

Implementation of the System of Forming the Empathic Culture of would-be School Teachers

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Abstract—Problem and purpose. The urgency of the presented research is determined by the need of modern society in the teacher, who have sympathy, and empathy as a teacher's professional value; necessity of forming theoretical bases of formation of the empathic culture of future teachers in the course of their vocational training; the need to develop a practical apparatus for the effective forming the empathic culture of future teachers. The aim of the study was to develop, substantiate and implement the system of the forming the empathic culture of future teachers, to identify and test the pedagogical conditions for its effective functioning. **Methodology.** In constructing a system for forming the empathic culture of future teachers, the authors used in their entirety a systematic, culturological, personality-activity approaches that ensured the correctness of posing the research problem and the possibility of creating an apparatus for its productive solution. The process of implementing the system of forming the empathic culture of future teachers was carried out in three stages. Throughout the experiment, the authors used theoretical (analysis, generalization, systematization, modeling), empirical methods (observation, testing, conversation, ascertaining the stage of experimental work), methods of mathematical statistics, and quantitative and qualitative analysis of research results. **Results.** In the course of this study, the authors developed and implemented a system for forming the empathic culture of future teachers, identified a set of pedagogical conditions for its effective functioning, substantiated the relevance of this study and in practice proved that the training the future teacher includes elements and fragments of the forming the empathic culture, for example, the qualities of the teacher's personality, connected with the empathic attitude towards the students, and also the individual style of the pedagogical education is formed yourself oriented humane interaction with entities of the educational process. But the most optimal and harmonious formation of the empathic culture occurs when the identified pedagogical conditions are applied. **Conclusion.** As the results of the experiment showed, the authors succeeded in developing, substantiating and implementing the system for shaping the empathic culture of future teachers, as well as identifying and verifying the pedagogical conditions for its effective functioning.

Keywords—empathy of teacher, reflection, empathic culture of teacher.

I. INTRODUCTION

In modern conditions, when humanization and democratization are declared as the basic principles of the modern education system, the phenomenon of education is thought of as means of safe and comfortable existence of the individual in the modern world, as a way of self-development of a person. In this regard, the need for training specialists

with a high level of empathy, empathic culture is becoming more acute, and this is especially important for the pedagogical profession. The education system should be built around a strong, gifted, talented, enthusiastic teacher, who has charity and empathy to other people, especially students. To solve this nationwide task, the teacher is responsible for building pedagogically appropriate partner relations with other subjects of socialization: family, public organizations, additional education institutions, mass media, etc.

Being a complex multi-component phenomenon, the empathic culture of future teachers does not arise spontaneously and independently in the process of professional training, but it is an integral part of the basic culture of a person, a component of pedagogical skill and professionalism that requires a purposeful formation.

Thus, the problem is important because modern society needs a teacher who possess such qualities as tolerance and empathy as a professional value, the need to create a theoretical basis for the formation of the empathic culture of future teachers in the process of their professional training, as well as the need to develop a practical apparatus for the effective implementation of the system of forming the empathic culture of future teachers.

II. LITERATURE REVIEW

The singling out of the pedagogical culture terms allowed us to approach the understanding of the "empathic culture of the teacher" phenomenon, that we studied, following the logical line: "empathy", "empathic culture".

The term "empathy" denoting a person's ability to empathize, as we have already noted, was introduced by E. Titchener, translating the German word "einfühlung" as "feeling" [12].

In the psychological literature, the concept of "empathy" became widespread in the early fifties of the twentieth century, when in 1959 K. Rogers proposed one of the definitions of "empathy." He wrote: "To be able to empathy means to perceive the inner world of another person, precisely, with the preservation of all the emotional and semantic nuances. As if you become this another person, but keeping the feeling of "as if" ... [9, P. 235].

At the present stage of the development of psychological science, despite the available research, the phenomenon of empathy remains poorly understood. V. Boyko, for example, regards empathy as a form of rationally-emotionally-intuitive reflection of another person [2]. A number of researchers

(V.A. Labunskaya, A.I. Makeeva, D. Richardson, etc.) define empathy as the person's ability to interpret adequately the expressive behavior of another person [7,10].

So, empathy is a property of a person, manifested in situations of interpersonal communication, expressed in the ability to share the feelings of another person, in the ability to empathize, sympathize and tolerate [10].

