

THE PROBLEM OF DEVELOPMENT OF PERSONALITY IN THE CONTEXT OF GENERAL-THEORETIC, METHODOLOGICAL RESEARCHES

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ABSTRACT

The article focuses on the cultural and historical development of the situation which led to various scientific theories, concepts, trends, models of personality research and identify new approaches to values, goals, needs, capabilities of personality nature. The problem of personality development is considered in the light of modern conditions of the various parameters. Based on understanding of the real historical conditioning and socio-economic determinism of the individual, in our view, should be seen in close connection with the development of society as a social being, a member of a particular society, conscious, socially responsible entity. In a complex, multi-faceted development of the individual system there is a combination of progressive and regressive changes, irreversible and succession, repeating well-known features of the lower, giving recombination cash items, etc. Progressive as spiral and stepwise movement is generally a process of discontinuous (quality) and continuous (quantitative) changes. The research of the problem actualizes the historical value of "personality" as an object of scientific knowledge and as a subject of society, reflecting in itself the dynamic changes of mentality, change of goals, values, orientations, appearance of new needs, possibilities etc. Whole conception of personality is represented from the one hand as a social historic phenomenon, and from the other hand as a multilevel formation, which in the present can serve as a methodological base for the research of different aspects of this problem in the framework of certain sciences.

Keywords: personality, determinants of personality, personality typology, age indicators, retrospective analysis, concrete historical idea, personality-oriented concept, a system approach.

INTRODUCTION

The first trend suggests that the development of personality in ontogenesis - a single integrated process of continuous maturation. The second is unique, especially certain age period, making its specific contribution to the overall process of becoming a person. At the same time, there are some sensitive periods t in each age stage which has its own special abilities to personal acquisitions. However, it is not a process where some "additions" happen but that is a process of qualitative transformation of personality, that occurs at each age stage.

Scientific and methodological basis of the problem presented in the works of psychologists, philosophers, sociologists, educators and many other scientists who have devoted their research in different historical periods, different contexts and arguments of cognition of the personality nature. Thus, according to the theoretical studies of Soldatova E.A. in a progressive development of personality change occurs periods associated with a paradigm shift, displacement, fractures, sharp transitions to a new type of organization, critical periods,

which is a turning point in the development, with its main content is not a manifestation of existing inclinations, and the emergence of a new quality of its content, in the language of Hegel "neoplasms"[1]. Although development encompasses moments and involution (reverse development, or the withering away of the old form), here is the determinant is the emergence of new structures for the propulsion, known going beyond cash opportunities. The discovery of new mental structures, which are, according to L.S.Vygotsky, a new way of functioning of the psyche, the personality, the disclosure of their substrate characteristics allows to predict the course of human development.

Retrospective analysis of the philosophical, social and historical sources shows that the problem of personality development company interested from ancient times. For millennia idea of personality enriched, deepened and clarified in religious beliefs, philosophy, sociology, and others. For example, to ancient philosophy is characterized by a look at the person as a carrier of the ancient virtues of traditional values and mind, constitute the main advantage of the aristocracy [2].

