

ROLE OF EMPATHY IN TEACHING

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Abstract: *The paper aims to investigate the problem and vocation skills for educational activities the empathic ability occupies a leading position being justified as a necessity that link process in itself.*

The issue theme is varied, allowing revealing scientific demonstration of empathy as a quality skills as a way of increasing the pedagogical competence. Thus, the formation of the younger generation, the teacher must highlight the entire mastery and professional competence in order to approximate those who are to convey scientific information.

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Empathic behavior is present, any person in the teaching and becomes a quality skills, without which there can be the best relationship between teacher and student in special education lesson sports activities.

Key words: *empathy, teacher-student, physical education class.*

1. Introduction

“Physical education is an indispensable component of education, which pursues the harmonious and normal development of the body, the strengthening of health and the cultivation of some physical qualities necessary for work, sports activity. It is the first type of education that exerts influence on the body. Physical education targets the biological side of the human being. They have the task of ensuring the necessary conditions for the timely maturing of the natural functions and the optimal development of the human personality. In addition to strengthening the health and calming of the body, it aims at developing

and developing hygienic-sanitary skills, motor skills and skills, cultivating physical qualities such as strength, stamina, speed, precision, coordination, a beautiful outing.

Physical education is closely linked to moral education, aiming at the formation of moral traits and feelings in students such as: the sense of justice, courage, self-control, honesty.

The aim of school physical education is to strengthen health, work capacity, improve the motor skills, harmonize the body, form moral qualities, restore physical and mental forces” [5].

“Empathy is an emotional reaction to another person, a "harmonization" of the inner emotional state to the state of another

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person. The focus in this situation is on the process of empathy and not the outcome of it. Empathy is a combination of cognitive and emotional mechanisms where cognitive processes mediate emotional activation.

Interpretation of a particular situation triggers an emotional reaction characterized by accepting the other person's perspective.

Empathy is presented alongside altruism and affiliation and is among the basic principles of social behavior, but it is different from mercy or sympathy "[6].

The concept of empathy is defined as a form of intuition of reality by affective identification [7].

Auto empathy refers to having the necessary level of insight so that we can clearly identify what we feel and why we feel that. Empathy in the mirror is very closely related to neuropsychological components, but it assumes how "infected" we are to the states of others. Cognitive empathy requires that we have sufficient knowledge of the human operating system so that we can analyze the processes in a way detached from our own state only by taking into account the algorithms present in the other person. The empathic action implies that once we understand the mechanism, we can identify that action on it which can produce the desired changes in the specific system of others.

In conclusion, empathy, whether it is directed towards us, towards someone else or to groups of people, presupposes as knowledge of the condition. The condition is how we feel, that is, emotions, but also the understanding of how those emotions are formed and how those emotions are expressed, as well as their relationship to behaviors." Empathy is one of the concepts that has enjoyed a great deal of interest both from psychology specialists and from more or less related fields, such as art, which is why we face a great diversity of

perspectives from which has been defined as a reflection of the authors' need to capture in their conceptual delimitations their own theories and explanations regarding the psychological mechanism of producing empathetic behavior. In this context, it is no wonder the apparent confusion about the notion itself. Each author attempted to give this phenomenon a retreat by translating into the psychology of the other his own explanation and, as it was natural, the explanations evolved over time" [8].

Stroe, M. & all, 1987 states that "empathy is an extremely complex psychic phenomenon it is expected to manifest itself in relatively varied behavioral forms. Beyond a strict interpretation of the empathy, in the sense of capturing its level of intensity, as an aspect of its depth or extensibility, as an aspect of "being a" variety of forms of empathic manifestation that spread from aspects of physiological reactivity, from the actual affective area, from cognitive anticipative behaviors, to reach the other pole of the psychic spectrum, to the motivational - active empathy". The authors consider that these forms of empathic manifestation constitute the main objective of some research that addresses the characteristics of physical reactivity as a side of empathic behavior. Thus, the authors believe that an analysis of the empathic phenomenon, from the perspective of physiological indicators, favors an objective interpretation, and the surprise of the affective side of empathic behavior is most closely related to the real condition of empathy, a condition that emphasizes how to identify with the partner.

