



Improving Social Civilization. New Progress in Research on Perspective Taking in China



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Abstract: In recent years, in the journey of building a modern socialist country in the new era, perspective taking has gradually attracted the attention of Chinese scholars due to its contribution to improving social civilization and the adaptability of Chinese citizens to society. New perspectives and empirical research are constantly emerging, and scholars are constantly exploring and improving relevant theories while conducting research based on China's own national conditions. In order to improve social civilization, they are exploring the specific development of Chinese citizens' perspective selection, and starting to focus on the intervention and application of perspective taking ability, integrating research into various aspects of education, management, and other aspects of China's modern social construction. In this essay, we explored the new research achievements of Chinese scholars in the past decade, focusing on the relationship between perspective taking and prosocial behavior, perspective taking and inter group relationships, perspective taking and management of special populations, and the impact of gender factors on perspective taking. It also provides inspiration for China to improve social civilization and solve corresponding social problems.

Keywords: Perspective taking; Chinese context; new developments; social civilization level.

I. Introduction

Perspective taking (PT)¹ refers to the psychological process in which an individual empathizes with others and imagines or guesses their thoughts and attitudes from their perspective (Galinsky, Ku, & Wang 2005, 109–112). Flavell combined Piaget's

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perspective taking approach with that of information processing and first proposed the concept of role taking (Flavell 1968). Robert Selman (Selman 1977; Selman 1980) believes that perspective taking refers to the cognitive ability to distinguish one's own opinions from those of others and discover the relationships between these opinions, and is also an important moral ability (e.g., Kohlberg 1973; Kohlberg 1976; Walker 1980). On the development of perspective taking as an individual skill (respectively competence), Selman came up with a model regarding the development of perspective taking as a phased cognitive process, believing that the developmental content and structure of each stage is built on the previous stage and becomes more inclusive (including reciprocity and coordination) and complex than the previous stage (Selman 1977, 3–6).

Perspective taking, especially social perspective taking, is an important indicator of social harmony and people's social adaptability, and also one of the evaluation standards of moral level. In order to improve the level of social civilization, the report of the 20th National Congress of the Communist Party of China pointed out the need to "Implement the project of citizens' moral construction, promote traditional Chinese virtues, strengthen the construction of family education and family conduct, strengthen and improve the ideological and moral construction of minors, promote the cultivation of great morality, public morality, and strict private morality, and improve the moral standards and civilized literacy of the people." Therefore, the perspective taking has received the attention of Chinese scholars constantly improving relevant concepts and theories, conducting research on China's special national conditions, and applying research results to education, special populations, and management to promote social development. This article will elaborate on the latest achievements of Chinese scholars in the field of perspective taking research especially in the past decade, including perspective taking and prosocial behavior, perspective taking and inter group relationships, perspective taking and management of special populations, and the impact of gender factors on perspective taking, as well as their inspiration for improving social civilization and promoting social harmony.

II. Perspective Taking Adoption and Prosocial Behavior: Social Harmony and Stability as Prerequisites of Social Civilization

In terms of the concept of prosocial behavior, American scholar Weisberg and Waldrop (Weisberg & Waldrop 1972; compare Cashwell et al. 2001) summarized prosocial behavior as all behaviors that are opposed to negative behaviors such as infringement in the 'examination of positive forms of society'. In past research studies, scholars have believed that prosocial behavior has a significant impact on maintaining social stability (Qian 2008), In recent years, Chinese scholars have continuously enriched their research on perspective taking and prosocial behavior, provided corresponding theoretical support for the implementation of intervention, and laid the foundation for

the construction of a harmonious society (Zhang, Huang, & Wang 2022, 48–55; Sun, Lin, Dai, Luo, & Jing 2017, 491–497).