Religious interpretation of the individual is considered in close connection with the supernatural, God. In both the eastern and the western religions, God recognizes "the absolute personality." Thinkers of the Renaissance in the concept of "person" to the first place push its creativity, though admitted that creativity is given by God [3]. In modern philosophy, beginning with Descartes widely spreads dualistic understanding of personality: the concept of personality is almost merges with the concept of "I" [4]. German classic philosophy actually the first time raised the question of the social nature of man in the abstract and idealistic terms [5]. In the 20th century, the problem of personal development became the main or even the only for a number of areas of foreign philosophy, including existentialism (Martin Heidegger, Karl Jaspers, Marcel, Maurice Merleau-Ponty, Jean-Paul Sartre, Albert Camus and others), personalism of phenomenology (Edmund Husserl), and philosophic anthropology et al., at the same time there was no a single, general philosophical theory of personality as a methodological basis for the study of various aspects of personal development within specific disciplines. Most of the concepts of the XXth century presented personality split into parts, each of them is treated as enclosing a "genuine" essence of human being. Thus happens a metaphysic separation of personality to social and individual components, functional and personal proper and creative. This is a serious obstacle to the intergral scientific cognition of the individual. One of the leading areas of social sciences abroad is a problem of personal development, which took a form of concepts of socialization of an individual, the active development of which began in the mid 50-ies of the 20 century and it is still one of the main streams of social sciences. The original concepts of socialization, which were formed mainly in the framework of structural functionalism, absolutised the fact of social determination of individual as well as processes of its development and formation, trying to justify social conformism "theoretically". Despite different definitions: "externally oriented personality" (D. Riesman) [6], "organized person" (W. White)[7], "Homo sociologicus" (Ralf Dahrendorf) [8] "self-alienative receptive personality" (Erich Fromm) [9] "a man of mass" or "mass man" (Romano Guardini and Gabriel Marcel) [10], all these authors are united in their definition of socially conformal personality. Personality in such a concept is presented as "a set of roles" or as "an impression of conditions", passive imprint of circumstances. As a product of rigid socialization it has all the features of the external organization, it is completely devoid of internal organization. Self is perceived by them as a commodity (E. Fromm) [11], or isn't perceived at all, dissolving in a group or social sense (D.Rismen) [12]. According to the concept of Gabriel Marcel - representative of

the French christian existentialism - "a man of mass", ie ordinary individual of "mass society" is not and cannot be a person, because he can not claim to be unique, to have an individual autonomy, initiative and self-realization, that is, all of the attributes that map the concept of personality in its traditional individualistic interpretation [13].

Particular model of personality is offered, this or that qualitative characteristics of a person, its main structural components are approved depending on the philosophic and ideological orientations of authors of socialization concepts. Moreover, pedagogy plays a leading role in the reproduction of an "ideal" or model of personality.

In this regard, educational science has accumulated a wealthy material devoted to the creation of model of personality based on the concept of "exemplary teacher." In these researches usually distinguished peculiarities of manifestations of the teacher's personality, his activities and ways of communication that meet the requirements of the teaching profession, ensure the successful mastery of pedagogical skills which acquire professional significance. Thus, in the context of a system model of pedagogic abilities F.N.Gonobolskyi suggested a "model of pedagogical abilities of the individual of high school teacher" [14], V.A.Slastenin offered "model of professional orientation of the individual of teacher" based on sublevel personal organizations [15], J.Rains - predictive model of "image of a good teacher" [16] as well as A.A.Rean and A.A.Baranova who suggested a "model of tolerance of teacher's personality" [17], L.F.Spirin proposed a "model of an ideal teacher as educator", based on the profессиographic approach [18] and others.

Common shortcoming of all mentioned sociologizing concepts of personality development is the ignorance of not only the data accumulated by the biological science, but also obvious facts (such as the presence of gender and age characteristics, which have an undeniable social importance, but are not social in origin), as well as deprivation of creativity of individual. In the history of philosophy definition of personality - a problem of the place occupied by the individual in society.

RESULTS

In our view, only a modern philosophy of dialectical logic provides a holistic concept of personal development as a socio-historical phenomenon and a common definition of the person as a holistic, multi-faceted, multi-level formation. This definition can serve as a methodological basis for the study of various aspects of the personality in the framework of specific scientific disciplines such as political science, psychology, pedagogy, sociology, cultural studies, and others.

In the middle of the 20th century psychology of personality frequently implies a core, integrating principle that ties together various mental processes of the individual's behavior and gives it essential consistency and stability. Depending on what precisely was seen is the beginning, the theory of personality were divided into psychobiological (W.Sheldon, USA) [19], biosocial (Allport, C.Rogers, USA) [20], psychosocial (A. Adler, Karen Horney and other neo-Freudians, USA) [21], psychostatic or "factorial" (R.Cattell, USA; Hans Eysenck, UK) [22] etc.

In the light of experimental data unilateral theory of personality, such as Freudianism, behaviorism have been criticized and forced to give up some positions. Some new problems

were pushed forward with the new force. To a large extension the traditional dualism of contemporary psychology "external" interpsychological processes was surmounted.

According to Vygotsky and his followers [23], the internal processes of the human psyche are formed on the basis of interpsychological, interpersonal processes. The individual creates his inner world through assimilation, interiorization of historical forms and types of social activities and, in turn, expresses, exteriorizes his mental processes. Thus, the "social" and "individual", which at first glance seem opposite, are related to each other genetically and functionally.

