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ЕМПАТІЙНІСТЬ ЕМОЦІЙНИХ ПРОЯВІВ МІЖСОБИСТІСНОЇ ВЗАЄМОДІЇ ОСІБ У ЮНАЦЬКОМУ ВІЦІ

Анотація

У статті представлено результати теоретичного та емпіричного дослідження емпатійної детермінації емоційного аспекту міжособистісної взаємодії у юнацькому віці. Виявлено та описано вікові та статеві особливості їх взаємозв'язку. Аналіз досліджень показав, що залежно від рівня розвитку емпатійності особистості (тобто по мірі того, як ускладнюються механізми, що забезпечують функціонування емпатійного процесу), прямо пропорційно змінюється і рівень емоційної напруженості суб'єкта взаємодії. Відтак можна говорити про зростання чи спадання рівня емоційної участі суб'єкта в тій чи іншій міжособистісній взаємодії. Крім того, можемо припустити, що кон'юнктивні (зближуючі) чи диз'юнктивні (віддаляючі) переживання особистості здатні підсилюватися або послаблюватися її емпатійними переживаннями, що безпосередньо впливатиме на якісні показники емоційних проявів суб'єктів міжособистісної

взаємодії (глибину, інтенсивність та модальність емоційних переживань). Таким чином, гіпотезою дослідження виступало припущення про те, що емпатія в емоційному компоненті міжособистісної взаємодії репрезентується як умова адекватного емоційного реагування суб'єктів, детермінанта їх емоційної участі у взаємодії, а також механізм варіативності емоційних проявів міжособистісної взаємодії. Розв'язувалися наступні завдання: теоретичне обґрунтування емпатійної детермінації міжособистісної взаємодії; визначення рівня розвитку емпатії у юнацькому віці; дослідження емоційних проявів міжособистісної взаємодії сучасного юнацтва; знаходження особливостей взаємозв'язків та відмінностей між вищезазначеними феноменами.

Ключові слова: адекватне емоційне реагування, емпатія, емоційна включеність, емоційна модальність, міжособистісна взаємодія.

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ЭМПАТИЙНОСТЬ ЭМОЦИОНАЛЬНЫХ ПРОЯВЛЕНИЙ МЕЖЛИЧНОСТНОГО ВЗАИМОДЕЙСТВИЯ ЛИЦ В ЮНОШЕСКОМ ВОЗРАСТЕ

Аннотация

В статье представлены результаты теоретического и эмпирического исследования эмпатийной детерминации эмоционального аспекта межличностного взаимодействия в юношеском возрасте. Выявлены и описаны возрастные и половые особенности их взаимосвязи. Анализ исследований показал, что в зависимости от уровня развития эмпатийности личности (то есть по мере того, как усложняются механизмы, обеспечивающие функционирование эмпатийного процесса), прямо пропорционально изменяется и уровень эмоциональной напряженности субъекта взаимодействия. Таким образом можно говорить о росте или падении уровня эмоциональной участия субъекта в той или иной межличностном взаимодействии. Кроме того, можем предположить, что конъюнктивный (сближающие) или дизъюнктивные (отдаляя) переживания личности способны усиливаться или ослабляться ее эмпатийными переживаниями, непосредственно влиять на качественные показатели эмоциональных проявлений субъектов межличностного взаимодействия (глубину, интенсивность и модальность эмоциональных переживаний). Таким образом, гипотезой исследования выступало предположение о том, что эмпатия в эмоциональном компоненте межличностного взаимодействия представляется как условие адекватного эмоционального реагирования субъектов, детерминанта их эмоциональной участия во взаимодействии, а также механизм вариативности эмоциональных проявлений межличностного взаимодействия. Решались следующие задачи: теоретическое обоснование эмпатийной детерминации межличностного взаимодействия; определение уровня развития

эмпатии в юношеском возрасте; исследования эмоциональных проявлений межличностного взаимодействия современного юношества; нахождения особенностей взаимосвязей и различий между вышеупомянутыми феноменами.