2. The Teacher-Student Relationship in the Physical Education Lesson

The affective factor has a particular importance on the student's intellectual

performance. Creating good mood in the lesson is a necessary condition for avoiding school failure. Each lesson is recommended to take place in a particular, affective, affective atmosphere, the affective disposition of students being coordinated by the teacher. If the teacher has inappropriate behavior in the lesson, then the effects are: the students going disappointed, frustrated or taking over the teacher's faulty state of mind [9].

“The teacher-pupil relationship is the main method of didactic mediation, hypostasis in a human, subjective variant. Beyond the concrete contents to be conveyed, the type of interaction that will be established between the pupil class and the teacher, as well as the attitude of the student to relate as a group and to each pupil, will be very important in the didactic activity.

The teacher's relationship with students is a reciprocal, dynamic construction that constantly relies on educational circumstances and purposes.

It is the result of a common “work” that ends in time, involving both sides. The relationship with pupils should not be reduced only formally, administratively, being regulated by codes of ethics or institutional norms. It will be appropriate and personalized, will dimension and relate to the specifics of the school group or its members” [10].

Collaboration between teacher and pupils is essential in achieving all educational and educational goals [1].

“At this point in the development of society, it is necessary to reconsider the skills of a good teacher he must be efficient when he walks through the gate of the school and the door of the classroom. If the students have changed, teachers have to change, adapt to their new needs, solve problems of indiscipline, lack of interest in learning, lack of trust in their forces, fear of coming to school, imposing pupils,

parents and the entire community, the respect for teachers and teachers, which has lately dimmed its colors, being more painted in gray colors.

That is why the mastery of an effective teacher consists in building an effective relationship between him and his students. This must be reflected in aspects such as: Differential treatment of children, allowing them to manifest their uniqueness, individuality, creativity; offering mutual satisfaction, which means that they do not have to meet the needs of a child to the detriment of another; creating the feeling of interdependence, the student showing himself free, without being under the enormous magnificence of the watchful eye of the teacher, prepared only for sanctioning; the existence of a mutual sense of respect and care towards one another; the transparency of the didactic activity, the earnestness of the two poles of the class: student-teacher” [11].

3. Attitudinal Valences of Empathy in Didactic Settings Compared to Didactic Activity

Investigating the problem of skills and vocation for instructive-educational activity, in which empathic capacity occupies a leading place, being justified as a necessity to which the process itself relates. The scientific demonstration allows revealing empathy as an aptitude, as a way to increase pedagogical competence.

The school environment is the main factor in the formation of the young adult, having as a fundamental objective the multilateral training of both the teaching staff and the pupils.

In the didactic activity, the teacher finds the level of creativity, modeling through active involvement in the lesson, thus passing an assessment of the empathic degree by applying different tests, even

emphasizing the psychological side of the students [4].

I believe that in the process of formation of the young generation, the teacher has to capitalize his entire professional skill and competence in order to get closer to those to whom scientific information is to be transmitted.

At the basis of this relationship, teacher-student, I think it is necessary to know the students' understanding, anticipation and identification capacities to interact in order to create an empathic communication between the trainer and the educated. Thus, the pedagogical tact of the teacher is also outlined [2].

The purpose of the article is to demonstrate and explain the origin of some

variations of empathic intensity that are manifested to teachers in relation to the gymnasium students with whom they empathize.

The empathic behavior is present in every person in the didactic activity and becomes an aptitude, without which the optimal relationship between the teacher and the pupil can't be established within the physical education and sports lesson. All these aspects have helped to form and draw up the questionnaires that have been applied to the subjects.