It should be recognized that the study of the problem of personality development was the subject of further theoretical trends that form the basis of "cultural-historical theory" of L. Vygotsky, "the theory of consciousness and activity" of S. Rubinstein, A. Leontiev, "theory basic life orientation "B.G.Ananeva," the theory of relations "V.N.Myasisheva" theory installations "D.N.Uzdnadze," the theory of typological traits "B.M.Teplova," the theory of integral research of individuality "B. S.Merlina and many others. Most of these theories of personality is treated as a kind of integrity, a system in which stand out integrative variables determining the integrity. At the same time, the lack of unity in understanding of the structure of personality, of conceptual foundations of its holistic analysis, robust methodic apparatus of measuring of various components of personality largely inhibits movement towards its holistic understanding and reasonable definition.

However, the nature of the severity of the problem in general and detailed scale marked a humanistic orientation to person, which received its spread in the 60-70-ies of XX century in the form of an alternative socialist ideology. In the 80 years it got stronger, concretized and manifested itself in a number of new areas of science. For the Soviet ideology it was characteristic not only the creation of the standard model of personality "Soviet man" and proclamation of the utopian thesis of harmoniously and comprehensively developed personality, but also the theoretical and practical-life statement with severe principle that "Soviet man can do everything": the plan at any cost, the construction of socialism at any cost, etc. (this is often celebrated in the works of philosophical anthropology L.P.Bueva [24]).

Humanistic approach to the man is not only in getting acquainted with the ideas of Carl Rogers as primarily but also in growing attention (even in such applied area of psychology as an engineering) to the price of human activity, that is, to the real personality and psychological costs that bring to this or that particular result.

At that time, the need for psychodiagnostic study of human capabilities for establishing its compliance (or non-compliance) to labor and profession, psychotherapeutic procedures is actualized; researches on the theoretical understanding of applied problems of personality (moral-value aspects of behavior, thinking, motivation, health, etc) were conducted [25] that indeed can be regarded as a direct alternative to the thesis - "Soviet person can all» [26], [27], [28]. Development of a system approach by B. F. Lomov and its consistent implementation by the staff of the Institute of Psychology promoted the transformation of philosophic and methodological problems mentioned above to the rank of specific scientific research strategies; methodological analysis integrates with theoretical and becomes not only professional occupation of leading methodologists, but problematic scientific consciousness of all psychologists. As rightly believed V.K.Kalin, a transition from descriptive approach to the explanatory took place [29].

In the XX century personality principle in the studies of all mental processes became dominant, they were presented entirely as a personality oriented knowledge in the terminology of Polanyi [30], Feyerabend [31] et al. Personality base is present in studies of speech [32], thinking [33], the memory [34] and others. And if the works of 60-70, for example, even such deep as a work of V.K.Vilyunas of emotions [35], yet were connected to detailization of emotion's functions, the studies of 80-90-ies, inscribe specific determinations of the personality functions (emotions, will, and so on) in the context of functioning of the personality. A significant impact on the problem of personality development could be evident in the researches, conducted in the field of skills and human activities. In other words, the psychological science has formulated periodization in the logic of the problem of abilities: in the first stage correlations of abilities and activity were studied; in the second indicators of professionally important qualities which played the role of "transition bridge" between the abilities and activities (its requirements) were introduced; in the third stage abilities not only on individual criteria and criteria of social success of activity, but on criteria of subjectively acceptable successfulness were determined. And last but not least, indicators of professionally important qualities and abilities were considered in terms of their use by the person in his methods of correlation with an activity. This conversion of a problem was a paradigm application to the field of personality psychology and psychology as whole.

By similar functional way K.A. Abulhanova-Slavskaya approach to the explanation of the "responsibility as a tasks, necessary in the exercise of activity responding to the claims of an individual over a certain time and in case of presence of unforeseen difficulties [36]. Similarly she describes activity of personality itself as its life ability to keep itself as the subject of its life (or - in the case of failure - turn to the passive executor of it) [37]. In other words, whether it is a strong-willed personality traits, its abilities, responsibility, motivation or its characteristic to be the subject of life, the definition of the functions of each of these personal abilities at the present stage is given through the system of relations of an individual with the world - activity, value, et al., depending on the particular strategy, which person chooses at the implementation of these relations.