Patricia Oswald and colleagues (Oswald et al. 1996) used television situational stories as a control group intervention and found that interventions in cognitive and emotional perspective selection significantly improved people's perspective selection. Chinese scholars also find that in terms of relevant mechanisms, scenario construction plays an important role between perspective taking and willingness to help others (Ji & Liu 2020, 641–648). From this research, part of the mechanism of action is clarified, and in the subsequent research process, the intervention of situation-building ability can also become the intervention of prosocial behavior. Studies have shown that prosocial behavior plays a partial mediating role between emotional perspective adoption and peer relationships (Zhang, Huang, & Wang 2022, 48–55). Their research focuses on young children, a group in the critical period of the development of perspective taking ability, which once again confirms the influence of perspective taking ability on prosocial behavior, and finds that perspective taking promotes peer relationship among children. Peer relationships affects the social adaptation of young children and even adults, and so the perspective taking is indeed one of the abilities that affect social adaptation and needs to be paid attention to. In a study that grouped the prosocial level of college students, it was also found that people with low prosocial level did have a lower level of opinion selection ability (Sun, Lin, Dai, Luo, & Jing 2017, 491–497). The results also verify the association between opinion adoption and prosocial behavior. Perspective taking also plays a mediating role between loneliness and altruistic tendencies (Deng, Liu, & Ding 2023, 244–249). The reason may be that the low level of loneliness reflects the adaptation of the needs of individual interpersonal communication to the actual situation, and at the same time, the loneliness reflects the negative individual self-state of loneliness through perspective taking, which will affect the ability and tendency of perspective taking. While the research has clarified the relevant mechanisms, the intervention of prosocial behavior has a new direction: promoting the generation of altruistic behavior by regulating loneliness. As far as the construction of civilized society is concerned, focusing on people with a high sense of loneliness in the social environment, giving humanistic care, helping them regulate loneliness, can increase their prosocial behavior, promote the improvement of social civilization. In summary, measurements from samples of all ages in China verify that perspective taking influences people's prosocial behavior. Selman argues that perspective taking needs to be stimulated by suggestion (Selman 1977, 3–6), which means that, under certain conditions, education and intervention play a crucial role in improving perspective taking. The development of individual perspective taking is in the critical period of school life, and the development of children's individual perspective taking ability not only makes the development of children's own quality, but also affects the future construction of society and country. As the main position for the society to cultivate socialist successors, it is very necessary for schools to guide students

with correct values and cultivate their prosocial behaviors. Integrating the intervention of perspective taking into all aspects of education and teaching can make students' perspective taking oriented to Chinese socialist core values, which including prosperity, democracy, civilization, harmony, advocating freedom, equality, justice, and the rule of law, advocating patriotism, dedication, integrity, and friendliness.

At the same time, giving special attention and intervention to some students with social adaptation and interpersonal communication problems, so as to promote the solution of related problems and mitigate the negative impact that problems may have on their later life stages. The research on the correlation between perspective taking and prosocial behavior (Eisenberg 2001; Oswald 1996) provides new countermeasures for schools to intervene in students' prosocial behavior, and also means that schools can better stifle all kinds of risks that threaten social stability in the cradle, gradually promote the solution of corresponding social problems, and contribute to the construction of students' morality and interpersonal relationship (Wu & Yang 2007).

III. Intergroup Relations and Perspective Taking: Enhancing National Identity as a Basis for Improving Social Civilization

Group relations are seen as a precondition for prosocial behavior and perspective taking adoption. People in the ingroup adopt more perspective taking behaviors for members and information within the group than outside the group, which is called the inter-out group effect. Perspective taking also plays a key role in group relations and helping behavior. Many studies by Chinese scholars have also repeatedly verified this, for example, some scholars have found that people adopt helpful behaviors differently within and outside their own group, and that others within the group have a more direct impact on people's helpful behavior, while whether people engage in helpful behavior towards people outside their own group is affected by their own level of compassion (Sun, Miao, Li, Zhang, & Xu 2011, 491–497). The side reflects that the in-group perspective taking is more rapid, requiring fewer additional conditions than the outgroup's perspective taking. In the research results of Sun Binghai and colleagues, fewer conditions are required to trigger the perspective taking of the in-group than that of the out-group, which explains some of the mechanisms of the in-outgroup effect. This is similar to the results of Yiping Zhong's research, who believes that self-other overlap leads people to have more tendency to adopt opinions and adopt more helpful behaviors (Zhong, Yang, & Fan 2015, 1050–1057).

