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LORO REALIZZAZIONE: ESPERIENZA
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CHARACTERISTICS OF EMPATHY OF PUPILS AND STUDENT IN MODERN EDUCATIONAL INSTITUTIONS AND THEIR FEATURES

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Empathy have, in their essence, a clearly perceived empathy by a certain individual of the emotional state of another person, taking into account the external factors of a specific emotion and a clearly defined perception of the subjective worldview of another person from such an angle of view as if she herself and is actually this other personality. It is these provisions that determine empathy as an important indicator of the attitude of one person to another, and not only as a criterion of the degree of integration of the leading components of cognitive and emotional processes, which is of great importance, based on the leading positions of preventive medicine [1, 2, 3, 4, 5, 6, 7, 8].

Scientific research was carried out on the basis of 5 modern educational institutions of different accreditation levels: university, college, school, lyceum and school. The process of determining the empathic abilities of pupils and students involved the use of Boyko's personal questionnaire, which provides an opportunity to determine the degree of their expression according to rational, emotional and intuitive channels, attitudes that promote empathy, penetrating ability in empathy and identification in empathy, as well as to calculate the value of the total indicator empathic abilities, the value of which in the range of up to 14 points indicated a low level of empathy development, in the range from 15 to 21 points – a reduced level of empathy development, in the range from 22 to 29 points – an average level of empathy development, in the range of more than 30 points – about a high level of empathy development.

The data obtained in the course of the conducted work provide an opportunity to carry out an individual assessment of the empathic abilities of the examined categories, to determine the possibility of a certain specific person to put himself in the place of another, while observing the meaningful and emotionally significant features of his environment, to establish a tendency to empathize and the degree of understanding of the peculiarities of experiencing situations, in which there are other persons, etc.

During the conducted research, it was established that the highest level of expression of the total indicator of empathic abilities was typical for boys and girls who were in the conditions of the school, as well as for the boys who studied in the conditions of the university and girls who studied in the conditions of the school. Instead, its lowest level was typical for young men who were in the conditions of college and school, and for girls who were in the conditions of lyceum and college. Statistically significant differences between representatives of individual educational institutions were noted between young men of college and school ($p < 0.05$), college and lyceum ($p < 0.05$), college and school ($p < 0.01$) and college and university ($p < 0.01$), at the same time, gender-significant differences were characteristic for university boys and girls ($p < 0.05$) and for lyceum boys and girls ($p < 0.05$).

It is interesting that the data based on indicators of the values of the rational channel of empathy, which provide an assessment of the peculiarities of the focus of attention, perception and thinking of pupils and students on the personal characteristics of another person, should be considered the most pronounced, according to the emotional channel of empathy, which outline the possibility of pupils and students to achieve a state of emotional harmony with the environment, understand the inner state of others and predict their behavioral reactions and through the intuitive channel of empathy, which is responsible for a person's ability to predict the behavioral reactions of friends, colleagues, teachers and parents, to make correct decisions in the presence of a certain lack of information and to perceive existing evaluative stereotypes.

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