FAMILY EDUCATION IN THE CONTEXT OF THE DEVELOPMENT OF EMPATHY OF PRIMARY SCHOOL STUDENTS

Abstract. The article is devoted to the peculiarities of the development of empathy in preschool children. An important source of their accumulation is the familiarization of preschool children with the world view of tourism, city tours, and production. Excursions with children of this age are held throughout the school year and have different goals. In order for the excursion to be morally valuable, the teacher creates a certain emotional mood in the team, distributes among the children of primary school age tasks that should be completed in preparation for the excursion and during its conduct. Excursions to nature are a kind of school of moral education. They are held with children of different age groups, including children of preschool age. Such excursions give the educator the opportunity to instill in children a sense of empathy, a careful attitude to nature, and love for animals and plants.

The article reveals and defines the main types and forms of empathy, and its main functions are clarified. An analysis of the main levels of empathy development was carried out. With the help of empathy, the child joins the world of other people's experiences, it forms an idea about the value of another person, develops and
consolidates the need for the emotional well-being of other people. As the mental development of the child and the structuring of his personality, empathy becomes a source of favorable moral development.

It has been found that the child's familiarity with the concept of empathy and its forms acquired in classes, own life observations and experiences are often different and incomplete. Therefore, special work is needed (teacher's story, ethical conversation, etc.), related to the generalization of the acquired knowledge, dividing it into positive and negative, searching for effective types of behavior in situations where support, help, etc. are needed. In our work, we established that empathy refers to the highest feelings, and it is quite an important property of a person. This was the impetus for our experimental work on this problem.

Keywords: empathy, children of primary school age, altruism, moral and ethical values, traits of benevolence.

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СІМЕЙНЕ ВИХОВАННЯ В КОНТЕКСТІ РОЗВИТОКУ ЕМПАТІЇ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ

Анотація. Стаття присвячена особливостям розвитку емпатії в здобувачів освіти. Важливим джерелом їх накопичення є знайомство дітей дошкільного віку з світодіяннями турізму, екскурсії по місту, на виробництво. Екскурсії з дітьми цього віку проводяться на протязі всього навчального року і мають різні мети. Для того, щоб екскурсія була морально ціною, вчитель створює в колективі певний емоційний настрій, розподіляє між дітьми молодшого шкільного віку завдання, які слід виконати при підготовці до екскурсії і під час її проведення. Своєрідною школою морального виховання являються екскурсії на природу. Вони проводяться з дітьми різних вікових груп, у тому числі і з дітьми дошкільного віку. Такі екскурсії дають можливість вихователю виховувати в дітей почуття емпатії, бережливого ставлення до природи, любов до тварин і рослин.
У статті розкрито та визначено основні види, форми прояву емпатії, з’ясовано її основні функції. Здійснено аналіз основних рівнів розвитку емпатії. За допомогою емпатії дитина долучається до світу переживань інших людей, у неї формується уявлення про цінність іншої людини, розвивається і закріплюється потреба в емоційному благополуччі інших людей. У міру психічного розвитку дитини і структурування її особистості емпатія стає джерелом сприятливого морального розвитку.

З’ясовано, що знайомство дитини з поняттям емпатії та її формами, отримані на заняттях, власні життєві спостереження і переживання не рідко бувають різними й неповними. Тому потрібна специфічна робота (розвідь вчителя, етична бесіда та ін.), пов’язана з узагальненням отриманих знань, поділ їх на позитивні і негативні, пошук ефективних видів поведінки в ситуаціях, де потрібна підтримка, допомога та ін. У нашій роботі ми встановили, що емпатія відноситься до вищих почуттів, і вона є досить важливою властивістю людини. Саме це стало поштовхом, для проведення нами експериментальної роботи з даної проблеми.

Ключові слова: емпатія, діти молодшого шкільного віку, альтруїзм, морально-етичні цінності, риси доброочинності.

**Formulation of the problem.** The problem of empathy in students is one of the most difficult in psychological science. The elusiveness of this phenomenon for researchers confirms the diversity in definitions of its essence, mechanisms, functions, the role of empathy in the moral development of a child, prosocial behavior, altruism, etc. The accumulated material requires a certain systematization, generalizations and additions. Without the theory of empathy, it is impossible to develop theories of personality, interpersonal relations, to understand the essence of a person as a social being, a self-determining subject, and transcendent individuality. The theory of empathy will help in solving the difficult task of psychology, which, according to many scientists, consists not so much in describing the subjective reality of the child's inner world, but in the study and understanding of the connections between this world and its external environment, which collectively form its a complete life world.

**Analysis of recent research and publications.** In the works of scientists (Burden K., Kearney M., Shuk S., Berk P., Chagovets A., Chichuk A., Bida O., Kuchai O., Salnyk I., Polyakova I., Viznyuk I., Ordatiy N., Ordatii A.) it is stated that the preschool age is not only sensitive for the formation of play activities, but is a very important stage in the social development of the child, the establishment of his connections with the people around him outside of family relations. It has been proven in these works that the creation of conditions for empathic interaction among students of education with the teacher and pupils is a significant factor in the positive social situation of the preschool child's development [1-3].
The purpose of the article is the peculiarities of the development of empathy in elementary school students.

