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Stages And Principles Of Developing Empathic Skills In Students On The Basis Of Pedagogical Values

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Abstract: This article analyzes the stages and principles of developing empathic skills among students based on pedagogical values in the era of globalization. The study highlights empathy as a crucial pedagogical factor in strengthening humanism, tolerance, and moral values in teacher-student relationships. The article scientifically substantiates the importance of empathy-based approaches in developing students' social activity, respect, and compassion.

Keywords: Empathy, pedagogical values, empathy-based approach, humanism, tolerance, communicative competence, moral education, teacher's personality, reflection, global education.

Introduction: In the context of globalization, the development of humanity is proceeding in harmony with technological achievements, digital transformation, a sharp increase in information flows and cultural diversity. Such complex social processes require the modern education system to keep pace with the times and to educate the younger generation not only as knowledgeable, but also as socially active, morally mature, empathic, tolerant and humanistic individuals.

Today, the educational process is not limited to the transmission of knowledge; it is also directed towards forming the ability to manage one's emotions, to show compassion towards others, mutual respect, solidarity and social responsibility. From this point of view, empathy is recognized as an important quality in the personal and social development of the learner and in ensuring his or her socio-emotional stability.

Empathy is the ability to understand the feelings of others, to sense them with one's heart and to express a positive attitude on this basis. From a pedagogical perspective, empathy shapes sincere and humanistic communication between teacher and learner and creates an atmosphere of trust and mutual respect within the educational process. An empathic teacher understands the student's inner experiences, applies an individual approach and encourages his or her personal growth. In turn, an empathic learner acquires the skills of listening to others, understanding them and maintaining a positive attitude towards their situation.

Pedagogical values, in turn, are a set of principles such as humanity, justice, honesty, cooperation, responsibility, tolerance, and national and universal moral-normative standards. They determine the spiritual orientation of the teacher's activity and shape learners' moral outlook, spiritual position and social responsibility. Social-emotional qualities such as empathy develop in a stable way precisely on the basis of pedagogical values, because values form the internal normative system that governs a person's inner world, thoughts and behaviour.

At a time when young people are encountering various cultures, views and world outlooks in the era of globalization, empathy and pedagogical values serve as the main means of enhancing their social adaptability and developing a culture of humanism. Therefore, forming empathic skills on the basis of pedagogical values within the educational process is regarded as an urgent pedagogical issue.

The process of developing empathic skills in learners forms the following competencies: correctly interpreting the feelings of others; managing one's own emotions; engaging in constructive communication; feeling responsibility in collaborative work; maintaining socio-emotional balance. This, in turn, serves to implement the main goal of education — the idea of

"comprehensive development of the individual." Through empathy, the learner becomes aware of themselves as a member of society, does not remain indifferent to the problems of others and aligns their behaviour with moral-normative values.

Thus, forming empathic skills on the basis of pedagogical values is not only a psychological or moral aspect of the educational process, but a process that strengthens the spiritual-philosophical foundation of education and ensures the social harmony of the teacher's and learner's personalities. This process requires the teacher to possess a high level of reflection, communication culture, didactic sensitivity and personal exemplary behaviour.

In conclusion, in the era of globalization, forming empathic skills on the basis of pedagogical values is a social and spiritual mission of the education system. An empathic individual is a person who can listen to others, feel their pain, behave responsibly in society and embody human values in practice. From this standpoint, the present study is aimed at analysing the organic interrelation between empathy and pedagogical values and at elucidating the stages, principles and methodological foundations of their formation.

Stages of forming empathic skills. The formation of empathic skills in learners requires a scientifically grounded methodological system that is continuous and organized in successive stages. According to the analysis of research (Davis, 1980; Hoffman, 2000; Goleman, 2011) and modern pedagogical concepts, the process of empathy development proceeds through four main stages: the cognitive, emotional, moral-practical and reflexive-integrative stages.

1.   Cognitive stage – the stage of understanding

This stage constitutes the cognitive-pedagogical foundation of the formation of empathy. First of all, learners come to understand the essence of the concept of empathy and its psychological and social functions. In this process, the teacher provides theoretical information about empathy and, through examples, guides students toward understanding the feelings of other people.

Main goal: to develop empathic thinking and social awareness in learners and to cultivate the skill of paying attention to the opinions of others.

Methods: conversation, case study, analysis of problem situations, interactive communication, and thinking based on visual models.

Practical example: the "Emotion identification map" activity — learners analyse various human conditions through pictures and explain the corresponding feelings.

Result: empathic thinking, social perception and the ability to understand the feelings of others are formed in learners.

2.   Emotional stage – the stage of feeling

This stage reflects the emotional-psychological level of empathy. Learners acquire the ability to respond emotionally to the situation of others and to feel their experiences with their hearts. Through this process, feelings such as compassion, sincerity and tolerance become deeper.

Main goal: to develop in learners sensitivity and sincere emotional responsiveness to the feelings of others.

