

THE IMPORTANCE OF EMPATHY IN THE PROFESSIONAL TRAINING OF EMPLOYEES IN THE SOCIAL PROTECTION SYSTEM

Shokhakimov Akromjon Rakhmanovich

Armed Senior lecturer of the Department of National Pride and Military Patriotism of the Armed Forces Academy, Doctor of Philosophy in Philosophy (PhD)

Abstract. The article contains thoughts and comments on the development of professional training of employees in the social protection system, their attitude to children in need of social protection, and the development of professional and personal qualities of pedagogues and psychologists.

Key words: empathy, professional qualities, professional formation, personal qualities, interests, ability, need, motivation, social protection.

At a time when the issue of finding alternative forms of support for children in need of social protection and their widespread application in life is becoming increasingly socio-politically important, the publicization of the work of raising children in the family, preparing them as people who are fully prepared for life, the ministry dealing with these issues, the state and demands the use of new ways of approaching the work process in harmony with the times in the activities of non-governmental organizations and other bodies.

The problem of orphanhood is one of the saddest problems in the human world. In our daily life, it is customary to call children without parental care "orphans". But we must not forget that this concept is not only defined in one context, but also defined by concepts that explain a particular social position. No matter how many social conditions and opportunities are created for children who are brought up in orphanages, the family cannot replace them. Children brought up in these institutions are usually victims of social orphanhood, they are victims of the violation of family relations and the so-called family fortress. The main task of today's Mercy Homes is to ensure the full socialization of the child.

Social protection of orphans is becoming the main content and essence of the activities of the leaders and pedagogues of Mercy Homes today. Based on this, the

attitude of each pedagogue towards children is important. The formation of professional and personal qualities of a teacher's personality means his attitude towards his profession.

The initial and, at the moment, very important stage of the process of professional formation includes the choice of the future profession, that is, the period before reaching a specific professional decision [1],[5]. It is clear that the level of readiness of young people to choose a profession does not develop by itself at a certain age. Special pedagogic-psychological approaches to preparing young people for choosing a profession, in general, with the help of large-scale social influence, were required. First of all, it is important to direct young people to understand the essence of the chosen profession and to develop the personal qualities necessary for its successful mastery and subsequent fulfillment [4], [6]. In order to successfully carry out such professional guidance work, it is necessary to make effective use of the achievements of scientific research in the field of practical psychological services.

When studying the problem of professional qualities, it is necessary to pay attention to the literature that describes in detail the situations of restructuring of a person's verbal and non-verbal behavior under the influence of the professional environment. Thus, the study of the compatibility of human behavior with the requirements of activity and work team was reflected in D. Holland's typological theory, theories of suitability for activity. Within these approaches, various aspects of the influence of activity and social environment on work results and work satisfaction, individual health, and others have been studied.

It is shown that the individual can achieve a certain success only if he is formed on the basis of the activity and requirements of the work team in the dynamics of the work team . In this process, professional qualities appear as an internal structure that reflects a person's ideas about how he should be, what he can do, and how he should behave in the work team in order to perform the activity effectively.

There is no doubt that among the many factors that ensure the success of psychological activity, the level of development of the quality of empathy in a specialist occupies one of the decisive places. This is proven by the results of special studies and the analysis of advanced pedagogical experiences [3], [9].

Empathy is the emotional response of a person to other people's experiences, which is manifested in the feelings of compassion and sympathy. In grief, the emotional response corresponds to a certain human experience ; it is enough for a person to put himself in the place of the person who is sympathizing. In grief, the emotional response is expressed only in the feeling of benevolence towards the suffering person or animal.

Empathy is considered a special form of psychic influence and is important in understanding the human environment. Empathy as a form of behavior belongs to a passive type, different from group emotional equalization, but it significantly affects the social management of individual behavior. In the assessment of empathy as a personal-psychological trait, gender, age, emotional, social instruction, and other factors influencing emotional sensitivity and emotional perception are taken into account. The characteristic of empathy, it can arise and manifest in great force not only in relation to people (animals) existing in life, but also in relation to images in artistic images, literature, cinema, theater, etc. Empathy should be an important professional trait for psychology professionals.

It is known that empathy (from the Greek "emphatia" - sympathy) means to consciously sympathize with the emotional experiences of another person at the same time [2]. The term "empathy" was introduced into scientific circulation by Edward Titchener in 1909. According to historical data, the scientist used the word "einfuhlung" in the German language through the method of "calculation" (French "calque"- copy), which is interpreted as a special method of learning foreign language words in the science of lexicology. (the word "einfuhlung" itself was used for the first time in 1885 by Theodore Lipps in the framework of the theory of the influence of works of art on people) [3]. But Z. Freud was the first to describe the phenomenon of its essence without using the word "empathy". For example,

Z. Freud wrote in his work "Ingenuity and its relationship with the unconscious" published in 1905: "We take into account the mental state of the patient, put ourselves in his place and try to understand his condition" [5].

There are different criteria for differentiating forms of empathy:

1. A leading component modality in the structure of empathy. According to this criterion, emotional, cognitive and behavioral empathies are distinguished;
2. The genesis of empathy. According to this criterion, global, egocentric and prosocial empathy are distinguished.
3. Empathy Dispositional Criterion. This includes interpersonal and situational empathies.
4. Criterion of the level of development of empathy. This includes elemental reflexes and personal empathies.

Scientists distinguish several types of empathy:

1. Emotional, if in the process of modeling the object of empathy, emotionality takes priority in the subject;
2. Regarding knowledge (cognitive), if in the process of modeling the object of empathy, informativeness takes priority in the subject.
3. Moral, if in the process of modeling the object of empathy, voluntary aspects prevail in the subject, this situation is expressed in forcing the object of empathy to do something and, in turn, waiting for his empathy in response.

The following forms of empathy are distinguished according to the criterion that the leading component of empathy is modal:

1. Rational empathy.
2. Emotional empathy.
3. Intuitive empathy.

In conclusion, it should be said that needs, interests, attitudes, trust and other components of a person's motivational sphere, which are satisfied and realized through the profession, are considered as elements of professional qualities. In order to achieve professional qualities, it is necessary to have the necessary knowledge and abilities that ensure the implementation of activity.

List of references

1. Abulkhanova-Slavskaya K.A. Tipologicheskiy podkhod k lichnosti professionala // Psikhologicheskie issledovaniya lichnosti professionala / Pod. Red V.A. Bodrova . - M.: IP AN USSR. 1991.- S.58-66.
2. Gavrilova T.P. Ponyatiya espatii and zarubezhnoy psichologii // Voprosy psichologii. 1975. - No. 2. - S. 147-158.
3. Efrenko I.O. Podgotovka spetsialistov sotsiometricheskikh professiy s uchetom rationalnosti empathii // Fundamentalnye issledovaniya. -2010.- No. 12 - S. 147-158.
4. Klishevskaya M.V. K probleme professionalnogo razvitiya // Vestnik MGU, series 14. Psychology, - 2001.-№;-S.3-11.
5. Steinmetz A.E. Development of empathy and psychological training (Iz opkta rabotq)// Vopros y psikologii, 1983.-№ 2. -S. 79-83.