However, with the deepening of the study of perspective taking, scholars have gradually found that the influence of intergroup relationships on people's perspective taking is complex and diverse, and the internal-external group effect does not dominate in some cases, for example, close in-group relations can promote people's exploration and acceptance of outgroups (Ai & Zhou 2021, 139–145). This confidence and the confidence

in the ingroup allow people to reduce the threat of the outgroup, and be more tolerant and willing to explore the outgroup. It can be seen that if there is a certain degree of certainty in policy, the close relationship between the inner group does not necessarily make people rest on their laurels and refuse to accept information from the outside world, but it is easier to promote the exploration of the unknown and promote their own development. In reality, we need to face an urgent problem, which is the cultural self-confidence, national self-confidence, institutional confidence and other related problems that often occur among Chinese people. An experimental study based on popular international conflict events found that low-status groups exhibited implicit debasement of in-groups, while more overestimation of the capacity of the outgroup state (Shi, Zhao, & Bai 2023, 212–221). Conversely, perspective taking also affects intergroup relations, and its core revolves around the view and acceptance of self and group similarities and conflicts (Zhao, Li, & Zhang 2012, 44–50). Therefore, the ability to perspective taking of low-status groups needs to be paid attention to, and the benefits of improving the perspective taking ability not only lie in individual development, but also help improve the unity of the group. At the national levels, it is of help to strengthen the sense of national identity, and enable citizens to have a clearer and rational thinking to face international events.

From this, we find that there is an interaction between perspective taking and intergroup relations, and the level of perspective taking ability affects the closeness of the inner group and the exclusion and acceptance of the external group, and the intergroup relationship also affects the group's perspective taking ability to information outside the group. Therefore, the improvement of the Chinese people's perspective taking ability is crucial, internally, the improvement of the group's perspective taking ability is conducive to promoting the tolerance within the society, China as a multi-ethnic country, cultural diversity, group perspective taking ability level is improved, conducive to the cultural customs of various ethnic groups to seek common ground while reserving differences. Externally, the group's ability to adopt high-level perspective taking enables China to increase its sense of nation and national identity. And makes China have a tolerant and accepting attitude and rational judgement towards other countries when receiving information from the outside world, rational judgment, maintain confidence in its own excellent culture and system, and a greater sense of identification with national policies and guidelines.

IV. Special Population's Perspective Taking: Promoting the Solution of Social Problems as a Prerequisite for Improving Social Civilization

Special population with generally low ability of perspective taking, usually have problems such as interpersonal communication and social adaptation, which also troubles their family members when they bring inconvenience and bad emotions to themselves and affect their own development (Chen, Wang, & Chen 2023, 577–582). And the low

prosocial behavior and high aggressive behavior shown by some special groups (Yuan, Li, & Li 2022, 500–507) will also affect social stability and social harmony.

People with autism spectrum disorder (ASD) and schizophrenia are among the key populations in perspective taking research, and have been widely concerned by scholars because of their special neural mechanisms and the need to solve developmental disorders. In view of the reasons why some of the perspective taking ability of ASD people is lower than the level of ordinary people, in the most recent study, it was found that the perspective taking ability of people with autism spectrum disorder is associated with low intelligence level, social response ability and executive function (Chen, Wang, & Chen 2023, 577–582).