This kind of theoretical models in which the studied parameters (or vectors of relationships of these parameters) fit into the more general, dynamic and dependent on individual as a subject (its choice, preferences, decisions) system (of activity or relations), are inextricably linked to typological studies of personality and to the building of a real typologies [38], [39], [40], [41], [42], [43], [44], [45], [46].

The fate of these typological studies might be observed from the early stages of development of a personal development problem, beginning with A.F.Lazurski. They can be divided into two main areas, which are inextricably linked to each other: one of them has a goal of building a typology (on this or that a priori basis) and another - theoretic and phenomenological identification and compilation of existing in reality types. For example, during the 60s of the XX century N. I. Rainwald defined three types of personality: "creator", "consumer" and "destroyer" [47]. Later it became a trend, with a view to identifying the grounds, parameters, structures that form a basis of a typology of personality traits. E.A.Golubeva, putting her specific task of studying the personal abilities and aptitudes, analyzes the general features of the typological approach and notes as one of the most important characteristics of Pavlov's typology tendency to the constant comparison of the properties of higher nervous activity (HNA) and perceptions of specific human types - artists and thinkers. She proposes a model which is based on three fundamental principles of abilities: two - activity and self-regulation with reference to N.S. Leytes [48], and the third -

with reference to Ananeva – orientation; and, in turn, she is based on four cross-cutting parameter of personality structure – emotionality, activity, self-regulation and motivation, including as substructures of personality motivation, temperament, abilities and character [49], [50]. However we must note, that this typology is built on the base of communication of "the organism and a person" rather than "personality - activity" that must be taken into account for the comparison of different typologies.

Thus, from the above typology can be seen that definition of personality based on three main characteristics, namely the "activity", "self-regulation" and "orientation" (as the higher indicators of the individual integration, according to B.G.Ananov, S. L. Rubinstein and others). However, some critical opinions on the term "orientation", which interpreted given personal category as "a dichotomy of collectivism and individualism", "amorphous description" and others and that does not convey the value, contradictory complexity and interactivity of a personality. Subsequently, the concept of "orientation" was replaced by "activity" [51].

The concept of activity was related to the definition of an individual as the subject of life and to a measure of its becoming a subject. It was assumed that the activity - depending on the measure of formation of the person as a subject - has a typological character. For a more specific definition of an activity as it was in the case of characteristics of orientation, scientists have identified two main forms of activity - initiative and responsibility, and empirically examined the relationship and the nature of these forms. This study (typology of initiative and responsibility respectively) revealed more subtle relationships between external and internal determinants of activity [52]. In addition a hypothetic model of the activity structure according to which the activity was defined as a semantic integral of aspirations and achievements of the individual was developed, but in contrast to K.Levin and F.Hoppe it was included as their mediating link which is self-regulation [53], [54], [55].

DISCUSSION

Ignoring the historical sequence in the development of problem of personal development, it should be noted that there was an incipient differentiation of a number of trends of personality studies: one is in the direction of research of a personality in the activities (or sometimes, more precisely, a study of the activity modalities of a personality: target, installation, dispositional, necessity-motivational and, of course, abilities); another is the research of personality in communication, the latter also differentiated by real communication and especially the inclusion of the individual and the ideal - "inter-" and even "meta" - individual layer of personality projections [56], [57], [58] and others.

Within the first direction, the study of personality and personal characteristics in cognitive activity (eg, the study of motivation of educational activity undertaken by A.K.Markova is gradually differentiated [59], from the studies of personality in such activities as professional, labour, and practical [60]). Yet, in the course of this direction supporters of the activity approach of Leontief carry out researches of such a high category as consciousness. Among them are the studies of V.F.Petrenko and his students [61], [62]. They explored psychosemantics of individual's consciousness which is studied by the semantic differential, the special subject of which was not a person in its scientific and psychological sense, but an implicit of a personality that exists in ordinary consciousness or emotional and imaginative concept of a person.

