

Interactive Methods Of Developing Empathic Skills In Students On The Basis Of Pedagogical Values

Jumanov Erdavlet

Basic doctoral student at the National Institute of Pedagogical Mastery named after A. Avloniy, Uzbekistan

Received: 30 September 2025 **Accepted:** 23 October 2025 **Published:** 28 November 2025

ABSTRACT

This article explores the methodology of developing empathic skills in students based on pedagogical values in the era of globalization. Empathy is analyzed as an important factor in nurturing students' humanism, tolerance, moral culture, and social responsibility. The paper also highlights the integration of empathic approaches with pedagogical values and describes the effective use of interactive, reflective, communicative, and project-based teaching methods for developing empathy.

Keywords: Empathy, pedagogical values, humanism, teacher activity, communication skills, reflection, interactive methods, global education, personal development, moral education.

INTRODUCTION

In today's era of globalization, the main task of the education system is to educate a humane, socially responsible, spiritually mature and morally developed personality. In the 21st century, the rapid development of science and technology, the deep penetration of information technologies into our lives, and the expansion of cultural exchange are setting new requirements for the culture of interaction, understanding and cooperation between people. Therefore, in the modern educational process, it has become an urgent issue not only to provide knowledge, but also to develop students' personal qualities, in particular their empathic skills.

Empathy is a person's ability to understand the feelings of others, to sense their emotional state and to communicate with them on the basis of compassion. Empathy is considered an important indicator of a person's social intelligence, moral maturity and cultural level. From a pedagogical point of view, an empathic teacher approaches the inner world of the student with attention, tries to understand his or her feelings, and thereby creates a trusting and sincere atmosphere. Such an atmosphere serves as a crucial factor in increasing the effectiveness of

teaching and upbringing.

Empathy is an integral component of the system of pedagogical values. Values are the basic criteria that determine a person's spiritual-moral, aesthetic, social and professional orientations. In the activity of a teacher, a value-based approach must embody the principles of empathy, tolerance, respect and cooperation. Therefore, the development of empathy not only shapes the student's personal qualities but also strengthens the humanistic orientation of the entire pedagogical process.

Under the conditions of globalization, introducing an empathic approach into the educational process enhances students' respect for national and universal values and fosters feelings of tolerance, social justice, solidarity and humanity. This is of great importance in raising the younger generation not only as knowledgeable individuals but also as people of high spirituality, social activity and a responsible attitude toward the development of society.

Thus, empathy is not merely a psychological category of modern education, but the central link in the system of pedagogical values. It forms the foundation of relations

between teacher and student built on mutual understanding, trust and respect. For this reason, the development of empathic skills should be recognized as one of the strategic priority directions of the education system.

The interrelation of empathic skills and pedagogical values.

Pedagogical values are a system of important criteria that determine the moral, ethical, aesthetic and social foundations of a teacher's activity. They orient the aims, content and methods of the educational process on the principles of humanism, justice, respect and cooperation. These values find their expression in the teacher's professional culture and are manifested in his or her relationships with students. Therefore, integrating pedagogical values with an empathic approach is regarded as one of the key ideas of modern education.

Empathy is the practical expression of these values. It is manifested in the teacher's ability to understand the student's personality, to feel his or her inner experiences, to comprehend their concerns and to approach them sincerely. Teacher empathy is not only an emotion but also an embodiment of pedagogical responsibility. An empathic teacher not only imparts knowledge but also takes into account students' psychological needs, listens to them, encourages them and creates a positive emotional environment. As a result, students feel themselves to be valued, understood and respected individuals.

Empathy and pedagogical values are closely interrelated and are manifested in the following aspects:

Harmony with the value of humanism. Humanism is the core value of the educational process, and empathy is its practical expression. The teacher values the learner as a human being and strives to understand his or her feelings. In this process, the teacher views the learner not as an "object" but as a "subject." As a result, communication between teacher and student is formed on the basis of equality, trust and respect.

Connection with moral and deontological approaches. Empathy arises from a deep understanding of the teacher's professional ethical duty. According to the deontological approach, every teacher must conduct his or her activity on the basis of human values. By being fair, patient, tolerant and cautious toward students, the teacher fulfills their

moral obligation. In this way, empathy becomes an integral part of pedagogical ethics.

Interaction with social values. Empathy strengthens social responsibility. As the learner acquires the ability to sense the condition of others, he or she develops as a compassionate, socially active and collaboration-oriented person in society. This, in turn, serves the main goal of education — ensuring social stability and solidarity.