***Ключевые слова:** адекватное эмоциональное реагирование, эмпатия, эмоциональная включенность, эмоциональная модальность, межличностное взаимодействие.*

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EMPATHICITY OF THE EMOTIONAL MANIFESTATIONS OF INTERPERSONAL INTERACTION OF PERSONS IN YOUNG AGE

Abstract

The article presents the results of theoretical and empirical study of empathic determination of emotional aspect of interpersonal interaction in adolescence. Age and gender characteristics of their relationship have been identified and described. Analysis of studies has shown that depending on the level of development of the empathy of the individual (that is, as the mechanisms that ensure the functioning of the empathic process complicate), the level of emotional intensity of the subject of interaction is directly proportional.

Therefore, we can talk about the increase or decrease in the level of emotional involvement of the subject in one or another interpersonal interaction. In addition, we can assume that the conjunctive (converging) or disjunctive (distant) experiences of the person are able to amplify or weaken their empathic experiences, which will directly affect the qualitative indicators of emotional manifestations of subjects of interpersonal interaction and emotionality (depth experiences). Thus, the hypothesis of the study was the assumption that empathy in the emotional component of interpersonal interaction is represented as a condition of adequate emotional response of the subjects, the determinant of their emotional participation in the interaction, as well as the mechanism of variability of emotional interactions. The following tasks were solved: theoretical substantiation of empathic determination of interpersonal interaction; determining the level of empathy in adolescence; research of emotional manifestations of interpersonal interaction of modern youth; finding out the peculiarities of the relationships and differences between the above phenomena.

Keywords: *adequate emotional response, empathy, emotional involvement, emotional modality, interpersonal interaction.*

Formulation of the problem. With the development of anthropocentric approach in all branches of modern science, the problems of spirituality, morality, tolerance, and more, became especially relevant. Investigating the impact of empathy on various aspects of interpersonal interaction within the framework of the aforementioned approach can be an important step towards humanizing society.

The aim of the study was to investigate the assumption that empathy in the emotional component of interpersonal interaction is represented as a condition of adequate emotional response of the subjects, the determinant of their emotional participation in the interaction, as well as the mechanism of variability of emotional manifestations of interpersonal interaction.

The **object** of the study is interpersonal interaction. The **subject** is the empathic determination of the emotional component of interpersonal interaction in adolescence. The **following tasks** were solved: theoretical substantiation of empathic determination of interpersonal interaction; determining the level of empathy in adolescence; research of emotional manifestations of interpersonal interaction of modern youth; finding out the peculiarities of the relationships and differences between the above phenomena.

Analysis of recent research and publications. In domestic and foreign psychology the problem of empathy was studied by A. Wallon, T.P. Gavrilova, L.P. Zhuravleva, N.F. Kalina, O.A. Orischenko, T.A. Ryabovol, A.P. Sannikov, L.P. Strelkova, I.M. Yusupov and others. The vast majority of scientists considered empathy in the context of interpersonal interaction, but no comprehensive experimental study of their relationship was conducted.

At the same time, the features of interpersonal interaction were widely studied as domestic (A.A. Bodalev, I.V. Danyliuk, I.V. Kozytska, O.O. Leontiev, B.F. Lomov, A.A. Mambetova, V.M. Myasishchev, M.M. Obozov, B.D. Parigin, A.V. Petrovsky, Y.M. Prokopovych, S.O. Prymachenko, I.Y. Riabchych, S.L. Rubinstein, S.O. Shykovets, O.I. Vlasova, etc.) and foreign scholars (D. Bruner, H. Kelly, C. Cooley, K. Levin, A. Maslow, A. Miller, G. Newcom, S. Allport, K. Rogers, M. Rosenberg, H. Renschmidt, JG Scott, E. Wilson, R. Fisher, Z. Freud, E. Fromm, and others). Scientists have found that the process of interpersonal interaction is ensured by the functioning of a number of mental processes, such as emotions, motivation, values, personal meanings, etc. Emotional processes that permeate each stage of interpersonal interaction and determine its qualitative characteristics are extremely important in this list.