An important peculiarity of these studies is that by running in the activity paradigm, they directly interlock with proper communicative modalities of personality, when it is a question of methods of presentedness in the consciousness of another person. But, at the same time, inside the "personality - activity" researches takes place a differentiation that was not completely opened in the concept of A. N. Leontiev: internal activity-related personality characteristics differentiated from the problems of inclusion of the individual in real activity.

Thus, apparently, we can talk about the different stages of personality formation, not binding the general concept to any of them. We need to talk about the progressive and regressive development and state of an individual (as V.N.Myasishev mentioned its norm and pathology), but exactly about an individual. And finally, the third, we can suppose as essential the different criterias of determination of an individual without opposing them to the definitions of other authors.

Recognizing the importance of the fact that the more multi-dimensional and multilateral will be this set of definitions, the deeper will be the penetration into the essence of personality, we should stress that the problem of personality development involves another important aspect to review is "the age-periods", where there are both constructive and destructive forms of development and different levels.

It has been suggested that psychological science began, in a sense, the development of the child's personality, although generally acknowledged, despite his merits in the study of psychology of childhood, A.V. Zaporozhets, D. B. Elkonin, etc., the only comprehensive theory of child's personality in its development is the concept of L. I. Bozhovich. Most modern empirical studies of the reassembly of personality on adolescent and youth stages of development is the concept of D. I. Feldstein [63]. He clearly differentiates between the definition of the essence of personality and different directions, forms and methods of its development. As a result of careful empirical research of teenagers and young men the author proposed a typology of regressive direction of development of the adolescent that is correlated with the ideal model of optimal development that has value for teachers and educators [64]. Among researches, greatly enriching the theoretical model of personality, at the same time turned to the study of a real person and receiving typological data are works of N. E. Kharlamenkova, which was engaged in the personal styles of goal-setting, and the types of self-expression associated with the genesis of self-identity as one of the basic needs, which is actualized through the awareness of personality of itself as a value, objectivizing with it through significant results of its activities, and also through other objects, including entities with value [65].

The latest sociological and psychological research dealing with the personality in its development throughout her life, show her stability and plasticity, the ability to self-change [66]. Noteworthy works of the Kazakhstan scientists that use an integrated approach to the study of the problems of personality development. Their main goal is the study of psychological bases of the development of creative intellectual person in the educational environment [67-72], as well as study on the problem of development of abilities, psyche and personality as a whole [73].

The main approaches to understanding the problems of personality development in the light of the concept of socio spiritual foundation of the education of youth were expressed by G. J. Tulenova, V. M. Karimova, F. A. Musayev, N. M. Kulmatov, Sh. J. Abdukasimov, T. T. Malikova, D. I. Yengulatova, M. Khalmatova, E. Kh. Babamuratova, S. S. Otamuratov, N. S. Safayev etc., and the team of young authors, among them should be called H. Mamadaliyeva,

S. Saidjalolov, B. Ma`rufboyev, M. Panjiyeva, Z. Zamonov and others [74]. Special attention is paid to philosophical aspect of personal development of young people who have received coverage in the works of Kh. Shaykhova, O. Musurmonova, I. Saifnazarov, N. Z. Saidaliyeva and others [75]. In the context of social activity and personality formation of the young age there are noteworthy studies of Z. R. Kadirova, Sh. Negmatova, T. Muradimova, Sh. Agzamhodjayeva and others [76].

The problem of personality development according to the age of periodization and socialization was affected by F. A. Musaev [77], Z. R. Kadyrova [78] and other Uzbek scientists. Their scientific works are focused on features of development of personality in conditions of the drastic ideological changes of modern society, pluralism, the nature of manifestation of social activity of young people, etc.

Recent studies have examined the feasibility of a creative (transforming) the capacity of the individual. An important component of this phenomenon is the recognition of the significance of the influence of contemporary social environment on the motive in the form of commitment to the importance of self and self-esteem, which is the leading semantic component for approval of the provision of a young person in the system of social relations. Its formation is explained by the selective orientation of life goals, needs, attitudes, ideals, the manifestation of an alternative behavior for the realization of creative abilities, special abilities, etc. Every omission and underestimating of personal formations, in our opinion, can lead to pedagogical and psychological "neglect" of the young and immature attitudes, the expression of personal immaturity, lack of self-expression and self-affirmation.