At the same time, in terms of intervention research, after a series of experimental verification, scholars found that emotional understanding intervention has a good effect on improving the ability of perspective taking (Yang, Qian, Xiao, & Zhou 2014, 738–741). BHP intervention training on perspective taking picking ability for people with autism spectrum disorder was collated and critically analyzed by Chinese scholars (Liu, Bai, & Lin 2021, 44–50). Direct relationship training through such training programs can improve social interaction skills and reduce resistance and rejection in interpersonal interactions. However, there are still many places worth considering and studying in the process of intervention of autistic patients in Eastern culture, in order to achieve better intervention results. The impact of imitation behavior on the processing of self and others in the study of inhibitory control (Wang & Su 2019, 636–645) also provides some enlightenment for the intervention to improve the perspective taking ability in specific populations. In later foreign studies, some scholars used this imitation inhibition training that emphasizes the difference between self and others to intervene in children's perspective taking ability (Kampis, Duplessy, & Southgate 2021, 956–969), with good results. The progress of many intervention methods has been developed by Chinese scholars according to the local conditions of Chinese society, and these intervention methods adapted to local conditions have gradually cleared the fog for the missing part of the Chinese citizens' journey to adapt to society, and also made the construction of a civilized and harmonious society a step further.

Left-behind children are a product of migration brought about by urbanization in the course of China's history, and refer to children who have not been cared for by at least one parent for half or more years of their growth experience. Previous studies on left-behind children, a special population with absent parents, have shown that left-behind children are more emotionally indifferent than non-left-behind children (Wang & Su 2021, 47–56), have problems such as school boredom, and frequent problems in social adaptation. Recent studies have found that family function influences prosocial behavior through perspective taking adoption (Yuan, Li, & Li 2022, 500–507). The reason for this may be that there are more opportunities and experiences for imitation, learning and practice in the context of perfect family functioning, or that the emotional value

brought about by the improvement of family function makes children more willing to accept others and reduce self-centeredness. In this regard, the research of some scholars also shows that the attachment relationship and interactive communication between parents and children are the reasons why the left-behind experience negatively affects the psychological understanding ability of individuals (Wang & Su 2021, 47–56). And it is revealed that the lack of family function may lead to the lack of interpersonal relationship and psychological understanding of left-behind children by reducing parent-child attachment and communication experience.

As an important factor in children's psychological development, the influence of families and parents on left-behind children is undoubted, and early studies have shown that the influence of families on left-behind children is manifested in the lack of identity brought about by social comparison and the widespread use of bad parenting styles (Shen, Liu, Zhao, & Shi 2015, 108–116). The research results of family function to influence the prosocial behavior of left-behind children through perspective taking have explored the relevant mechanism of action, so that society, schools and families have a clearer understanding of the relevant problems of left-behind children and the direction of adjustment and improvement, which means the necessity of promoting the improvement of policies and systems for left-behind children, and the improvement and establishment of corresponding schools, communities, and left-behind children.

V. Perspective Taking and Innovation: Promoting Economic and Industrial Development as a Foundation for Improving Social Civilization

The economy is the prerequisite for development, and the management and decision-making behaviors of all walks of life affect the development of the economy. Innovation, as the primary productive force of development, has always been highly valued in research related to perspective taking. Innovation is the prerequisite for high-quality development (Ren & Wen 2018, 5–16), which can bring vitality to enterprises and is an important key for enterprises to upgrade and break the dilemma of stagnation.

Previous studies have shown the importance of superior-subordinate matching for innovation in the process of organizational management, and the latest research has further explored the mechanism between superior developmental feedback and opinion selection (Jia, Hao, Wang, & Yu 2022, 63–68). This kind of feedback to promote employees' self-development meets the self-development needs of employees, and the type of superior development feedback also needs to be adjusted according to employees' perspective taking, and the ability level is adjusted to achieve good results. The mechanism of the influence of opinion adoption on creativity also depends on its degree of dispersion, and motivation and ability play a coordinating role between the two (Chen, Liu, & Zhang 2018, 115–125). Also involving initiative and motivation, the leader's perception of his own status will also affect the degree of tacit understanding with subordinates, and its mechanism of