Presenting main material. The study was conducted on the basis of Vinnytsia Secondary School No. 36. 50 subjects aged 4 (group A – experimental group (EG)) and 5 (group B – control group (CG)) participated in the study, who were offered the methodology "My portrait in the rays of the sun." The purpose of this methodology was to investigate the self-esteem of preschool children. Each child was offered one sheet of paper with a sun with ten rays in the center. In the middle of the sun, they had to write their surname and first name, and on each ray - character traits inherent to them (positive and negative). It was also emphasized that it is worth answering sincerely and, for example, if the subject does not have enough rays of the sun in the picture, then they can be drawn and signed in their own way.

The completed task should have analyzed the number of qualities mentioned by the subject. The image of ten qualities was assumed, since the ladybug had 10 rays, if the subjects marked fewer qualities than on the rays - this was evidence of insufficiently developed inner world and self-knowledge. If the researched drew the rays in order to write more qualities, then this is evidence of awareness of his own importance in the family. Accordingly, the greater the number of good traits, the higher the child's self-esteem, and, conversely, the smaller the number, the lower.

![Fig. 1. The level of self-esteem of the respondents of EG persons (group A)](image)

The results of the conducted methodology proved that the following indicators dominate in EG: 10 (40%) people noted only two positive features of benevolence; 10 (40%) people indicated 4 positive acts of charity; 2 (8%) people – 6 positive features; 3 (12%) persons – 8 positive qualities (Fig. 1). The analysis of the conducted questionnaire showed that the majority of respondents of group A have a very low level of self-esteem (40%), a low level of self-esteem (40%) is observed in
10 people, 8% of respondents have an average level of self-esteem, and only 6 (12%) people have a high level of self-esteem (Fig. 1).

Fig. 1. The level of self-esteem of the respondents of the CG of persons (group B)

The results of the conducted methodology in group B (Fig. 2): 10 (40%) people indicated only two positive features of charity; 10 (40%) people noted 4 positive acts of charity; 1 (4%) subject – 6 positive traits and 4 (16%) children – 8 positive qualities. The analysis of the conducted questionnaire showed that the majority of the studied group B (40%) had very low self-esteem, 40% of children had low self-esteem and 4 (8%) people had an average level of self-esteem, and only 8 (16%) people had high self-esteem (Fig. 2).

Fig. 3. Comparison of the level of self-esteem of A and B groups

We compared the obtained data of both groups (A and B) and found that the results are almost the same (Fig. 3).

The next step was to conduct the "Unfinished Sentences" test in order to determine the level of empathy of preschool children, as well as to make the respondents of both groups aware of such important concepts as "justice", "honesty", "compassion", in the context of which they were asked to complete unfinished
sentences. sentences on the form so that they accurately reflect their true feelings. We should also note that if the respondents had any problems with the answer, they had the opportunity to skip this sentence and finish it later. It was also emphasized to them that there are no wrong answers. According to the obtained results (Fig. 4), according to this method, the following indicators were noted in group A: 5 (20%) people scored from 46 to 48 points; 8 (32%) people – from 26 to 38 points and 12 (48%) children – from 5 to 18 points.

![Fig. 4. The level of empathy in preschoolers of group A (EG)](image)

The analysis of the obtained results (Fig. 4) according to the methodology carried out in EG showed that the majority of respondents have a very low level of empathy (48%), which indicates the presence of little empathy in the researched or no empathic tendencies and compassion developed at all. A significant part of the students (32%) have an average level of empathy, which is due to their interest in comforting the offended and helping them. The formation of a high level of empathy (20%) is due to the child's presence of sympathy and pity for others, as well as the ability to help the victims.

![Fig. 5. Level of empathy in subjects of group B (CG)](image)
The analysis of the obtained results (Fig. 5) of the technique carried out in the CG showed that most of the subjects (26 people, 52%) have a very low level of empathy, which indicates the underestimation of empathic tendencies of the individual. A significant part of the subjects (14 people, 28%) have an average level of empathy. There are also subjects with a high level of empathy - 10 people, 20%.

After carrying out the "Unfinished sentences" method, middle and low levels of empathy development in preschoolers dominate among the respondents of EG and CG. A high level of empathy occupies a certain percentage in both groups, but it is quite insignificant (20%). The comparative results of the level of empathy formation in both groups (EG and CG) are also approximately the same (Fig. 6).

