogers describe empathy as the ability to help others in altruistic behavior, to contribute. Empathy in a broad sense is a set of socio-psychological abilities of a person, through which recognition of the emotional state of others, the ability to mentally transfer oneself to the thoughts, feelings and actions of others, the ability to interact, and the experience of being able to share in other people's problems are evaluated. According to this approach, empathy is a complex, multi-level phenomenon, the structure of which is determined by the capabilities of a person's emotional, cognitive and behavioral spheres.

In elucidating the nature of the phenomenon of empathy, the researcher emphasizes the need to consider the content of the following components:

- Emotional component - the ability to recognize and understand the emotional state of others. This component is passive sympathy, which is described as a form of being in the partner's emotional state;
- Cognitive component - the ability to mentally transfer oneself to the thoughts, feelings and actions of other people. This perception and understanding of the inner world of others is also a manifestation of true empathy.
- Behavioral component - the ability to use interaction methods that alleviate the pain of other people. That is, it is characterized by helping partners, facilitating behavior and encouraging others. Therefore, the classified components are criteria

that indicate the manifestation of empathic abilities, and their analysis is considered one of the main conditions for a clear definition of the "empathy" phenomenon.

E.I. And Rogov, speaking about the existence of different criteria to differentiate types and forms of empathy, singles out the following aspects of the formation of empathy:

- The genesis of empathy (on the basis of this criterion, global, egocentric and social empathy are distinguished);
- Empathy tendency (personal and situational empathy);
- Level of development of empathy (elementary reflex and personal forms of empathy).

This criterion for determining the forms of empathy is inextricably linked with the general direction of a person and his value directions, as well as the direction of empathic experiences. In modern psychology, it is said that empathy can be directed both to oneself and to other people. A self-directed form of empathy is called concern or distress. It occurs when the perceived state of the partner causes the subject stress and violates his interpersonal needs.

Another form of empathy is called compassion, sympathy, or empathic concern. Sympathy reflects the attitude of a person to the problems of another person, regardless of his own well-being. It appears in a situation where the perceived state of the partner activates moral motives in his favor and creates the need to help him. It should be noted that the type of empathy, the form of manifestation is also determined by the value orientations, relationship system and features of the individual's worldview. Therefore, scientific approaches to the development of empathy make it possible to distinguish the characteristics of its development in ontogenesis. Empathy is a state of experiencing something together with others, expressed in sharing someone's experience. According to A.K. Boxart, the developed ability to relate covers the entire spectrum of this state: firstly, it is compassion and sympathy, and secondly, it is joy, sharing in the joy of others.

From the first years of life, a child learns empathy through the mechanism of imitation. Imitation is done by copying the behavior and feelings of adults. For example, a baby is more likely to share a toy or candy with an adult he likes. Repetition of actions, movements, facial expressions, pantomimes is carried out on the basis of physiological mechanisms, and imitation of emotions is carried out on the basis of psychological mechanisms

A.V. Petrovsky's research shows that children initially understand the emotions of joy and anger more easily, and sadness and grief more difficult. At an

older age, the repertoire of emotional expressions becomes richer, and the child distinguishes them more and more finely. Due to the ability of children to recognize feelings, affective involvement in the situation of another person is carried out. It can continue through imitation, as a result of which the emotional state of one child is directly transmitted to other children [8,96]. That's why, in early childhood, the child was mainly the object of adults' feelings, while the preschool child empathizes with other people and becomes the subject of emotional relationships. If preschool children evaluate actions in terms of their immediate importance for the people around them, then later adults will generalize it. Empathy with peers mainly depends on the situation and position of the child. In the conditions of strong personal competition, emotions overwhelm the preschool child, and the number of negative expressions directed at peers increases dramatically. The boy does not give any evidence against his peer, but unfortunately, in his speech, he expresses his attitude towards him, thereby sharply reducing his sympathy for his friend. Passive observation of peer activity leads to a dual experience in the preschool child. If he is confident in his abilities, he will experience sympathy.

In our opinion, a person with developed empathic abilities is distinguished from others by the following characteristics:

- The ability to be open in relationships;
- Positive attitude towards others;
- Quick targeting in interaction situations;
- Predominance of democratic and altruistic strategies in interaction;
- Sensitivity to other person's non-verbal behavior;
- Sensitivity to social feelings and moral feelings;
- Sensitivity to socially approved norms of behavior.
- Emotional stability in relationships;
- Toleration of other people's shortcomings;
- A constant mood of sympathy. Therefore, these abilities are considered qualities that determine the formation of empathic abilities in a person, and it is appropriate to work on its formation from early childhood.

In general, empathy is a stage of the process of socialization, mastering it from the early stages, it is a process of understanding that one should live not only for oneself, but also for others.

List of used literature

1. Rodgers K. Empathy // Psychological motivation and emotion; pod ed. Yu. B. Hippenreiter, M. V. Falikman. - M.: CheRo, 2002. - S. 428-430.
2. Barrett-Lennard G. T. The relationship inventory: A complete resource and guide. - John Wiley & Sons, 2015., - 186 p.
3. Karyagina T. D., Ivanova A. V. Empathy and ability: structure and development in psychology training and consulting // Konsultativnaya psychology and psychotherapy. - 2013. - No. 4.- S.182.
4. Yusupov, I. M. Psychology Empathy: dis. ... Dr. psycho. nauk /I. M. Yusupov. - SPb., 1997. - 252 p.
5. Lipps T. Puti psychologii / T. Lipps // Fundamentalnaya psychologia u istokov neklassicheskoy paradigmy / sost., preisl. i zaklyuch. St. I. V. Zhuravleva. - M.: KomKniga, 2007. - P.116.
6. E. I. Rogov. Nastolnaya kniga practical psychologist. M.: Vldos, 1996. - P.78.
7. Bohart A.K. Empathy and client-oriented psychotherapy: comparison with psychoanalysis and psychoanalysis/ A.K. Bohart // j. Foreign psychology. 1993. - No. 1. - S. 57-62.
8. Petrovsky, V.A. Lichnost v psychologii: Paradigmy sub'ektivnosti / V.A. Petrovsky. Rostov-on-Don: Izd-vo Fenix, 1996. – 512 p.