action is through the leader's superior perception to improve the subordinates' tendency of perspective taking, the increase of subordinates' behavior of seeking feedback, and continuous adjustment in the process of work to improve the tacit understanding and work fluency of both parties (Wang, Ye, Chen, & Wang 2018, 1200–1206). All in all, the motivation of employees in the process of selecting ideas that affects the innovation of the team is a key element, and in the actual management process, it can also be adapted to the development of the team and the personal characteristics of the team members, and the appropriate leadership style can be selected to promote innovation. The leadership style of superiors affects the innovative behavior and tendency of team members, and some studies have found that the style of transformational leadership with different orientations can promote the selection of employees' perspectives and thus enhance the innovation of the team (Shi, Niu, & Liu 2020, 217–228). This type of leadership style gives subordinates sufficient motivation and space for innovation, prompting subordinates to actively develop their thinking and adopt ideas. Research brings new reference value to the decision-making of organizational leaders in enterprises and governments.

On the whole, we can think that the role of the leader is undoubtedly crucial in management, whether it is the leader's conscious behavior or unintentional performance, it may have an impact on the innovation and perspective taking of subordinates and teams, such as feedback from superiors that contribute to the development of employees (Jia , Hao, Wang, & Yu 2022, 63–68), perception of their own status (Wang, Ye, Chen, & Zhen 2018, 1200–1206), and transformative leadership styles (Shi, Niu, & Liu 2020, 217–228) and other factors conducive to the cultivation of innovation motivation are noteworthy and will have an impact on the development of enterprises and society. In the face of the complex international situation, only when economic development is in an ideal state, the construction of the superstructure can be carried out more steadily.

VI. Perspective Adoption and Gender: Promoting the All-round Development of Citizens Is the Key to Improving Social Civilization

Gender is always a common variable in research related to opinion selection, the impact of gender is different and inconclusive in different types of perspective taking measurement and even at different stages of the same type of perspective taking. Discussing the specific development of Chinese people's perspective taking ability and the gender development differences of their perspective taking can provide theoretical support for the intervention of perspective taking, so that it can get timely help in the critical period of perspective taking development, and thus provide new ideas for building a more civilized and harmonious society and promoting social development.

In the course of the study of perspective taking among college students, it was found that men were significantly slower than women in perspective taking (Wang, You, Jiao, & Chen 2015, 1039–1049), and in the large-sample survey, the ability of male

empathy attention in adolescence was slightly lower than that of women, but there was no significant difference in opinion selection (Li, Bian, Chen et al. 2015, 708–713). Studies related to empathy have shown that the acquisition of their gender roles by both sexes affects their performance in empathy (Chen, Lu, Liu et al. 2014, 1423–1434). Therefore, the reason for this may come from the expectation of women in the Eastern cultural context, hoping that women will be more considerate and empathetic, and give more to the family, rather than being a shrewd career successful woman, so women will be expected to have more inclusive qualities. However, in specific situations and relationships, such as romantic relationships, men's perspective taking ability is higher (Wang & Zhao 2017, 573–576). It can also be explained by the social expectations of men in love. And many studies have shown that while men's ability to choose opinions in love is higher than that of women, it also affects their own satisfaction with intimacy (Wang & Zhao 2017, 573–576). The importance of opinion adoption for heterosexual interaction is already evident at an earlier age. Further studies have also shown that low opinion adoption of men in junior high school students can cause problems with their heterosexual interactions (Zhang, Pang, An et al. 2020, 337–341). Therefore, gender differences in the use of opinion selection are not static, and may be adjusted due to the needs of the relationship, and in the actual process it is necessary to distinguish between the tendency of opinion selection and the ability of perspective taking (Flannery & Smith 2017, 617–635).

