

Загалом, можемо підсумувати, що більшість проблем та перешкод, які зустрічають наші студенти на шляху до опанування мови, можна подолати введенням наскрізної дисципліни «Іноземна мова» впродовж усього терміну навчання в університеті. Більша кількість годин дозволить викладачам також урізноманітнити процес навчання, додаючи інтерактивні, дослідницько-пошукові та інші сучасні методи навчання.

#### **Література:**

1. Ціль 4. Забезпечення всеохоплюючої і справедливої якісної освіти та заохочення можливості навчання впродовж усього життя для всіх. URL: <https://business.diia.gov.ua/handbook/sustainable-development-goals/cil-4-zabezpecenna-vseohopluucoi-i-spravedливоi-akisnoi-osviti-ta-zaohocenna-mozlivosti-navcanna-vprodovz-usogo-zitta-dla-vsih> (дата звернення: 08.09.2024).

2. Чайковська Г. Б., Левчик І. Ю. Міждисциплінарна інтеграція освіти для сталого розвитку в ЗВО (на прикладі інтегрованого навчання англійської мови для спеціальних цілей). Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки, 2022. № 2 (109). С. 195–211.

### **TEACHING EMPATHY IN THE ENGLISH LANGUAGE CLASSROOM**

**Krynytska N. I.**

*Poltava V.G. National Pedagogical University  
nataliakrin@gmail.com*

**Relevance.** Empathy means understanding how others feel (cognitive empathy and perspective taking) and sharing their feelings and emotions (emotional or affective empathy). Empathy and sympathy have much in common but sympathy is feeling pity for somebody and will lower the expectations from others, while empathy is more helpful, constructive and active. Empathy deficit is a serious problem of modern people who often live in their personal information bubbles and comfort zones. I think that successful implementation of the 17 Sustainable Development Goals (SDGs) – developed by the United Nations in 2015 – can only be possible if empathy is developed in children and adults. The ability to walk in others' shoes will push the people to share excess things and food with those in need, rather than throwing unwanted things away. Empathetic people will respect the dignity of others, irrespective of their social status, education, age, race, gender, religion, health, etc. People with high emotional intelligence are compassionate and caring for Nature because they feel the interconnectedness of all living beings and the environment.

**Purpose.** Since language is a bridge connecting people, teaching English as a foreign language (TEFL) motivates us to improve our communication and gives us the opportunities to enhance empathy together with the necessary language skills. The aim of this paper is to consider ways of fostering empathy in the TEFL classroom.

**Methodology and organization of the study.** The methods of the research include analysis, synthesis, induction, deduction and method of pedagogical observations. My tasks are overviewing the experts' recommendations and sharing my suggestions aimed at fostering empathy in class.

**Research results.** Among the main strategies to develop empathy in students are encouraging active listening, promoting perspective-taking exercises and engaging in role-playing activities [2]. Additional real-world materials include fiction, films and news articles. It is important to educate students about cultural awareness that can help them to appreciate our diversity and create a culturally inclusive atmosphere in the classroom where everyone will feel safe. Language practice, as a powerful tool for nurturing empathy among TEFL students, embraces three main strategies: engaging in meaningful conversations, participating in group discussions and collaborating on projects [2].

Of course, true teachers should be role models of empathy for students. They should display their respect and understanding for everyone in class. It is better to avoid instant criticism of students, defer judgement and gather more details to understand the students better. Positive body language that includes listening attentively, maintaining eye contact, nodding supportively, smiling when appropriate, and mirroring the speaker's facial expressions or gesture can help reflect the feelings the person is sharing. Phrases like "I understand," "I hear you," "I'm here for you", "It sounds like..." or "I hear that you..." will make the atmosphere more friendly.

Let us suggest some effective activities for cultivating empathy in the language classroom. Firstly, we should provide students with the English words like bricks for building a bridge of understanding. In studying the topic 'Feelings and Emotions' we can discuss issues with empathy and learn the thematic vocabulary and frequent phrases and word combinations used when speaking about empathy. Vocabulary studies can be based on dividing the words into oppositions relating to the emotional warmth or cold. The first 'warm' group may include the words: *attuned, to commune with something, to communicate with someone/something, communion, emotional intelligence, emotionally involved, empath, empathetic, empathetically, empathic, empathically, to empathize with somebody, empathy, to identify with someone, in communion with someone/something, over-identification, to over-identify with someone/something, project, to put yourself in someone's place/position/shoes, rapport, to relate to someone/something, self-communing, self-communion, self-discovery, sensitive, sensitively, sensitiveness, sensitivity, to speak someone's language, sympathetic, sympathetically, to sympathise with somebody, theory of mind, to understand, understanding, etc.*

The second 'cold' group will embrace words like: *aloof, to become desensitized, to be loveless, cold, cold-eyed, companionless, cool in manner, detached, dry, distant, distant in manner, emotionally distant, emotionally unavailable, frosty, hard to approach, hard to communicate, hard to engage in conversation, hard to find an approach, hard to greet, hard to initiate a conversation, hard to make conversation with, hard to reach, hard to speak to, hard to start a conversation, hard to talk to, icy, indifferent, offish (British English), remote, reserved, stand-offish, unfriendly, unsociable, etc.*

In my opinion, teachers should avoid measuring their students' empathy through different questionnaires because lack of empathy may indicate a mental state condition, and this is the field of psychologists. However, some questions concerning empathy level can be used in class conversations, for example: "Can you easily tell if someone else wants to enter a conversation?"; "Do you really enjoy caring for other people?"; "Do you find it easy to put yourself in somebody else's shoes?"; "Are you good at predicting how someone will feel?"; "Are you quick to spot when someone in a group is feeling awkward or uncomfortable?"; "Do other people tell you that you are good at understanding how they are feeling and what they are thinking?"; "Does it upset you to see an animal in pain?"; "Can you easily tell if someone else is interested or bored with what you are saying?"; "Do your friends usually talk to you about their problems as they say that you are very understanding?"; "Are you emotionally detached or involved when watching a film?"; "Can you tune into how someone else feels rapidly and intuitively?"; "Can you easily work out what another person might want to talk about?"; "Can you tell if someone is masking their true emotion?"; "Are you good at predicting what someone will do?"; "Do you tend to get emotionally involved with a friend's problems?"; "Can you usually appreciate the other person's viewpoint, even if you don't agree with it?" [1].

Commenting on pictures showing different social situations (for example, movie stills), exercises for finding synonyms and antonyms or matching the words and collocations to the sentences can be helpful. So, studying the topic about 'Feelings and Emotions' will develop the students' speaking, listening, writing and reading skills.

Secondly, analysing fiction for home reading classes or watching movies for developing listening skills will also foster the students' empathy. For children, I would advise the following books for reading: Charles Dickens' *A Christmas Carol*, Eleanor Porter's *Polyanna*, Michael

Bond's *Paddington* books, Harper Lee's *To Kill a Mockingbird*, or J. K. Rowling's *Harry Potter* books. All these books were adapted for the screen and can be watched and discussed as well. Other movies and animated films that can activate the children's hearts are *Pinocchio* (1940), *Dumbo* (1941), *Bambi* (1942), *Willy Wonka & the Chocolate Factory* (1971), *Pete's Dragon* (1977, 2016), *The Neverending Story* (1984), *Beauty and the Beast* (1991, 2017), *Pocahontas* (1995), *October Sky* (1999), *Shrek* (2001-2010), *Finding Nemo* (2003), *Charlie and the Chocolate Factory* (2005), *WALL-E* (2008), *Frozen* (2013), *Despicable Me* (2010-2024), and *Inside Out* (2015-2024).

Teenagers and adults would appreciate Daniel Keyes' *Flowers for Algernon* story (1958) adapted for the screen in 2000. Movies like *Blade Runner* (1982), *Rain Man* (1988), *What's Eating Gilbert Grape* (1993), *Benny & Joon* (1993), *The Man Without a Face* (1993), *Schindler's List* (1993), *Forrest Gump* (1994), *The Shawshank Redemption* (1994), *The Green Mile* (1999), *Never Let Me Go* (2010), *The King's Speech* (2010), *The Book Thief* (2013), *Blade Runner 2049* (2017), *Dunkirk* (2017), *Green Book* (2018) and *The Holdovers* (2023) can be real tear-jerkers for the 18+ audience. The above-mentioned works can be used for class analysis and discussion or for essay writing. Creative rewriting of parts of books or scripts of movies from the point of view of another character or changing the plot would encourage students to take another person's perspective.

Thirdly, developing community projects has proven effective for showing the positive results of taking action. This way is the closest to achieving the Sustainable Development Goals. Fundraising for the IDPs, the wounded or homeless; collecting clothes, food, medicine or utensils for the people in need; drawing pictures, organizing a concert or a clean-up event for the lonely old people; finding a new master for an abandoned domestic animal will build compassionate empathy. To improve the climate in an English class, teachers may regularly organise a game like "Make My Day". For example, if it is Anna's day, the other students try to remember or guess without asking Anna what can make her happy. To provide equity and to develop speaking and listening skills, every student in turn is given what he or she likes: cakes, pictures, toys, songs, dances, etc. This event aims to prove that caring behaviour makes both the giver and the receiver feel happy and good.

**Conclusions.** To sum up, nurturing empathy together with the language skills in the English classroom will facilitate achieving SDGs 1-5, 10, 13-17. Despite recent negative changes in Ukraine caused by war, we should pursue the maintenance of order, stability and development wherever possible.

Teachers are supposed to be role models of empathy for students, using their positive body language and active listening. They should educate cultural awareness in students. Perspective-taking exercises, engaging in meaningful conversations and role-playing activities can be helpful for nurturing empathy in the English classroom.

Studying the topic 'Feelings and Emotions' will enrich students' vocabulary for meaningful conversations. In order not to hurt students, I do not recommend measuring the students' empathy level; however, some phrases from the Empathy Quotient Test can be used for active speaking. We have collected touching books for reading and emotional movies for listening. Writing essays about them or rewriting them from another perspective can activate the students' hearts too. Most helpful from the SDGs' perspective seems to be the development of projects like "Make My Day" that has vivid results of empathic relations in class.

#### References

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