As for pedagogical studies on the role of empathy, the analysis showed that many scientists consider empathy as one of the components of the pedagogical process [2,6,8 etc.]. According to G.F. Mikhailchenko [8], empathy is a part of pedagogical abilities structure and creates a special emotional atmosphere conducive to the harmonious development of both the student and the teacher.

So, having analyzed a number of studies on the problem forming the empathic culture of teachers, the empathy of teacher is a professionally significant personal quality, expressed in the ability to empathize, sympathize and tolerate in professional activities.

As for education, empathy has long been an integral part of the educational system, but very few studies are devoted to its role for the professional work of the teacher. [11] Empathy is closely related to the training of future teachers, since it is an indispensable inalienable quality of the future teacher serving various purposes in his professional activity. The role of empathy is to balance and supplement the mental aspect that exists in studying. Thus, the participation of the teacher in the life of the student is also expressed in a close empathic relationship with the inner world of the student, and his personal orientation in the learning process [1].

Cooper [4] considered the importance of empathy in education, because, in his opinion, teachers with empathic qualities are stress-resistant people with high moral standards who are emotionally and mentally connected to their students and thus able to create good feedback. According to Cooper [4], the teacher's empathy includes three components: basic, deep and functional.

According to another scientist, Kohut [5], the effectiveness of learning will increase if the teacher is able to understand "from the inside" the student's reaction, to recognize how the student perceives the learning process.

Thus, after analyzing a number of studies on the problem of the formation of empathy in teachers, we share the positions of scientists and, under the empathy of the teacher, we understand a professionally significant personal quality, expressed in the ability to empathize, sympathize and tolerate in professional activity [10].

It should be noted that until the beginning of the 1980s in scientific literature the term of "empathic culture" was hardly used. It is explained by the fact that the specifics of the formation of this phenomenon did not become the subject of special research, and it was studied indirectly, in terms of solving general and special problems of preparing students for work at school.

Summarizing the positions of researchers [2,3,7,8] the empathic culture of future teachers is understood as a kind of his/her professional culture in which empathy and tolerance are the basic values of professional activity.

In the logic of structural analysis of empathic culture, having analyzed a number of studies, we identified three components that are in indissoluble unity and interaction:

- the cognitive component includes a set of knowledge about empathic interaction of subjects in the educational process, on the basis of sympathy, participation, facilitation and tolerance;
- the emotional-activity component is manifested in the ability to respond emotionally to the experiences of the student, to implement adequate ways of behavior in accordance with the emotional state of the subject during the interaction;
- the personality-value component reflects the orientation of the person, manifested in the adoption of empathy as a professional value of the teacher, in the pursuit of improving the empathic attitude in pedagogical activity [10].

The analysis of the scientific literature on the degree of elaboration and the current state of the problem of shaping the empathic culture of future teachers led to the need to streamline the available best practices in solving the indicated problem. It was necessary to develop a system for the formation of empathic culture of future teachers, relying on modern capabilities of higher professional pedagogical education standards, streamlining the content, forms, methods and means of vocational training in the university by specifying the criteria and levels of empathic culture based on the needs of real education practice. Initially, in solving this problem, it was necessary to perform a search, an argumentation and the elucidation of methodological foundations, and then directly begin designing a pedagogical system of forming of the empathic culture of future teachers.

III. METHODOLOGY

Theoretical and methodological basis of the research was made up of ideas and the position of the system approach (V.G. Afanasyev, I.V. Blauberg, V.N. Sadovsky, E.G. Yudin, etc.), cultural approach (A.G. Asmolov, V.S. Bibler, S.I. Hesse, L.N. Kogan, N.B. Krylova, V.M. Rozin, etc.), personality-activity approach (V.S. Bezrukova, E.V. Bondarevskaya, P.Ya. Galperin, V.V. Davydov, E.F. Sezer, A.N. Leontiev, A.K. Markov, A.V. Petrovsky, K.K. Platonov, E.I. Rogov, S.L. Rubinshtein, V.V. Serikov, etc.); theory of empathy (F.A. Akhmetshina, A.A. Bodalev, S.P. Borisenko, M.G. Markina, K. Rogers, E. Titchener, etc.), empathic culture (Yu.M. Gordeev, M.G. Markina, A.N. Moiseeva, I.M. Nasenkova, A.N. Nasifullina, T.B. Romanov, and others), values (B.G. Ananiev, O.G. Drobnitsky, A.G. Zdravomyslov, A.V. Kiriakova, etc.), reflections (V.K. Eliseev, A.V. Karpov, L.P. Kachalova, I.I. Levina, V.A. Lefevr, G.P. Shchedrovitsky, etc.), volunteer activity (E.D. Akhmetgaleev, A.B. Barhaev, E.V. Gareeva, etc.), the preparation of future teachers in the university (G.A. Bordovskii, A.V. Dubakov, E.A. Klimov, E.V. Korotayeva, and others), the formation of professional culture in future teachers (V.L. Benin, V.A. Slastenin, S.L. Suvorov, etc.), the pedagogical experiment (V.I. Zagvyazinsky, A.S. Kazarinov, M.N. Skatkin, E.V. Yakovlev etc.) [2,3,6,7 etc].