Regarding the gender differences reflected in perspective taking adoption, on the one hand, the development level of perspective taking adoption is linked to prosocial behavior and aggressive behavior (Zhang, Huang, & Wang 2022, 48–55). Especially in adolescent men, due to hormonal reasons, are more likely to have aggressive behavior. At the same time, perspective taking affects their intimate relationship (Zhang, Pang, An et al. 2020, 337–341). And intimacy is an important part of social adaptation, in order to establish its intimate relationship smoothly, in the process of education and teaching, all walks of life should attach importance to the cultivation of men's perspective taking ability, so that they can develop healthily and normally, so that society can be more stable. On the other hand, women, as half of China's population, also play an indispensable role in the development of society. However, the education received under Eastern culture subtly makes it necessary to show greater tolerance and acceptance in many ways to pave the way for family life, and the social expectations and traditional ideas it accepts influence their career motivation (Wang 2006, 200–201). Comprehensive human development is also a prerequisite for high-quality economic development (Ren & Wen 2018, 573–576), therefore, the power of women needs to be more tapped, both men and women should be an important part of society to promote economic development and jointly build a civilized and harmonious society.

VII. Differences between China and the West: Formulating a Chinese Intervention Plan Is a Realistic Way to Improve Social Civilization

In previous studies, we have found that culture influences people's opinion choices, such as in cross-country studies, by measuring whether there is a time lag between the onset of self-centered interference and the onset of cultural differences it shows that Chinese participants showed relatively less self-centeredness in managing and controlling their behavior than Western participants (Wu, Barr, Gann et al. 2013, 822). A study of 63 countries conducted by Chopik and colleagues showed that collectivist countries performed better at perspective taking than non-collectivist countries (Chopik, O'Brien, & Konrath 2017, 23–38). Moreover, in the research on the perspective taking conducted by Chinese scholars, there are also inconsistencies with the results of other countries, and the current stage of research is gradually clarifying the specific situation.

In terms of perspective taking, experimental studies of the point paradigm show that the experimental research results and EEG mechanisms of Chinese people are basically similar to those in foreign countries (Wu, Li, Chen et al. 2022, 856–862). However, there are differences in special cases, for example, studies have shown that when faced with the special face of their mentors, Chinese subjects react even faster than faced with their own faces, but the American subjects do not have such reactions (Liew, Ma, Han et al. 2011, e16901). In recent years, it has also been found that Chinese subjects are faster at choosing opinions about their mothers than about self-information (Yuan, Shao, & Palizati 2018, 319–325). These participants' rapid response to specific faces and characters is related to the importance of many specific interpersonal relationships in the subconscious of Chinese people in collectivism in the context of Eastern culture. The reasons for this specificity and the impact on the physical and mental development of Chinese people are also worth exploring.

Some of these studies are rooted in China, with Chinese citizens as participants, and the findings of some studies are inconsistent with Western studies. It indicates that more other relevant factors affecting the perspective taking, such as culture, are worth exploring. And it is necessary to clarify the factors that lead to the different research results, the differences in the specific aspects of the perspective taking, and further explore the controversial points. At the same time, in recent years, we have gradually figured out the specific situation of the development of Chinese citizens' perspective taking through research, which is conducive to designing more effective intervention experiments for China's local situation, and developing intervention policies suitable for Chinese combined with emerging technologies and China's actual conditions. This kind of tactics combined with the actual national conditions and adopting methods that are more acceptable to the local people is more conducive to promoting the moral level of the people and the construction of a harmonious and stable society in China.

VIII. Conclusion and Outlooks

Perspective taking adoption is an important ability for people to adapt to society, and it is closely related to factors that promote social stability such as prosocial behavior (Zhang, Huang, & Wang 2022, 48–55). Chinese scholars measured and repeatedly verified students of all ages in response to this point, and finally came to similar conclusions (Sun, Lin, Dai et al. 2017, 491–497; Zhang, Huang, & Wang 2022, 48–55). In this process, the relevant influencing factors are gradually being explored and we find that factors such as situational construction ability and loneliness play an important role in opinion adoption and prosocial behavior (Ji & Liu 2020, 641–648; Deng, Liu, & Ding 2023, 244–249). These results effectively verify the promotion of prosocial behavior and harmonious society construction by improving persons' perspective taking ability, and also play a theoretical role in the development of tools to improve prosocial behavior at this stage.

