

DEVELOPING STUDENT'S EMPATHETIC CHARACTERISTIC

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The new generation of learners is surrounded by different circumstances that challenge their responses toward a situation that result in a positive or negative outcome. The outcome is a response that affects the learner's intellectual and affective capability in managing acceptable behavioral conduct. Empathy is more important in the classroom than ever before. Students require adults who are acutely aware of the provoking emotions caused by unfavorable conditions, which are exacerbated by society's overwhelming events. Strong empathy models should be expected from educators and adopted by students. Empathy in the classroom allows teachers to understand their students and their own feelings without jeopardizing expectations. Empathy is the highest level of knowledge, for it changes the focus of a person's perspectives and allows individuals to function as a learning community.

Understanding that the world belongs to all is a defining moment for many. However, when teaching in a classroom is entirely focused on how others perceive, evaluating their emotions, and then learning what the appropriate responses are, learners gain skills and knowledge that exceed content approaches.

Learners are able to learn compassion, acceptance, and understanding when we value people's experiences and respect their responses without eliciting a defensive reaction in us but rather activate a desire to equip those who are marginalized and labeled problem initiators.

Students who develop empathy are engaged in nurturing instincts, caring for and enjoying life with others, and trusting those around them. Learners gain confidence

which leads to security in preparing students to acquire knowledge and skills. Emotional intelligence's communal effects carve out a room for involvement and acknowledgement of what learners know and need to know. Students can befriend varied individuals with varied backgrounds. This also creates classrooms that can truly become learning communities.

Teachers frequently find ways to instill respect and model such character in order to build good behavior for future generations of learners. Teaching students to respect diverse beliefs and ideologies has traditionally been an important part of a teacher's job. However, with polarization and fear taking precedence over civic education, there is little opportunity to teach students to respect diverse beliefs and ideologies.

As educators and shapers of our nation's future, it is critical that we continue to learn and implement strategies that honor our jobs, achievements, and credibility. A better outcome can be obtained by changing our own connection with our truths and encouraging students to explore their own expression of empathy.

Discover-focused learning is an inquiry-based learning method that takes a constructivist approach to education, in which students are encouraged to construct their own knowledge through a self-directed learning process—learning is acquired through students' discovery. This discovery process teaches students how to acquire information in the most relevant way for solving the current problem, making insights practical and sticky.

Evidently, as much as teachers would like to deal with the stress that can accompany serious conversations on sensitive issues, learners frequently come to classrooms with ideas about what's happening around the world. Furthermore, the classroom is the most likely place for students to meet diverse groups of people with diverse ideas. This presents a tremendous opportunity to build empathetic, collaborative learning communities.

Instead of bringing up current events, teachers can direct students to use parent-approved news websites where they can discuss whatever topics they find interesting. Students may also be given the opportunity to express their views on a particular issue by their teacher. Furthermore, a teacher may explicitly teach students active listening skills as well as how to disagree while maintaining friendships.

Teachers can teach students to ask questions more and avoid judgment by using "I notice, I wonder" assertions. Making value judgments about current events is part of passing valued acknowledgment. Moreover, teach students how to ask questions with respect. Examples of lines to exclude, such as "That was stupid," "They are morons," and "Anyone who thinks that is just wrongheaded" must be modified in an acceptable manner.

Students are more likely to feel empathy with others when they learn to understand the underlying motives behind individual interaction. Reaching a consensus will not only contribute to building a stronger, more unified learning community, but it will also help to build stronger communities outside of the institutional boundaries.

As a moderator, teachers can monitor their own opinions in order to look critically at all sides of issues, particularly those that they personally care deeply about. It is critical that they do not wear their political feelings on their sleeves. That is difficult when they ingest news from channels that conform to their standards and confirm their existing beliefs. Furthermore, by spending time reading and reacting to some social media posts, they reinforce the barriers that separate them.

What teachers read and hear after school, on the other hand, either strengthens their abilities to react neutrally to different viewpoints or encourages them to react in a way that prevents them from regulating discourse on sensitive issues in the classroom. That inability to act in moderate ways may also jeopardize teacher-student relationships, affecting student outcomes.

Some strategies for developing empathy are suggested for the teachers to try. In addition to monitoring media consumption habits, "I might be right, they might be wrong – but I might be wrong, they might be right." This statement is true more often than we would like to believe when we are fascinated by issues. Giving "the other side" the benefit of the doubt and not dismissing alternative viewpoints will support teachers in guiding students to do the same. Another good way to approach civil disagreement is to acknowledge the possibility of being wrong.

Another strategy is to argue the opposing side of any issue and to encourage students to do the same. Disproving some beliefs allows anyone to see solutions and perspectives they might not have considered otherwise. In class, having students research the opposing side of an argument they disagree with promotes media literacy and cultural competence, as well as the acceptance of making mistakes.

Finally, don't give learners the impression that every hot topic can be ignored. The teacher's responsibility is to teach students how to disagree civilly, which is essential for a free and united society. Teach learners that almost anything can be discussed as long as everyone agrees to it in a respectful manner.

References:

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