Подводя итоги, можно сделать вывод, что дизайн коммуникации осужденных помогает избежать межличностных конфликтов среди осужденных, а также избежать нарушение режима пребывания в исправительном учреждении и распорядка дня осужденными, а также конфликта с администрацией учреждения.

При освобождении осужденного из мест лишения свободы, эти знания помогают осужденному быстрее адаптироваться в новую социальную среду, избежать конфликта с местными административными органами. Также знания принесут пользу при собеседовании в момент трудоустройства, легко найти общий язык с родными, близкими, друзьями и с семьей.

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Features of empathy in students with different conformities

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Аннотация

В данной статье рассматривается проблема конформности в студенческом возрасте, описываются результаты исследования эмпатии у студентов с разной конформностью. В работе отражается количественный анализ результатов с применением метода математической статистики и дается характеристика современного студенчества с позиции исследуемых качеств.

Ключевые слова: эмпатия, особенности эмпатии, конформность, неконформность.

Abstract

This article discusses the problem of conformity in student age, describes the results of the empathy study in students with different conformities. The work reflects quantitative analysis of the results using the method of mathematical statistics and gives a characteristic of modern students from the point of view of the studied qualities.

Keywords: empathy, features of empathy, conformity, nonconformity

Modern man in the course of his development passes through many social groups that have a significant influence on his development. A person, in turn, assimilates the skills, rules and norms of group interaction, assimilating the necessary for existence in human society. Personal conformity characterizes a person's tendency to succumb to group influence, on the one hand, and to be part of a group, on the other. Consequently, conformal behavior contributes to the comfortable existence of a person in a team. Empathy can also influence the individual's relationship with the group, helping to establish friendly contact and strengthen ties within the team. Speaking of conformal personalities, researchers do not always reveal the reasons for their behavior, and therefore, studying the features of empathy will make it possible to develop a more accurate idea of the personal characteristics of conformal and non-conformal students.

Usually, conformity is understood as compliance with authorities, in particular, group ones. N.N. Obozov defines it as exposure to group pressure and a change in his behavior under the influence of other persons, groups. Conformal behavior can be recorded in situations where the individual's opinion, values and meanings come into conflict with the opinion, values and meanings of the group to which he belongs, if at the same time he chooses the path of agreement with the opinion of the group. There are factors that determine conformality, N.V. Khlabytova speaks about them, highlighting youthful age, degree of awareness of the problem and culture, if in that conformal behavior is evaluated positively [4; 9].

When we talk about empathy, we mean the ability to empathize, the ability to put yourself in the other person's place. The term "empathy" V.V. Boyko characterized the meaningful representation of the inner world of a communication partner, saying that it arises faster in the case of similarity of behavioral and emotional reactions. This is a complex multilevel phenomenon, the structure of which is a collection of emotional, cognitive and behavioral skills, skills and abilities of a person, the interaction between which is determined by the experience of communication, the result of a person's attitude to the world. A particular personality demonstrates empathy either in the form of reactions to the actions of another, or as a reflexed experience caused by the conditions of a partner, or through skills and skills to create supportive relationships [1; 2].

Having studied modern researches on a problem of our research, we found out that psychologists disprove existence of differences in empathy level between conformal and not conformal persons. E. B. Knyazev discovers that the individual is ready to follow instructions of the authority regardless of whether he possesses an empathy as personal line. However, modern researchers emphasize that the more subordinate a person considers himself, the more he is capable of empathy [3; 5].

Focusing on the results of existing studies, we assume that there are differences between conformal and non-conformal students in the severity of empathy components, namely, the permeation capacity indicator in empathy.

The empirical study was conducted on the basis of the Faculty of Psychology of the National Research Institute "BelSU". Second-year students took part in the study. The sample size was 31 people.

To identify conformal behavior and features of empathy, we used the following methods: (1) The method of diagnosis of interpersonal relations T. Liri; (2) "Diagnostic technique for the level of empathic abilities" V.V.Boyko.

According to the results of the conformity study, students with conformal and non-conformal behavior styles are represented approximately equally in the sample (58% and 42%, respectively). Among 58% (18 people) conformal students, that is, those who are prone to adopting group opinions and being influenced, the majority (67%, 12 people) are characterized by an altruistic style of interpersonal relationships. Emotional attitude to other people in students who are characterized by this style of interpersonal relationships is manifested in compassion, care, delicacy, and gentleness. They can and want to provide emotional support to others, which relates to the behavior of an empathetic person. Empathy, as a feature of the personality of such people, can determine their altruistic behavior. Non-formal students who are able to resist influence, critical of public opinion, represent 42% (13 people) in our sample, 46% (6 people) of them demonstrate a selfish type of interpersonal relationship. These students are primarily self-oriented, tend to be competitive, and are aloof to others, which determines their lack of conformity.

After studying student's empathy, we found that 55% (17 people) of students have low levels of empathy. This means that the majority of respondents in the sample have difficulties in interpersonal communication. They have difficulty determining the emotional state of a communication partner, they do not show curiosity for the inner world and for the experiences

of other people. This is probably due to personal features, which may include the style of interpersonal relationships that determine a conformal or non-conformal behavior strategy.

Among the components of empathy, the largest number of students (42%, 13 people) have the most pronounced penetrating ability in empathy, which is designated By V. V. Boyko as an important communication ability that creates an atmosphere of trust and openness. The manner of such students behaves contributes to easing the internal tension of the interlocutor, which predisposes to empathic communication. The installations promoting empathy are dominating components of empathy of 26% of students (8 people). These students consider it right to be curious about a communication partner and to remain indifferent to his well-being and problems. Such installations contribute to empathic communication, but do not predetermine it [1].

Statistical analysis of the obtained data was performed using the Mann-Whitney U-test. Mathematical analysis of the obtained data did not reveal statistically significant differences between conformity and empathy level ($r = 0.688$; $p > 0.1$), which corresponds to the above-mentioned results of modern research. E. B. Knyazev, who drew attention to this regularity, refers to the experimental studies of J. Burger, who proved that it is impossible to explain subordination by lack of empathy and that personal empathy does not lead to insubordination [3].

After analyzing the differences between conformity and empathy characteristics, we found that there were significant differences between attitudes that promote empathy and conformity ($r = 0.020$; $p < 0.05$).

Based on this, conformal personalities are characterized by attitudes that focus them on establishing contact with people and curiosity for the inner world of the interlocutor. Nonconformist students have the opposite attitudes about the inappropriateness of showing interest in another, about the need to distance themselves from other people's experiences and problems.

Summing up the work done, we can conclude that conformal and non-conformal students differ in some features of empathy, namely, in the attitudes that conformal students promote empathic communication, and for non-conformals – Conversely. The results of our research allow us to characterize modern students as able to create a friendly atmosphere for communication, build an open and trusting interaction, but not empathic in General. In the group, students can be both influential and firm in their position against the majority position. This non-formal strategy in relations with the group is explained by the orientation of students towards themselves, the preference for a selfish style of communication, while more influenced students show altruistic tendencies with an orientation towards others.

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