Integration with cultural and national values. In the educational systems of every nation, there exist values such as humanity, respect, kindness and tolerance. Empathy is the modern expression of these values. During the lesson, the teacher instills national values in students' consciousness through an empathic approach — for example, promoting mutual help, respect for elders, sincere communication with peers and social cohesion.

Relation to professional values. Empathy is an integral link in the teacher's professional competence. For every educator, empathy is a quality that unites professional mastery, pedagogical ethics and communicative culture. An empathic teacher approaches his or her profession with dedication, keeps the learner's personal development at the center of attention and applies an individual approach to each child.

Thus, the formation of empathic skills is not only a psychological aspect of the teacher's activity but also a process of putting pedagogical values into practice. Such an approach develops in students:

- a culture of mutual respect and trust,
- a culture of taking into account the feelings of others,
- moral and social responsibility,
- skills of working and listening in a team.

In addition, empathy strengthens the humanistic orientation of the pedagogical process and enriches interaction between teacher and student emotionally, spiritually and intellectually. Therefore, the development of an empathic approach is not only a guarantee of personal growth but also of social and spiritual development.

Main methodological directions of forming empathic skills

The process of developing empathic skills in students should be systematic, goal-oriented and consistently implemented at all stages of the teacher's activity. The development of empathy includes not only managing one's own emotions but also understanding others, being able to put oneself in their place and forming a sense of social responsibility. Below, the main methodological directions of this process are outlined.

Interactive methods occupy a central place in the development of empathy, because they ensure active communication, exchange of ideas, cooperation and mutual understanding among students. In such lessons, the learner appears not only as a recipient of information but also as an active participant, a problem-solver, and a person who shares emotions with others.

Effective interactive methods include the following:

- Role plays. Students stage various life or social situations and perform different roles. This process teaches them to feel the emotions of others and to try to put themselves in their place.
- Case studies (problem situation analysis). By analyzing real-life social, moral or psychological problems, students come to understand other points of view and learn to make empathic decisions.
- Discussions and “dialogue circles.” In this format, students express their opinions on a particular topic, listen to others and learn to appreciate the diversity of viewpoints.

According to Lawrence Kohlberg's theory of moral development, moral thinking develops step by step. Interactive approaches accelerate this process because they lead the learner through different stages of experiencing and resolving moral problems. As a result, empathy begins to play a central role in a person's moral decision-making.

The development of empathic skills is strongly influenced by reflection, that is, a person's ability to analyse their own emotions, behaviour and attitudes. A reflective approach enables the learner to become aware of their own feelings, compare them with the state of others and evaluate themselves. Donald Schön's concept of the “reflective practitioner” serves as an important theoretical basis in this regard. According to him, the teacher should see the learner as a “thinking subject” and give them the opportunity to

learn from their own experience.

Effective forms of reflective methods include:

- “Emotion diaries” — learners write down their feelings during the lesson;
- “Tree of thoughts” or “How did it affect me?” activities — the learner evaluates their own behaviour and draws conclusions;
- Mutual reflection — in a group, learners analyse each other's emotions and reflect on them on the basis of mutual empathy.

As a result, the learner acquires a deeper understanding of themselves and others, which creates a foundation for the formation of empathic thinking.

Project-based learning (PBL) is highly effective in strengthening empathic skills. During project work, learners study how to solve real social problems, work in teams and take into account the feelings of others.

Practical examples include:

- “Week of kindness and care” — a project to help socially vulnerable individuals;
- “I understand my classmates” — learners analyse the emotional state of their classmates and establish positive communication;
- “Human values” — creating a video or poster that reflects national and universal values.

Based on John Dewey's theory of experiential learning, the learner acquires knowledge not only by hearing it, but through experience. Project activities allow the learner to feel the emotions of others more deeply, to understand social responsibility and to develop empathy in a real-life context.

Empathic communication is the foundation for developing a culture of human relationships in learners. Communicative activities form skills of listening, understanding, speaking correctly, resolving conflicts peacefully and expressing one's opinion respectfully.

The following methods are effective in this regard:

- Working in pairs — learners share their views with each other and develop mutual respect and trust;
- Small-group discussions — in the process of communication, each participant expresses their opinion and learns to listen to others;
- “I understand you” activities — learners analyse the feelings of others and express them in words.

According to Lev Vygotsky’s sociocultural theory, the learning process deepens through communication. Thus, communicative activities strengthen the learner’s empathic thinking and enrich their social-emotional awareness.