Consideration of empathy as the ability of the individual to feel another person's feelings [4, p. 263], to join her emotional life, to share her emotional states, to feel emotional well-being or troubles [13; 14; 15; 16;] and to react to them emotionally [3; 5; 9; 10; 11; 12, etc.], allows to state the possibility of interpenetration of emotional experiences of one subject in the emotional life of

another and influence on it. Empathy, obviously, provides such an opportunity for emotional interpenetration and mutual influence, acting as a mechanism of emotional interaction that provides the emotional complexity (saturation, variability) of interpersonal interaction. Some authors [1] consider empathy as a condition of emotional maturity of the individual. The concept of emotional maturity implies the development of the emotional sphere, which is manifested in the ability of adequate emotional response in certain socio-cultural conditions. On this basis, empathy can be considered as a condition of adequate emotional response.

Analysis of L.P. Zhuravlyova's studies [8, p. 71-72] showed that depending on the level of development of the empathy of the individual (that is, as the mechanisms that ensure the functioning of the empathic process become more complicated), the level of emotional intensity of the subject of the interaction directly changes. Therefore, we can talk about the increase or decrease in the level of emotional involvement of the subject in one or another interpersonal interaction. In addition, we can assume that the conjunctive (converging) or disjunctive (distant) experiences of the person are able to amplify or weaken their empathic experiences, which will directly affect the qualitative indicators of emotional manifestations of subjects of interpersonal interaction and emotionality (depth experiences).

Research methodology and organization. For the empirical study of the level of development of empathy and forms of its manifestation in adolescence, the technique of L.P. Zhuravleva [7] was used. It was used to determine the integral indicator of personality empathy (high, medium and low levels) and the ability of adolescents to various forms of its manifestation (antiempathy, indifference, empathy, empathy, modeling behavior, real support and altruistic behavior).

To determine the level of emotional involvement of the individual in interpersonal interaction, the scale "Tension" of the method of S.V. Dukhnovsky was used [6, p. 45-50]. This scale allows you to measure the level of emotional involvement of a person in interpersonal interaction, ranging from complete

emotional indifference to emotional capture. The capacity for adequate emotional response, manifested in the absence of expressed emotional barriers, was diagnosed using the method of V.V. Boyko [2]. It revealed personality problems related to the ability to manage and dispense emotions, the inadequacy of emotions, inflexibility, underdevelopment and lack of expression of emotions, the dominance of negative emotions, unwillingness to approach people on an emotional basis. To diagnose the variability of emotional manifestations of interpersonal interaction, the methods of S.V. Dukhnovsky were used [6, p. 92-94]. They were used to determine the modality of emotional background (emotional modality) of interpersonal interaction (negative - situational - positive) and emotional orientation of the subjects (conjunctive harmonic - disjunctive).

The research work was conducted during 2018 – 2019 years. The study included 120 adolescents (general sample). Among them are 58 early adolescents (27 male and 31 female) and 62 mature adolescents (29 male and 33 female) - students of Kyiv Medical College №3.

Results of the study and their discussion. Methodological or scientific value.

In the first phase of the study, we examined whether there was a reliable relationship between indicators of integral empathy and its forms with those of the emotional component in adolescence as a whole. The Pearson linear correlation method was used for this purpose. This revealed a significant relationship between integral empathy and emotional orientation ($r = -0.119$; $p \leq 0.1$), emotional modality ($r = 0.383$; $p \leq 0.001$), and the level of emotional barriers ($r = -0.219$; $p \leq 0.001$), which was considered as an indicator of the ability to adequately respond emotionally. In relation to the latter, a negative correlation of indicators of integral empathy with indicators of scales, which diagnose inability to manage emotions, dose them ($r = -0,186$; $p \leq 0,01$), as well as inflexibility, underdevelopment, indistinctness of emotions ($r = -026$; $\leq 0,001$). Thus, it was found that in adolescents with a high level of empathy the conjunctive emotional orientation and optimistic emotional background of interaction prevail, with a low

level - the disjunctive orientation and pessimistic background, and the middle-empathic boys and girls have a harmonious orientation adequate, realistic) emotional background in a situation of interpersonal interaction. In addition, the higher the level of the person's empathy, the higher his or her ability to respond adequately, the greater the emotional control and the greater the variability of emotional manifestations.