In Uzbekistan, the problem of identity is explored in the context of implementing the concept of scientific formation of morally holistic and spiritually rich personality with an independent outlook and independent thinking, which is based on the spiritual heritage and human values. This is due to the fact that in terms of socio-economic, political, legal, historical, cultural, spiritual and educational reforms as ever deeper questions updated issues of identity, self-determination, self-realization [79].

Implemented in the country the state program "the year of youth", "the year of harmoniously developed generation", "the year of a strong family", "the year of well-being and prosperity", "the year of a healthy child" etc., reinforces the importance of the idea of formation of comprehensively advanced, independently thinking individuals with their own views, choice and firm civic positions. Speaking at the international forum on education in our country, the President I. A. Karimov emphasized that "the achievement of the noble goals of the people of Uzbekistan, the country's future, its prosperity and happiness, what place it will occupy in the world community in the 21st century, all of these depend, first of all, on the new generation, how our children will grow up" [80]. These words reflect the essence of the state policy implemented in Uzbekistan in the years of independence, the main priority of which became the care of education of harmoniously developed, physically healthy and spiritually mature, intellectually rich young generation.

CONCLUSIONS

Based on the study of theoretical, scientific, theoretical methodological materials on the issue of personality development, analysis of scientific fields, theories, concepts, approaches, models, and comparative analysis of achievements of scientists of different times (without

compromising the dignity and contribution of each of them) we offer our own theoretic conclusions.

1. Research on the problem of personality development as a holistic theoretical and scientific and methodological base of scientific data is a set of ideas, hypotheses, evidence regarding the issue under consideration. We performed a retrospective analysis of socio philosophical and psychological research (based on the comparative analysis study of the works made in the in the 60s - 90s of the 20th century, 1st decade of the 21st century) allows to define degree of readiness of the problems of our interest.

2. In many studies (in the period from the 20th to the 21st century) updated historical significance of "personality" as an object of scientific knowledge and as social actors, reflecting a dynamic social change in the sphere of life which accompanied with the advent of new systems of relations and relationships, new challenges (primarily due to the expanding information space). A deep understanding of problems of personality development at the level of everyday knowledge in the form of scientific research accumulated in the field of humanitarian sciences, and also in the sphere of information and communication technologies, affects the growth of human consciousness, becomes an occasion to identify new characteristics of the subject, the object, purposes and formulation of new research tasks.

3. New aspects of scientific research result from the restructuring of mentality, a change of the purposes, values, orientations and the emergence of new needs, opportunities, personality, etc. All these acquire great importance, first, as the affirmation of ideas of cultural-historical conditionality of personal development (according to L. S. Vygotsky), and secondly, as a multi-structured and broadly understood socio-cultural identity (according to D. I. Feldstein). In addition, in our opinion, the value of psychological science in the definition of new tasks in the cognition of human being as acting subject is being updated (we are committed to the development of Vygotsky's "cultural-historical idea" of personal development).

4. According to many theorists in the 20th century the issue of identity became a major in several areas of philosophy: they are characterized by the recognition of metaphysical splitting of the personality in social and individual component, functional, properly personal, and creative. The most complete concepts of modern researchers abroad based on the socialization of the individual, their active development began from mid-1950-ies.

5. Modern dialectical logical philosophy of the XXI century gives the whole concept of the person as a social and historical phenomenon and a common definition of the person as a holistic, multi-faceted, multi-level education, which can serve at the present stage of the methodological basis for the study of different aspects of personal development within specific disciplines.

6. Determination of the individual in modern psychological science is a complex and multifaceted problem. Notions of identity and its development during ontogeny are embodied in a large number of scientific disciplines, theories and schools which have peculiar approaches, research methods and interpretation of the concept of "personality" its structures, mechanisms and factors of development. Available studies show a steady development in the framework of the humanitarian focus in the study of personality system as well as in the typological, the activity, student-centered, age approaches.

Along with that, the existing research on the subject confirms the thesis of constant development of the theory of personality. Moreover, it should be noted that the research is carried out not in any one direction, but systemically, synergistically and in the light of various approaches, which should be studied deriving more and more new ideas from them. This is the essence of true scientific daring. As M. Polani said - "... science is done by people endowed with the skill."

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