For the further implementation of the system of forming the empathic culture of future teachers and filling it with content, we used a set of methodological approaches. We regard the systemic, the cultural and the personality-activity approaches.

Based on the results of realization of the presented approaches, we have developed a system of forming the empathic culture of future teachers, which contains a motivational-target, organizational-activity, control-evaluation and analytical-corrective components.

IV. RESULTS

Forming the empathic culture of future teachers was conducted in three stages within the educational process of the Shadrinsk State Pedagogical Institute at the Faculty of Foreign Languages and Chelyabinsk State Pedagogical University. The experiment involved 182 students of all courses in the direction of "Pedagogical Education" with the qualification of a bachelor on the profiles: "Primary Education", "Foreign Language".

At the first stage of the pedagogical experiment, students were divided into five groups: four experimental groups and one control group. In the first experimental group (EG-1) the functioning of the developed system was provided on the basis of the first pedagogical condition "Implementation of the discipline by choice" Reflexive Workshop "; in the second group (EG-2) the developed system was ensured by implementation of the second pedagogical condition "Introduction of situational pedagogical tasks in compulsory disciplines of the variable part"; in the third (EG-3) system of forming the empathic culture of future teachers was carried out taking into account the third pedagogical condition "Inclusion of various types of volunteer activities in the programs of practices"; in the fourth group (EG-4), the implementation of the system of forming the empathic culture of future teachers was provided with the whole set of conditions. In the control group (CG), separate fragments of the system were used without providing pedagogical conditions.

In addition to the choice of the experimental plan, was developed a diagnostic apparatus of the pedagogical experiment that ensures an adequate study of all the components of the empathic culture and makes it possible to evaluate objectively its formation at different stages of the educational process.

As a criterion for the effectiveness of forming the empathic culture of future teachers based on the pedagogical conditions, the student-future teacher is expected to advance to a higher level of empathic culture. Levels of formation of the empathic culture of future teachers are reproductive, productive and heuristic.

During the experimental part of our study, we used empirical methods of obtaining scientific data:

- Observational methods (observation, self-assessment);
- praximetric methods (method of studying the results of activity);
- psychodiagnostic methods (questioning, testing).

As a basis for the quantitative evaluation of empathic culture, the method of deducing an average score was taken, based on the following procedures:

- a high level of development of each component was estimated at 3 points;
- average level of manifestation - 2 points;
- low level - 1 point;
- all points received are summed up (the sum of scores on indicators of cognitive, emotional-activity, personality-value components of the empathic culture) and are divided into 3 (by the number of components that make up the empathic culture).

The data of the entrance control showed, before the beginning of the experiment, that the majority of its participants (78.6%) had low empathy culture - the reproductive level of formation, which confirms the objective necessity of realizing the developed system and the pedagogical conditions.

For two years of the experiment, there have been positive changes on the level of formation of the empathic culture of future teachers. In the control group (CG) there was a significant reduction in the number of students at the reproductive level and a corresponding increase at the productive level, changes in the productive level accounted for only 5.1%. In experimental groups, on the contrary, the increase in the number of students at the heuristic level was 13.5%, which is almost twice as high as in the CG; the number of students at the reproductive level was reduced to 26.3%, while the productive level was increased by 40%.

The results obtained in the final assessment at the end of the third year of the experiment showed differences in the attained levels of empathic culture of future teachers in the control and experimental groups (fig.1).