A statistically significant relationship exists between indicators of antiempathy and emotional orientation ($r = -0.107$; $p \leq 0.1$), emotional modality ($r = -0.226$; $p \leq 0.001$), and the level of emotional barriers ($r = 0.106$; $p \leq 0,1$) and such indicators of the latter as inability to manage emotions, dispense them ($r = 0,132$; $p \leq 0,05$), inflexibility, underdevelopment, fuzzy emotions ($r = 0,132$; $p \leq 0,05$). Therefore, the higher the level of anti-empathy, the more pronounced are the emotional feelings and pessimistic attitudes, which is obviously due to the genesis of the phenomenon of dissonant empathy. Similarly, with increasing levels of anti-empathy, the level of emotional barriers increases, which indicates a decrease in the capacity for adequate emotional response and is accompanied by a decrease in emotional variability and emotional control.

A negative statistically significant relationship was found between the indicators of empathic indifference and emotional modality of interaction ($r = -0.263$; $p \leq 0.001$). Thus, the higher the level of empathic indifference, the higher the pessimistic background of the interaction.

Emotional modality ($r = 0,152$; $p \leq 0,05$) and the level of emotional barriers ($r = 0,124$; $p \leq 0,05$) were shown to be correlates of empathy in adolescence ($r = 0,182$; $p \leq 0.01$). That is, a low level of empathy is accompanied by a negative emotional modality, a middle one is situational modality, and a high one is positive. We explain this by the action of the mechanism of identification: the less a person identifies with the Other, the more "alien" he is to him, which causes a negative emotional background of interaction with him.

At the same time, with increasing empathy, the level of emotional barriers increases. We assume that the latter, by manifesting themselves in emotional

tightness (inflexibility, underdevelopment, indistinctness of emotions), block the process of decentration, which makes it impossible to transition the empathic behavior to a higher level.

Empathy at the level of compassion correlates with emotional modality ($r = -0.15$; $p \leq 0.05$), emotional involvement ($r = 0.143$; $p \leq 0.05$), and emotional barriers ($r = 0.137$; $p \leq 0.05$), manifested in the inability of the subject to manage emotions and to dose them ($r = 0.177$; $p \leq 0.01$). In our view, the inverse relationship with emotional modality is due to such mechanisms of empathy as situation analysis and assessment, as well as personal and moral reflection. Obviously, the more the subject sympathizes with the other, the more negative emotions he or she feels. At the same time, as the level of compassion of the subject increases, his or her control over his or her emotions becomes weaker, and as he or she becomes immersed in the empathogenic situation, the level of emotional involvement in the interaction increases.

The correlation of emotional modality with the indicators of ability to actually promote ($r = 0.293$; $p \leq 0.001$) is also explained. In addition, a negative relationship between the latter and emotional barriers ($r = -0.174$; $p \leq 0.01$) was revealed, namely: with the dominance of negative emotions ($r = -0.145$; $p \leq 0.05$), inability to manage emotions, dosing them ($r = -0.134$; $p \leq 0.05$), underdevelopment, inflexibility, fuzzy emotions ($r = -0.184$; $p \leq 0.01$). As we can see, the presence of emotional impediments, such as a negative interaction background, weakened (or absent) emotional control and the emotional stiffness of the subject impede the implementation of the facilitative behavior.

The capacity for altruistic behavior in modern youth is significantly correlated with emotional modality ($r = 0.184$; $p \leq 0.001$), emotional involvement ($r = -0.109$; $p \leq 0.1$), and emotional barriers ($r = -0.164$; $p \leq 0.01$), in particular the reluctance to approach people on an emotional basis ($r = 0.194$; $p \leq 0.01$), underdevelopment, inflexibility, lack of expression of emotions ($r = -0.142$; $p \leq 0.05$), inability to manage emotions, dose them ($r = -0.164$; $p \leq 0.01$). The direct relationship with emotional modality is obvious, since transfinite empathy, the

manifestation of which is altruistic behavior itself, presupposes spiritual unity with another, the superiority of its value over its own. It is natural that such an interaction is based on the unconditionally positive attitude of the subject. Leveling one's own needs and interests leads to a reluctance to approach people on an emotional basis, which acts as a mechanism of psychological protection. At the same time, the implementation of facilitative behavior requires increased control over one's emotions and a certain emotional elimination, which illustrates to us a negative correlation of the ability to altruistic behavior with emotional involvement and inability to control, dispense emotions.