In the era of digital technologies, empathy is formed not only in face-to-face communication but also in virtual environments. Online lessons, distance projects and game-based digital activities enhance learners’ sense of intercultural communication, tolerance and global citizenship.

Effective digital approaches include:

- Virtual role-playing games (for example, “digital empathy simulation” platforms);
- Online forums and class blogs — learners express their emotions in written form and respond to others’ views;
- Positive-communication projects on social networks — learners study online etiquette.

In UNESCO’s “ICT Competency Framework for Teachers” (2018), the development of social-emotional learning through digital technologies is recognized as an important competence of the teacher. Therefore, digital educational tools serve to foster empathy on a global scale.

The teacher’s personality as a model. The most effective means of developing empathy in students is the teacher’s personal example. Learners often take more from the teacher’s behaviour and attitude than from his or her words. An empathic teacher:

- respects the personality of every student;
- approaches problematic situations calmly and patiently;

- pays attention to students’ emotions;
- maintains his or her own emotional balance;
- applies an individual approach to each learner.

According to the deontological approach, the teacher’s professional duty is to rely on human values and ensure the personal development of every student. Therefore, it is an urgent task to develop empathic and deontological competencies in teachers and to include them in professional training programmes.

An empathic teacher is not only a provider of knowledge, but also a role model of humanity, tolerance and social responsibility for students. For this reason, in the educational process the teacher’s personality is regarded as the most powerful tool for fostering empathy.

CONCLUSION

In conclusion, under conditions of globalization and digital transformation, developing students’ empathic skills on the basis of pedagogical values is one of the most important social and moral tasks of the modern education system. By its essence, empathy is not only a psychological process, but also a pedagogical competence that reflects the level of a person’s spiritual and moral development. It serves the formation of an individual who understands, feels and values both themselves and others, and who takes a responsible position in society.

Developing empathy on the basis of pedagogical values helps to strengthen in the learner:

- humanism and tolerance,
- mutual solidarity and compassion,
- social activity and cooperation,
- a sense of justice, sincerity and respect.

In modern education, the methodological directions for forming empathic skills are implemented through interactive, reflective, communicative, project-based and ICT-supported approaches. These methods shape students not only as recipients of knowledge, but as feeling, understanding and mutually supportive individuals. For example, interactive games and discussions help students to understand others’ perspectives, while reflective

methods teach them to analyse their own emotions and to comprehend the state of others. Project-based learning, in turn, consolidates empathy through practical activity and creates opportunities to manifest human values in real life.

The development of empathic skills through digital technologies marks a new stage in today's global education. Through online communication, virtual group projects and intercultural exchanges, students learn global empathy — that is, respect and understanding towards representatives of different cultures, nations and viewpoints. This process aligns with the concepts of social-emotional learning promoted by UNESCO and other international educational organizations.

The teacher's personal example also has incomparable importance in fostering empathy. Through their empathic, attentive, patient and sincere attitude, the teacher not only conducts lessons, but also imparts lessons in humanity. A student educated by such a teacher will, in the future, be able to value the feelings of others and become an active individual who promotes social stability, interethnic harmony and humanistic ideals.

Thus, a learner who possesses empathic skills is a person who strengthens the moral foundation of the future society, understands the feelings of others, values peace and harmony, and is spiritually mature. Educating such individuals is the highest outcome of translating pedagogical values into real life.

REFERENCES

1. Селевко, Г.К. Современные образовательные технологии. – Москва: Народное образование, 1998. – 256 с.
2. Dewey, J. Experience and Education. – New York: Macmillan, 1938.
3. Vygotsky, L.S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978.
4. Schön, D.A. The Reflective Practitioner: How Professionals Think in Action. – New York: Basic Books, 1983.
5. Kolberg, L. The Philosophy of Moral Development: Moral Stages and the Idea of Justice. – San Francisco: Harper & Row, 1981.
6. UNESCO. ICT Competency Framework for Teachers. – Paris: UNESCO Publishing, 2018.
7. Taylanova Sh.Z. Pedagogika oliv ta'lim muassasasi talabalarida qadriyatlar tizimini shakllantirish. – Toshkent: TDPU, 2020.
8. Jalolov, J.J. Pedagogik kompetensiyalar va ta'lim sifatini oshirish masalalari. – Toshkent: Fan va texnologiya, 2019.
9. Hasanboeva, O., Yo'ldoshev, J. Pedagogika. – Toshkent: O'qituvchi, 2005.