The interaction between perspective taking and intergroup relations has been verified again by Chinese scholars, and perspective taking affects intergroup relations (Zhao, Liu, & Zhang 2012, 44–50), and intergroup relations also affect people's perspective taking tendency (Sun, Miao, Li et al. 2011, 491–497; Zhong, Yang, & Fan 2015, 1050–1057). Behind this, the results can be applied to the intergroup relations within the country, increasing the degree of closeness within the country through the improvement of national perspective taking, so that the Chinese people can dialectically view the information from the outside world (Jian, Zhao, & Bai 2023, 212–221) and enhance their sense of identity with the motherland.

The study of special populations with low ability to adopt ideas and the adjustment and application of interventions are also a crucial part of social problem solving. In response to these problems, Chinese scholars have studied local special populations, especially left-behind children, which are special populations generated by Chinese migration (Wang & Su 2021, 636–645), while exploring new influencing factors (Chen, Wan, & Chen 2023, 577–582), improving foreign technologies and constantly adjusting to intervention methods suitable for Chinese people. Provide a more actionable path to solve the plight of special populations.

The application of perspective taking in management can effectively improve the innovation of employees, increase the vitality of enterprises, and promote industrial upgrading and reform. The economy is the cornerstone of social construction, and innovation in all aspects is indispensable to promote economic development (Ren & Wen 2018, 5–16). Chinese scholars' research on perspective taking and innovation has contributed to the promotion of innovation by Chinese enterprises. Various factors conducive to the cultivation of innovative motivation, such as feedback from superiors that contribute to employee development (Jia, Hao, Wang et al. 2022, 63–68), perception of one's own status (Wang, Ye, Chen et al. 2018), and transformational leadership style (Shi, Niu, & Liu 2020, 217–228) are all points that cannot be ignored in the management

process.

It is an indisputable fact that there are gender differences in opinion adoption, and these differences reflect different stages of different genders or different stages of the same type of perspective taking at the same stage. Because the development of men's perspective taking is generally slower than women's (Wang, You, Jiao et al. 2015, 1039–1049), or at some stages the level of perspective taking ability is lower (Zhang, Huang, & Wang 2022, 48–55), women are seen as having a higher level of perspective taking to serve the family (Wang 2006, 200–201). In the process of romantic relationships or heterosexual relationships, men's ability to adopt opinions is higher, and their ability is linked to the smoothness of communicating with the opposite sex (Wang & Zhao 2017, 573–576; Zhang, Pang, An et al. 2020, 337–341). Therefore, in the process of education and teaching, all walks of life should pay attention to the cultivation of men's perspective taking ability and help them establish intimate relationships, and at the same time, China's high-quality development requires the all-round development of citizens (Ren & Wen 2018, 573–576), so women's power also needs to be tapped more, have more motivation for career achievement, and contribute to economic construction and stability.

Because of different cultural backgrounds, people in different countries have different levels of ability to choose opinions. Chinese perspective taking ability are higher than non-collectivist states (Chopik, O'Brien, & Konrath 2017, 23–38). In particular, the choice of specific important interpersonal perspectives, such as mentors, mothers, etc., will be higher than the speed of one's own response (Liew, Ma, Han et al. 2011; Yuan, Shao, & Palizati 2018, 319–325). It is necessary to clarify the factors that lead to the different results of the research results, and the differences in the perspective taking, so as to pave the way for adjusting and designing intervention methods that are more suitable for Chinese, so as to promote the moral level of the people and the construction of a harmonious and stable society in China.

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