отношений на процесс становления личности ребенка и возникающих при этом проблем. На сегодняшний день среди исследователей нет единого мнения ни по используемой терминологии, ни по классификации стилей, что представляет собой большое поле для дальнейших исследований [3].

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Relationship of empathy and character accentuation among students

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Аннотация

В статье рассматривается связь акцентуаций характера студентов факультета психологии с особенностями эмпатии: с уровнем эмпатии и её компонентами. Даны рекомендации по работе с акцентуированными студентами.

Ключевые слова: акцентуация характера, характер, эмпатия, особенности эмпатии.

Abstract

The article deals with the relationship of character accentuations of psychology students with the features of empathy: with the level of empathy and its components. Recommendations for working with accentuated students are given.

Keywords: character accentuation, character, empathy, features of empathy.

A person becomes a person in the process of interacting with the social environment, which, along with education, upbringing and assimilation of cultural values, implies communication as a process of interpersonal interaction. The quality of communication is influenced, in turn, by many factors, including the personality properties of the participants in communication, such as the capacity for empathy and character accentuation. In addition to indicating the disharmonicity of the development of personality character, accentuation may indicate good and even increased ability to adapt in specific situations, in one way or another related to the accentuated trait. Such situations can be attributed to the process of communication. In addition, there is no denying the influence of empathy on the quality of

interpersonal interaction. The ability to empathize is mediated by culture and develops in the course of appropriate activities: in the process of contact with the cultural heritage of humanity and in actual communication. Accentuation, as the most pronounced character trait, has a stronger influence on the likely development of empathetic abilities than its other traits. This suggests that there may be a link between empathy and certain character accentuations, but this problem has not yet been sufficiently studied. [3; 4; 5; 7].

Most often, empathy is understood as a property of the individual and is defined as a complete basic internal education, which is a special reflection of partners in interaction, the ability to empathize. B. Boyko emphasized that empathy can be reflected in the form of a three-part education that includes rational, emotional, and intuitive reflection of another person. Empathetic abilities depend on the emotional potential of the individual, on emotional reactivity and activity. I. Yusupov noted that empathic abilities decrease in case of the slightest violations in the intellectual sphere. Empathy appears faster and easier in the case of intimacy of behavioral and emotional reactions. The empathetic ability of the individual is enhanced according to life experience. As special forms of empathy, V. Boyko distinguishes empathy (the experience of the interlocutor of the feelings that the communication partner experiences, putting himself in his place) and empathy (the experience of the feelings of another person) [2; 9].

We, following K. Leongard, as individuals who have pronounced distinct basic traits, understand accentuated personalities they should not be considered as pathological. This is a personal trait that is within the clinical norm, a feature of the character in which some of its features are overly enhanced, resulting in a selective vulnerability to some psychogenic influences while maintaining good resistance to others [4].

To date, there are studies that confirm the existence of certain patterns between empathy and character accentuations, but none of these studies have investigated their relationship, which only highlights the need to study the issue. At the same time, there are quite a number of studies examining character accentuations and empathy [1; 6; 8; 10].

We assume that there is a relationship between the characteristics of empathy (components and levels) and character accentuation, namely between the level of empathy and excited or demonstrative accentuations of character, rational channel empathy and stuck with accentuation between intuitive and demonstrative channel between the penetrating ability of empathy and exalted, between abilities that contribute to empathy, and demonstrative or hyperthymic accentuation.

The empirical research was conducted on the basis of the faculty of psychology OF NRU "BelSU". Third-year students took part in the study. The sample size was 31 people.

To identify the features of empathy and character accentuations in students, we used the following methods: 1. "Method of diagnosing the level of empathic abilities" (V. V. Boyko); 2. Method "scale of emotional response" (Mehrabian & Epstein) 3. The method of studying the accentuations of the personality of K. Leongard (modification of S. Shmishek).

As a result of a study of empathy in students, we found that 42% (13 people) expressed a penetrating ability in empathy.

Penetrating ability in empathy is characterized as an important communicative property that allows you to create an atmosphere of openness, trust, intimacy, which contributes to the emergence of empathic coupling. Their manner of conducting a dialogue helps to reduce the internal tension of the interlocutor and his empathic comprehension.