Fig. 6. Comparison of the level of empathy among respondents of A and B groups

Further, among the investigated EG and CG, a study of emotional response was conducted according to the "Methodology of emotional response of preschoolers", in order to determine the level of empathic tendencies in the respondents. The questionnaire was somewhat adapted by us according to preschool children. Each of the interviewees of both groups chose statements according to the situations presented in the pictures, which contained 33 statements based on compassion and empathy during communication and interaction with people and the products of their activities, as well as with living and non-living nature. Marks on the forms with the answers were not signed, but only marked with the code of the child himself. According to the results of the method in group A (Fig. 7): 5 (20%) children scored from 24 to 33 points; 9 (36%) people – from 18 to 21 points; 11 (44%) people – from 8 to 10 points.
According to the presented results of the EG of individuals, it can be seen that the majority of the researched (44%) have a low level of empathic tendencies, which indicates a lack of understanding of emotions, regulation of emotional phenomena in situations of increased complexity, and self-regulation. A significant part of the respondents (36%) differ in the average level of formation of emphatic tendencies, which proves their indifference to the surrounding environment. There are also subjects with a high level of empathy (20%), who are characterized by the perception and expression of their own emotions, the ability to empathically include in the empathy of other people.

According to the results of this method in group B, it was determined that 5 (20%) people scored from 24 to 33 points; 8 (32%) people – from 18 to 21 points and 12 (48%) – from 8 to 10 points.

The analysis of the obtained results (Fig. 8) proved that a low level of empathic tendencies is observed in the CG of individuals (48%), the average level
of empathy is occupied by 32% of respondents and a high level of empathy is present in 20% of respondents.

Comparison of the obtained results (Fig. 9) according to the "Methodology of emotional response" of preschoolers of both groups showed that the dominant majority is a low level of their empathy. From this, we understand that the levels of medium and high empathy formation reflect much lower indicators, which testify to the approximately uniformity of the obtained trends. Therefore, the ability to overcome negative experiences by applying self-regulation strategies that reduce their intensity is absent.

In the future, the methodology "Research of the level of empathic tendencies (according to the own modification of the methodology of I. Yusupov)" was carried out. Respondents were offered 36 statements, which had to be graded according to the following division: "don't know" - 0, "no, never" - 1, "sometimes" - 2, "often" - 3, "almost always" - 4 and answers "yes, always" - 5. The presented results according to this method in group A showed: 6 (24%) people scored from 17 to 32 points; 5 (20%) people – from 5 to 8 points; 10 (40%) – from 39 to 48 points; 3 (12%) people – from 65 to 69 points and 1 (4%) child – from 85 to 89 points.

Fig. 9. Comparison of the results of empathic tendencies of respondents of A and B groups

Fig. 10. Level of empathic tendencies in respondents of group A
The analysis of the obtained results (Fig. 10) according to the methodology carried out in EG showed that the dominant (24%) is a low level of empathic tendencies and a very low level (20%), which indicates a lack of empathy in children. There is also an average level of development (40%) of empathic tendencies, which is now the norm. Part of the respondents (12%) have high empathic tendencies and a very high level of empathy formation (4%). They are the ones who better feel emotional reactions to situations that have occurred and about which they know little. They are clearly able to convey their emotional state that they feel.

According to the results of the conducted methodology, the following trends can be observed in group B (Fig. 11): 5 (20%) people scored from 17 to 32 points; 6 (24%) – from 5 to 8 points; 11 (44%) people – from 39 to 48 points; 2 (8%) – from 65 to 69 points and 1 (4%) – from 85 to 89 points.

The results of the analysis of the obtained data (Fig. 11) according to the methodology carried out in the CG are due to a significant preference of respondents with a low level (20%) of empathic tendencies and a very low level (24%), which indicates a low level of empathy development in preschoolers. The average level of empathy development (44%) is adequate for the age. Respondents with highly developed empathic tendencies (8%) and a very high level of empathy formation (4%) reflect the ability of the subjects to control their own emotions.

Fig. 11. The level of empathic tendencies in the respondents of group B

Fig. 12. Comparison of the results of empathic tendencies of EG and CG
A comparison of the obtained results (Fig. 12) of the methodology carried out in EG and CG showed that low (24% and 20%) and very low (20% and 24%) levels of the formation of empathic tendencies are dominant among the respondents. However, there is still a trend of indicators in accordance with the average norms of both groups (40% and 44%), and the manifestations of high (12% and 8%) and very high (4%) levels of empathy are quite significant. The presence of very low and low levels in both groups indicates insufficient pedagogical work on the formation of empathy and compassion in the subjects.

Conclusion. Thus, emotions play a significant role in the lives of learners, and especially if they are due to the influence of family upbringing, and no emotion should be recognized as negative, since each has a tendency to manifest, at least according to physiological indications. However, constant emotional stress at this age can cause a further delay in mental development, which will interfere with the ability to learn. Emotions, which differ according to their manifestations, are important in the context of rational thinking, especially during the dilemma of one's own choice - with whom to be friends, to whom one can trust a secret.

A child's emotions in the family should be understood as emotional memories, or better as emotional lessons learned during life, which give him a certain color, become more attractive in the possibility of comparison with others. For such reasons, they seem to shed light on hidden needs and feelings. That is why they are landmarks in the life of every person, especially if they have been accumulated since childhood. Primary education is the basis of emotional intelligence. Therefore, the new educational paradigm should teach children to use emotions wisely, to find harmony, as the people say, between the heart and the mind.

References:

Література: