

Teachers' Personal Qualities as the Determinants of Their Empathetic Abilities

Abstract

Empathy is one of the basic factors of teachers' didactic efficiency and the educational actions undertaken by them. It includes not only the knowledge about the needs and the correct development of the child/pupil but also their ability to perceive inter-subjectively the child's/pupil's world and express their own behaviours reflecting understanding and sympathising.

Thus, the search for the answer to the question what relations between the teacher's constant individual features and empathetic abilities are, seems to be vital. This attempt has been made on the basis of the constant individual personality traits concept put forward by Professor Jolanta Wilsz, the frame of which is constituted by the autonomous systems theory. The basic factors, such as analysis adaptation, retrieval, preference, ability to communicate ideas, tolerance and vulnerability have been applied in the research for the individual didactic efficiency analysis of the surveyed teachers.

The research results undeniably complement the knowledge about teachers with reference to the diagnosis of their vocational aptitude.

Key words: *teachers' empathetic abilities.*

Introduction

The term "empathy" was presumably first used in the German aesthetics to refer to the inclination/ability to identify oneself with the observed object. The contemporary subject literature as well as popular references provide similar