It was noted that 55% (17 people) of respondents have an understated level of empathy, which makes it difficult to interact with others and does not allow full penetration into the state of the communication partner. We investigated the expression of the capacity for empathy, which is identified by us, following the authors of methods, with the level of empathy, and found that it is low in 12 students (39%). Such students are characterized by a limited range of emotional responsiveness and empathetic perception. They prefer selfish strategies of interaction with others, including the use of others for their own purposes and

deteriorating communication and interaction between people. This may indicate possible difficulties in communication. This is probably due to the personal features of students, among which may be accentuated character features.

In the study of character accentuation, we focused on the theory of accented personalities by K. Leonhard. We found a predominance of students with an exalted type of character accentuation (35%, 11 people). Such students are smiling and more often than others, they experience happiness, pleasure, sadness, and longing. These feelings can often arise for a reason that others do not have a lot of excitement, they are easily excited by happy events and in complete despair – from sad ones. They are able to sincerely rejoice in other people's success and empathize with someone else's grief, which is why they bribe others. However, they also have negative traits – excessive anxiety for others and for themselves, often a tendency to panic, too frequent mood changes.

The least characteristic of students are pedantic and demonstrative types of accentuation, these accentuations are represented by only one person (2%).

Respondents with pedantic accentuation are characterized by accuracy, rigidity of views, while demonstrative ones are characterized by artistry, behavioral vivacity and demonstrativeness. This characterizes modern students as emotional, sensitive, and vulnerable, while emphasizing that they lack punctuality, accuracy, and organization.

The R-Pearson linear correlation coefficient was used to analyze the relationship between features of empathy and character accentuations, because it allows us to determine the strength of the correlation between two indicators measured in a quantitative scale. This criterion was chosen because this sample is characterized by a normal distribution, and the analyzed variables are measured in metric scales.

In the course of correlation analysis, we found an inverse relationship between the General level of empathy with demonstrative ($r=-0.361$; $p\leq 0.05$) and exalted types of accentuation ($r=-0.355$; $p\leq 0.05$). Connections were found between character accentuations and empathy components, namely, between the rational channel and the stuck type of accentuation ($r=0.357$; $p\leq 0.05$), between the intuitive channel and the demonstrative ($r=-0.389$; $p\leq 0.05$), between the penetrating ability and the exalted ($r=-0.386$; $p\leq 0.05$), also between the empathy-promoting attitudes and the hyperthymic ($r=-0.385$; $p\leq 0.05$) and the demonstrative type of character accentuations ($r=-0.379$; $p\leq 0.05$).

While investigating the nature of the relationship between empathy features and character accentuations, we draw the following conclusions. The higher the student's level of empathy, the lower the likelihood of demonstrative or exalted character accentuation. "Exalted" students create an atmosphere of tension during communication, and "hyperthymic" students do not consider it necessary to show curiosity to others. Students with exalted accentuation do not have a penetrating ability in empathy, and "demonstrative" students do not have intuition, interest in a communication partner, and attitudes that promote empathy. "Stuck" students in the course of empathic interaction primarily seek to grasp the essence of the communication partner, focus on behavior and problems.

Summing up the work done, we can conclude that there is a connection between the features of empathy and character accentuations. We can characterize modern students as emotional, vulnerable, and sensitive, but most of them are not empathic, having difficulty recognizing the emotions and behavior of a communication partner due to a limited range of emotional responsiveness and empathic perception.

Analyzing the results of the study, we developed recommendations aimed at developing empathy. We have compiled a program of psychological correction, which includes a formative and developmental stage, including a list of recommended exercises for students to develop empathy. Work with accentuated students can be burdened if you do not take into account the peculiarities of their character.

Therefore, we have developed recommendations for the psychologist to work with accentuated students, the essence of which is as follows:

1. Form adequate representations of those social actions and situations in which the student feels most vulnerable.
2. Identify the strengths and weaknesses of the student and teach them to organize their lives and activities in accordance with them
3. Change unproductive ways of reacting in repetitive life circumstances by including more resilient and strong character traits.
4. Form an adequate and flexible attitude to the future, develop diverse and meaningful orientations for your own future.
5. Form the student's awareness of the specific features of their character, as this increases the breadth and flexibility of perception of life situations and themselves in these situations.

Finally, depending on the prevailing character accentuation, each student is encouraged to issue a list of independent exercises in order to optimize interpersonal interaction by correcting accentuated character traits.

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