The second stage of the study involved the study of sexual characteristics (see Table 1) of the identified relationships.

Table 1

Matrix of significant coefficients of linear correlation between indicators of empathy, its forms and emotional component of interpersonal interaction between boys and girls

Indicators of emotional component		Sex	Integral empathy	Antiempathy	Indifference	Co-empathy	Compassion	Behavior modeling	Real promotion	Altruistic behavior
Emotional barriers	Inability to manage emotions, dispense them	male	-0,168*				0,177*			
		female	-0,213**			0,156*	0,169*		-0,145*	-0,177**
	Inadequate expression of emotions	male					0,167*	0,205**		
		female								
	Inflexibility, underdevelopment, fuzzy emotions	male	-0,31***		0,169*	0,285***			-0,264***	-0,241**
		female							-0,66****	-0,91****
	Negative emotions dominate	male							-0,211**	
		female								
	The level of emotional barriers	male	-0,23**				0,188*	0,18*	-0,241**	-0,179*
		female	-0,186**			0,169*			-0,64****	-0,184**
	Modality of	male	0,375****	-0,239**	-0,309***				0,302***	0,166*

emotional background	female	0,381****	-0,182**	-0,206**	-0,219**	-0,202**		0,246***	0,252***
Emotional orientation	male							-0,221**	
	female	-0,189**	0,155*						-0,162

Note. * – $p \leq 0,1$; ** – $p \leq 0,05$; *** – $p \leq 0,01$; **** – $p \leq 0,001$.

In its course it was stated:

1. The relationship between empathy and indicators of adequate emotional response is more pronounced in boys, and with indicators of variability in emotional displays in their peers - girls. No valid Empathy Relationships were found in any of the samples.

2. The empathic correlates of emotional manifestations of interpersonal interaction in girls are found more in the affective stage of the empathic process, and in boys - in the cognitive. The highest number of relationships is observed at the effective level, which is equally fair for both male and female samples.

The next stage of the study was to analyze the age-specific features of the identified relationships (see Table 2). In his course, it was stated that in early adolescence, the relationship between empathy and its forms with emotional manifestations of interpersonal interaction is more pronounced than in adulthood.

Yes, in adulthood, the relationship of empathy with emotional control, emotional tightness and the dominant emotional backdrop of interaction is significantly weakened. Relationships of Empathy with Emotional Personality, Emotional barriers, such as the latter, such as the unwillingness to approach people on an emotional basis, disappear altogether. Only the correlation with emotional modality remains consistently high throughout the period. In addition, this form of empathy as antiempathy is not associated with the studied emotional manifestations only in adulthood and adolescence, and behavioral modeling across the entire study age range.

The fourth stage of the study involved checking the existence of significant differences between the studied indicators of the emotional component of high-empathy, medium-empathy and low-empathy subjects. Identifying such differences

gives us reason to believe that it is empathy that causes the corresponding changes in emotional manifestations. For this purpose, after checking for normality of distribution of indicators in groups, we applied Student's t-test (see Table 3).

Table 2

Matrix of significant coefficients of linear correlation between empathy, its forms, and the emotional component of interpersonal interaction in early and adulthood

Indicators of emotional component	Age range	Integral empathy	Antiempathy	Indifference	Co-empathy	Compassion	Real promotion	Altruistic behavior	
Emotional barriers	Inability to manage emotions, dispense them	15-17	-0,265***	0,159*			-0,203**	-0,190**	
		18-21					0,192*		
	Inadequate expression of emotions	18-21						-0,197**	
	Inflexibility, underdevelopment, fuzzy emotions	15-17	-0,321****	0,160*	0,201**	0,207*	0,213*	-0,337****	
		18-21				0,164*			
	Negative emotions dominate	15-17	-0,291***	0,163*	0,213**	0,171*		-0,290***	
		18-21	0,173*		-0,160*	-0,166*			
	The unwillingness to approach people for emotional basis	15-17	-0,199*						
	The level of emotional barriers	15-17	-0,359****	0,175*	0,247**	0,189*		-0,339****	-0,176*
	Modality of emotional background	15-17	0,451****	-0,381****	-0,238**	-0,166*		0,330****	0,200**
18-21		0,307***		-0,294***		-0,163*	0,248****	0,162*	
Emotional orientation	15-17	-0,202**	0,222**			0,189*		-0,163*	