Questionnaire C1, on the predictive empathy study, comprises 15 bipolar criteria, each criterion on a scale from 5 (positive) to 1 (negative), [3].

Questionnaire C1

Table 1

I	Honest		Hypocritical	
II	Courage of liability		Cowardice	
III	Right to the others		No scruples	
IV	Modesty		Arrogance	
V	Sincerity		Falsehood	
VI	Seriousness		Indifference	
VII	Respect the others		lack of consideration	
VIII	Generosity		Selfishness	
IX	Civilized behavior		Ugly expression	
X	Kindness		Malice	
XI	Conscientious		Superficial	
XII	Sympathetic		Indifferent	
XIII	Discreet		Gossiper	
XIV	Spirit of justice		Unjust	
XV	Integer character		Immoral	

Rules:

- 1) the student's assessment by the teacher, after the teacher completes the entire grid with scores of 5 and 1, according to each bipolar criterion, sums the marks obtained by each pupil, resulting in an evaluation score that can range from 15 min to 75 max;
- 2) the surprising surprise of the teacher's empathic predictive

behavior on the same grid carries out notation as self-evaluation. At the same time, students score on the same grid.

As a result, after both the teacher and the pupil perform both tasks, they are confronted on a case-by-case basis with the teacher's self-evaluation of the student and the deviation score. The deviation score is lower, so the teacher's prediction is closer to the learner's self-evaluation, the better

the predictive empathy of the teacher. Conversely, the higher the deviation score, the lower the predictive empathy of the teacher. The deviation score for each one varies from 60 to 0 minimum.

This variant highlights the professor's predictive behavior with respect to each student.

Table 2
Results of pupils' self-evaluation and student assessment by the teacher, questionnaire C1

Crt. No.	Subjects	Score
1.	BMR	51
2.	BMR-SV	52
3.	VGY	68
4.	VGY-SV	63
5.	CD	71
6.	C D-SV	73
7.	VMA	75
8.	VMA-SV	45

Table 3
Values of the deviation score, questionnaire C1

Subjects	Assessor rating by the teacher	Self-rating score by students	Deviation score Predictions teacher-student
BMR-SV	52	51	1
VGY-SV	63	68	5
C D- SV	73	71	4
VMA-SV	45	75	30

Abbreviations in Tables no. 2 and n. 3 are the initials of the students, and the teacher evaluation completes the initials of the pupils with the initials "SV". After the teacher completes the score grid between 5 and 1, for pupils, according to each bipolar criterion, the summation of grades obtained by each student is passed, thus resulting in an evaluation goal ranging from 45 min to 63 max.

At the same time, the students were self-assessed on the same grid, with the same scaled bipolar criteria. As a result, after both the teacher and the pupils perform, both face the predictions made by the teacher with the self-evaluation of the students and calculate the deviation score.

Table 3 shows that the level of predictive empathy of the teacher has a good level in 3 cases, with values between 1 and 5, while the deviation score is higher, so the predictive empathy of the teacher is lower. From the point of view of the values of the

deviation score, ranging from 1 to 5, it is clear that the teacher's prediction is close to pupils, so his predictive empathy is better. This shows that the teacher knows very well the behavior of the students in this class.

4. Discussion

The analysis of the results proves that the predictive empathy constitutes an aptitude for the teaching staff.

Empathic capacity, on the one hand, as empathic behavior, on the other hand, is necessarily inserted into the personality structure of the teaching staff.

Empathy is an aptitude to which an effective instructional and educational activity can't be conceived.

The deviant score between the teacher's predictions about student assessment and even student self-assessment confirms the achievement of a high degree of empathy.

In the structure of the personality of a teacher there is the quality of being empathetic and the quality of surprise impressively, based on his didactic experience. Thus, through this behavior, the teacher in the physical education lesson manages to capture the pupils' attention by finding ways to accept them and by optimizing the teacher-student relationship as a condition for effective communication.

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