



An Integrated Approach to the Study of Personality in Developmental Psychology

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Abstract: *The article deals with the problem of the child's personality as one of the foundations in the context of psychological and pedagogical sciences. An analysis of domestic and foreign studies on the problem of the mental and psychological properties of a personality reveals that the concept of "Child's Personality" under study reflects its internal and external state, active desire for development and updating hidden potential.*

Keywords: *personality, individual, individuality, concept, subject, personality development, personality formation, society.*

The concept of "personality" is considered in many psychological concepts, and it is not considered as a subject in the system of social relations, but is presented as a holistic integrative formation, which includes biological, mental and social characteristics in the structure of a person's personality. The problem of the correlation of these characteristics in a person's personality is one of the significant problems in the psychological and pedagogical sciences. Thus, mental development was considered both as an independent separate process, and as descended only from biological, or only from social development, or as a result of the actions of the subject himself, etc. Hence, it is possible to designate groups of concepts that differently consider the ratio of social, mental and biological in the development of an individual's personality.

In a number of concepts that prove the independent mental development of a person, this phenomenon is considered as completely subordinate to its own laws, not related to either biological or social. This concept is inherent in the authors who prove the divine origin of mental phenomena. In biological concepts, the mental is considered as a linear function of the development of the organism. According to these concepts the entire nature of mental processes, states and properties of the subject are determined on the basis of its biological structure, and their development follows the biological laws. At the same time, examples of animal studies are given that do not take into account the development of the human body as a whole. For example, to explain mental development, such a biogenetic law as recapitulation is used, according to which the evolution of the species to which the individual may belong is reproduced in the development of the individual. It is argued that the mental is not independent in nature, and all mental phenomena can be described or explained using biological or physiological concepts. A similar point of view was held by the physiologist I.P. Pavlov. There is a dispute about the formation of personality and what, in the first place, has an impact on it: heredity or environment.

From the beginning of birth, the influences of genes and environment are interconnected in shaping the child's personality. The genotype and the environment influence the personality, but the genotype is also the shaper of the environment, which becomes a function of the child's personality with a combination of reactive, evoked and proactive interaction. The essence of reactive interaction lies in the actions or experiences of a person in response to influences from the external environment. Such actions depend both on the genotype and on the conditions raising the child.

In evoked interaction, the personality of the individual is formed with the help of parental parenting style, which further influences the personality of the child. As the child grows begins to go beyond the environment created by his parents, begins to choose and build his own, which further forms his personality. The child thus becomes an active vehicle for the development of his own personality. For example, a communicative child, with proactive interaction, chooses and composes situations that further expand the circle of his communication. The connection between the child's genotype and his environment is stronger at an early age, when there is a limitation of the home environment. As the child grows up, he chooses and builds his own space, and the initial connection becomes weaker as the influence of proactive interaction increases.

With the influence of biological and social in the mental development of an individual's personality, it is possible to distinguish the same levels in a person's organization: biological, social and mental. This interaction has its own history: although domestic psychologists accept the statement that the concept of "personality" refers to the social level of the organization of the individual, there are some objections to the question of the extent to which social and biological components are manifested in the personality itself.

Thus, the initial understanding of the personality as a psychological category was built on the composition that forms the personality as a psychic reality. That is, a personality acts as a set of qualities, properties, characteristics and features of the human psyche. But such an approach to the problem of understanding the psychological essence of the concept of "personality" can be called, according to Artur Vladimirovich Petrovsky, "collectionist", since in this case the personality turns into a repository that contains interests, abilities, traits of temperament, character, etc. d. Such a vision suggests that the task of the psychologist is reduced only to the collection of all this and the determination of the individuality of each member of society. In this approach, the concept of "personality" with all its categorical content disappears.

It is necessary to structure and find out personal qualities in the personality structure.

Indicative in this direction is the approach of E.D. Egorov, who understood the personality as a biosocial hierarchical structure with its substructures: orientation; obtained from knowledge, skills, experience; individual characteristics that form sensation, perception, memory, thinking; structural properties of temperament. It is noteworthy that this approach is criticized by scientists who argue that the general structure of the personality can be interpreted as the totality of all biological and social characteristics. As a result, the main problem in the psychology of the individual is the problem of the relationship between the social and the biological in the individual. In counter-opinion to this, the idea is expressed that the biological in the personality of the individual turns into the social. In addition to addressing the structural approach to the problem of personality, the concept of a systematic approach is being developed, for example, the ideas of A.N. Leontiev. Personality, according to the author, is a psychological formation generated by the life of an individual in society. The combination of various activities creates the basis of personality, and its formation occurs in ontogeny. To the concept of "personality" A.N. Leontiev did not attribute the genotypic features of a person in the form of a physical structure, type of nervous system, temperament, biological needs, efficiency, natural inclinations, acquired knowledge, skills and abilities. All of the above, according to the author, constitutes the individual properties of a person and reflects the integrity and continuity of a particular subject, the features of this subject. According to A.N. Leontief individual properties, for example, genotypically determined, can change throughout the life of an individual. But from this they do not become personal, because a personality is not built only on the basis of a person's experience, since a person's properties are not transformed into personality properties and do not determine the addition of a personality, but only constitute the prerequisites and conditions for its formation. The approach to understanding the problem of personality found its development in the works of A.V. Petrovsky. The scientist defines the concept of Personality as a systemic social quality acquired by an individual in objective activity and communication and characterizing the level and quality that reflects the social relations of the subject.

Thus, personality is a quality acquired by a person when entering into social relations with society. Therefore, the personality of the individual can be considered as his "sensory" quality with all her innate and acquired properties.

The formation of personality traits is considered in the process of a person's life in society, his inclusion in the system of social relations, the circle and ways of communicating with other people, and his way of life. The way of life, in turn, is determined by the historically established system of social relations. That is, personality can be understood or studied only in the content of certain social relations in a particular historical epoch. But for the individual, society is not only the external environment, the individual is in constant connection with the system of social relations.

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