Note. * – $p \leq 0,1$; ** – $p \leq 0,05$; *** – $p \leq 0,01$; **** – $p \leq 0,001$;

The analysis of significant differences revealed the age and sex

characteristics of the empathic determination of the emotional component of interpersonal interaction.

Thus, in early adolescence, the level of development of empathy depends on:

a) emotional control, level of emotional stiffness, adequacy of emotional response and emotional modality - in young men;

b) adequacy of expression of emotions, emotional modality and orientation - in girls;

c) the desire to approach people on an emotional basis - in the representatives of both sexes.

In general, the level of emotional involvement in interpersonal interaction does not depend on empathy in early adolescence.

In adulthood, empathy determines:

a) emotional modality - in young men;

b) emotional control, dominant emotional background, desire to approach people on an emotional basis, adequacy of emotional response, level of emotional involvement, emotional modality - in girls.

There is no determinative effect of empathy on the adequacy of emotions, their flexibility, development, expressiveness and harmony.

Table 3

Matrix of valid values of the Student's t-test when comparing indicators of the emotional component of interpersonal interaction of individuals with different levels of empathy development

Levels of empathy	Early youth			Mature youth			In general		
	male	female	both	male	female	both	male	Female	both
1. Inability to manage emotions, dispense them									
BE-CE					2,687**				
BE-HE	2,203**		2,931***		2,567**		2,191**		
CE-HE			2,066**				1,781*		1,873*
2. Inadequate expression of emotions									
BE-HE			1,928*						

CE-HE		2,115*	2,679**						2,087**
3. Inflexibility, underdevelopment, fuzzy emotions									
BE-HE	2,674**		2,561**				2,892***		2,476**
CE-HE	2,072**		2,557**				1,786*		2,835***
4. Negative emotions dominate									
BE-CE					2,218*				
BE-HE			1,679*		2,843**			1,711*	
CE-HE								1,946*	
5. The unwillingness to approach people for emotional basis									
BE-CE	2,467**	1,197*							
CE-HE	2,821***				2,198**		2,054**		1,998**
Emotional maturity									
BE-CE					4,724***	3,825***		4,652***	3,545***
					*			*	*
BE-HE			2,072**		9,174***	3,867***	2,887**	3,148***	4,014***
					*	*			*
CE-HE	1,929*						1,613*		
Emotional involvement									
BE-CE					6,903***	2,954***		2,067**	1,634*
					*				
BE-HE					5,538***	3,009***		1,746*	2,171**
					*				
Modality of emotional background									
BE-CE		3,739**	3,287***	1,912*	2,309**	3,194***	2,359**	4,832***	4,752***
		*						*	*
BE-HE	3,578***	2,739**	4,721***	2,076*	2,361**	3,198***	3,993***	3,761***	5,707***
							*		*
CE-HE	2,882***		3,449***				2,611**		2,658***
Harmony									
BE-CE		3,204**	2,235**					2,05***	
		*							
BE-HE		1,967*							

Note. 1) BE- people with high levels of empathy, CE – people with an average level of empathy development, HE – people with low levels of empathy. 2). * – $p \leq 0,1$; ** – $p \leq 0,05$; *** – $p \leq 0,01$.

The main conclusions. Thus, we can state the presence of empathic determination of all indicators of the emotional component of interpersonal interaction. At the same time, age and gender differentiation of the determining influence of empathy was revealed: for boys it is more pronounced during the early adolescence and for girls during adulthood. Generally speaking, in the early

teens, the impact of empathy on the emotional aspect of interpersonal interaction is greater than in adulthood.

We see the **prospect of our further research** in the study of empathic determination of motivational, value-meaning and connective components of interpersonal interaction.

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