Methods: role plays, dramatization, emotional "If I were in their place…" exercises, reflective trainings and psychological activities.

Practical example: the "One day in someone else's place" exercise — learners test themselves in certain social roles (a person with a disability, an elderly person, someone in need, etc.).

Result: the culture of feeling, compassion, kindness and humanistic values are strengthened in learners.

3.   Moral-practical stage – the stage of behavioural expression

At this stage, empathy is expressed in a person's behaviour and practical activity. Learners demonstrate their empathic feelings by making moral decisions in real situations. At this stage, the learner not only feels empathy but also learns to apply it in practice.

Main goal: to transform empathic feelings into practical behaviour and to form moral responsibility.

Methods: "Moral dilemmas," debates and discussions, "learning through observation," service activities (volunteering), and social project work.

Practical example: the "I can help" project — learners communicate with and provide assistance to lonely elderly people or children in their neighbourhood.

Result: humanism, cooperation, social responsibility and skills of making moral decisions are formed in learners.

4.   Reflective-integrative stage – the stage of self-awareness

At this stage, the learner analyses their empathic experiences and learns to evaluate their own emotions and behaviour. Empathy now becomes integrated into the person's inner value system and turns into a stable behavioural habit.

Main goal: to form the learner's skills of self-analysis, emotion regulation and acceptance of empathy as a personal value.

Methods: reflective writing ("How did I understand the other person?"), emotional diaries, peer assessment and personal portfolios.

Practical example: the "Emotion diary" — every day, the learner writes down the emotions they experienced in interaction with some person and analyses them at the end of the week.

Result: empathic thinking, a culture of reflection, self-awareness and self-regulation competencies are developed.

Basic principles of empathic education

In the process of forming empathic skills, it is necessary to rely on the following principles. Each principle places the learner's personality at the centre and ensures a humanistic orientation:

• Principle of humanism – approaching each learner as an individual personality and respecting their emotions, opinions and values.

• Principle of dialogue – organizing open, sincere and egalitarian communication between teacher and learner.

• Principle of reflection – developing in learners the ability to recognize and analyse their own emotions and to respond to the emotions of others.

• Principle of cooperation – forming empathy on the basis of group activity, mutual assistance and social collaboration.

• Learner-centred principle – adopting an approach that corresponds to the learner's individual needs, temperament, motives and social experience.

• Principle of cultural context – linking empathy with national values, traditions, spiritual heritage and family upbringing.

• Principle of innovation – using modern pedagogical technologies, digital platforms and interactive methods in a creative way.

Modern methods of developing empathy

Under conditions of globalization, the formation of empathy in education becomes more effective through modern pedagogical technologies, digital tools and creative methods. The following are among the most widely used methods:

• Interactive trainings and role plays – by modelling real-life situations, they develop in learners the ability to understand and feel the emotions of others.

• Virtual learning environments (Edmodo, Moodle, Kahoot, Google Classroom) – provide opportunities to experience empathic communication, cooperation and cultural diversity on a global scale.

• Creative projects and social activities – teach learners to express compassion and responsibility in practice through volunteering and community service.

• Multimedia lessons and film analysis – conduct emotional analysis and discussion based on feature films, documentaries and short videos on the topic of empathy.

• Reflective writing and blogs – learners express their emotions in written or digital form and thereby consolidate the process of self-understanding.

• Empathy simulations – through virtual reality (VR) or interactive programs, the learner directly experiences various human conditions.

CONCLUSION

Processes of globalization and digital transformation are placing new social, cultural and moral demands on the education system. In this context, forming empathic skills in students on the basis of pedagogical values emerges as an essential condition for developing a humane, ethical and sustainable system of education. Empathy is not only about sensing or understanding the emotions of others, but also about valuing them, respecting them and approaching them with a sense of social responsibility.

An empathic approach is a necessary pedagogical factor for learners' personal development, social adaptation and success in intercultural communication. Through empathy, the learner acquires the ability to harmonize their own emotions with those of others and to establish balanced relationships in the social environment. This process, in turn, contributes to the creation of a healthy psychological climate in educational institutions and to the consolidation of values such as mutual respect, cooperation and tolerance.

Empathy based on pedagogical values is not merely an emotional process; it is a complex personal quality that integrates moral consciousness, social responsibility and humaneness. It broadens the learner's worldview, strengthens their inner moral position and helps them to understand their duty to society. Therefore, the process of empathic education requires the teacher to possess a high level of professional culture, patience, communicative competence and a learner-centred approach.

Relying on the principles of empathic pedagogy enables the teacher to establish trusting, open and sincere relationships with students. As a result, learners grow up in an educational environment grounded in mutual respect, compassion, tolerance and collective responsibility. Thus, empathy is not only the psychological, but also the moral and social foundation

of modern education.

In conclusion, forming empathic skills on the basis of pedagogical values has strategic importance for humanizing the education system and for nurturing the younger generation as spiritually mature, socially active and morally responsible individuals.

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