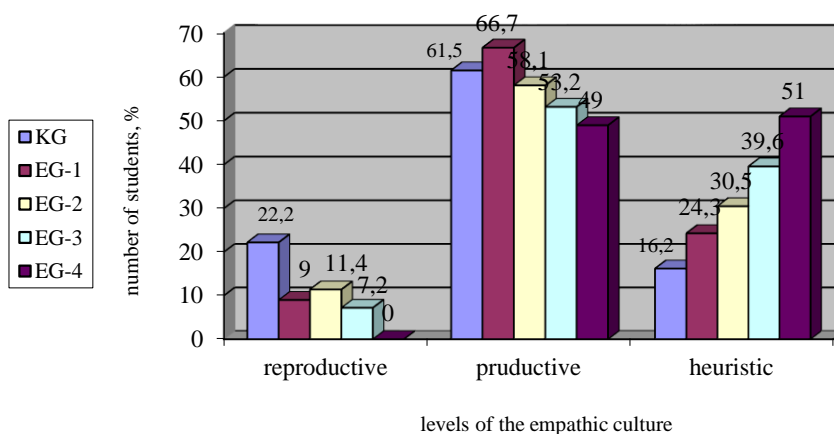


Fig. 1. Distribution of the levels of empathic culture in the control and experimental groups on the final assessment.

It should be noted that the author's system didn't overload the volume of students' academic load, established by the Federal State Educational Standards of Higher Professional Education, took into account the substantive and organizational features of vocational training, enriching programs and teaching and methodological support.

Statistical analysis showed that in each experimental and control groups significant changes occurred during the period of the pedagogical experiment. This fact is convincing evidence that in the process of professional training of future teachers, the formation of empathic culture occurs both under the influence of a specially organized work, and in the natural conditions of the educational process (as, for example, in the CG).

However, as the results showed at each stage of the experiment, the formation is qualitatively different in groups with the realization of the author's system and pedagogical conditions and in the group without realizing them. After the first year of training, future teachers in the experimental groups outscored the students' empathic culture in terms of their indicators, which allowed them to more successfully adapt to the profession, master professional competencies, and so on.

During the pedagogical experiment, in addition to the entrance control, two intermediate and one final assessments were conducted, during which the level of formation of each component of the empathic culture was determined-cognitive, emotional-activity, personality-value, and an overall assessment of the formation of empathic culture as a whole.

Diagnosis and analysis of the formation of the empathic culture of future teachers was carried out by an expert group in accordance with the program of its activities, while the diagnostic tools used allowed to fully accomplish the tasks set on the basis of the principles of adequacy and objectivity.

During the pedagogical experiment, the expert group recorded a positive dynamics of changes in all indicators of the empathic culture of future teachers, both in the control group and in the experimental groups. In the experimental groups, the obtained results differed with high characteristic values, significant differences both from the values of the control group and from their values at the beginning of the experiment during the entrance control.

V. DISCUSSION

Our research has shown the multidimensionality of the problem of forming the empathic culture of future teacher, solved the found contradictions, and confirmed the fundamental principles of the hypothesis. At the same time, new issues and problems that needed solution were found. Further research can be carried out in the following areas: revealing the trends of the process forming the empathic culture of future teacher, the expansion of the diagnostic apparatus for assessing the degree of empathy formation, tolerance, the improvement of the criterial-level scales of the component composition of the empathic culture, and the didactic support for the formation of the empathic culture of future teachers.

VI. CONCLUSIONS

The study of the current state of the problem of forming the empathic culture of future teacher, the analysis of psychological and pedagogical literature and our study

showed that the need for the formation of the studied culture is determined by the need of modern society in a teacher with an empathic culture; necessity of creation of theoretical bases of forming the empathic culture of future teacher in the course of their vocational training; the need to develop a practical apparatus for the effective formation of the empathic culture of future teachers.

On the basis of a theoretical analysis of the problem posed, we formulated the goal, hypothesis and objectives of the study. To prove the hypothesis, we clarified the essence, content and structure of empathic culture; developed a system for forming the empathic culture of future teachers; substantiated and experimentally tested a set of pedagogical conditions affecting the effectiveness of the developed system.

The conducted research and pedagogical experiment proved that the author's system, with realization of the whole set of pedagogical conditions, gives higher result than when one of the conditions is realized. The results of the study confirm the validity of the hypothesis of the conducted study and prove the relevance of the implementation of the system of forming the empathic culture in the process of training of future teachers.

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