

What Is its Personality and How to Form it

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Abstract: Purposeful formation of any quality in children in the course of educational activity always requests from teacher to solve the problem of essential pre-determining features of this quality. The lack of essential properties impedes process systematically organization and criteria selection for this quality formation. So person's personality lacks an established, generally accepted definition. Therefore, this study uses the basis of activity approach developed in the researches by A.N. Leontiev. It is shown that the activity approach is significantly different from all other approaches due to the fact that it discloses the ways of personality forming while the known methods aim to discover and use already existing human qualities. Participation in the social activities is the condition for the formation of human personality. Personality is a hierarchic system of personal meanings. Characteristics of a person are properties of this system. The real basis of human personality is the sum of his public relations to the world realized through the totality of his activities. There are two types of activities hierarchy, respectively typical for individual and personality. Hierarchical relationships of separate activities of individuals and personalities are formed in different ways. In the composition and activities of the individual and their relationship is directly determined by the properties of the subject-innate, acquired-and depend on the current state of the body needs. Hierarchical activities relations characterizing the personality are "separated" from the states of organism; activities hierarchy is generated by own development and form the core of a personality; activity ligaments are formed in the system of relations which the subject enters. Formation of student's personality is the result of his participation in the system of social relations.

Key words: Personality, system of relationships, hierarchy, development, perception

INTRODUCTION

Psychological concepts, knowledge is widely used in various spheres of society as they form the basis for indicative and planning part of any activity. The contents of psychological knowledge, depending on the application, often takes such forms of presentation that may differ significantly. In education for example, the personality and its criteria become motives for pedagogical activity (Danyluk *et al.*, 2010; Yakupova, 2014a, b). The situations when questions of personality emerge in the course of employment or spiritually productive activities as a characteristic of the persons profession or health conditions are related to a different category (Eysenck, 1977).

In this regard, there exists a number of substantially different areas of development for psychology, personality psychology (Hjelle and Ziegler, 1992; Eysenck, 1998). Larry Hjelle, Daniel Ziegler emphasized that "it is important to note once again that the definition of the personality depends on the theoretical orientation of the researcher" (Hjelle and Ziegler, 1992). Such dependence of the definition points to two conditions: the lack of an established definition; these determinations

refer to different notions in different situations. G. Allport in his book "Personality: psychological interpretation" has allocated >50 different definitions of a personality. He believed that every person is unique and its uniqueness can be understood through the identification of specific personality traits; human behavior is always the result of a particular configuration of personality traits. Despite this, he gave the following definition of personality: "Personality is a dynamic organization within the individual of the psychophysical systems that determine his characteristic behavior and thinking" (Allport, 1955, 2002); "Personality determines what a person "really is" regardless of how other people see his characteristic features or the methods of study (Allport, 1955, 2002). Averin (1999) summing up the concepts of the personality by known foreign and domestic psychologists, made a conclusion: "There is a scienc and the object of study, the methods of it's study are developed, hypothesizes formulated and concepts formed, there are theories and whole spheres of science but no one can intelligibly define the object of study".

Allport (1955), referring to its conceptual definition of personality, notes that the term character and temperament are often used as synonyms for the

personality and explained how each of them can be easily distinguished from the actual personality. According to Allport (1955) a character is an evaluated personality and personality is an nonevaluated character. Therefore, the character shall not to be construed as an isolated area inside the personality.

“Temperament is also the” primary material “(along with the intellect and physical constitution), from which a personality is built as any good definition of personality Allport’s concept gives clear notion of what a personality is and what has nothing to do with it” (Hjelle and Ziegler, 1992). We shall not give a definition of traits and personality traits but it should be noted that “in G. Allport’s system personality traits are characterized by” features “or defining characteristics.” Personality traits are moving or at least, a defining element of behavior. The fact that actions or habits are not consistent with the personality traits is not an evidence of absence of the features. It is important that G. Allport introduced concepts such as common and individual this feature. However in order to remove the difficulties arising from the use of the term “personality trait” to describe both common and individual characteristics, he revised his terminology and named personality traits as individual dispositions, common features-personality traits. G. Allport also introduced a concept called proprium. Proprium is a positive, creative notion of striving for growth and developing of human nature; that is “mine” part of the subjective experience. “In short words, it is something other than selfness” (Hjelle and Ziegler, 1992). It is important that proprium development by G. Allport has 7 stages and reminds the Erikson’s 8 stages of personality development.

For us it is interesting to note that the well-known scientists, G. Eysenck and R. Cattell studying human individuality, also took part in solving the problem of building a comprehensive scheme to identify and measure the main features that form the personality core. These theorists, using the method of factor analysis attempted to show how the basic structure of traits affects the observed behavioral responses of the individual. Eysenck (1977, 1998) was first to admit that important are only two parameters of the personality: neuroticism and introversion-extroversion and then he introduced the third parameter-psychoticism. R. Cattell claims the structure of personality shall be determined by at least 16 major, original features. Baseline characteristics can be divided on constitutional and formed by the environment. Unlike Eysenck (1998) considers two main types as the basis of the hierarchical model of personality structure super traits: introversion-extraversion and stability neuroticism. Eysenck claims that individual differences in these two

super traits and a third facto psychoticism are closely connected to the neurophysiological characteristics of the person. In the preface to Eysenck (1998) notes that genetics has a significant contribution to the identity of a person.

However, within the interests of personology an important place takes the influence of the environment on people’s actions. “As a result, we know a lot more than before about powerful influence that the environment has on people living and working inside it” (Hjelle and Ziegler, 1992). At the same time in the same study author pays attention to the fact that there is a consent between the majority personologists that individual differences are partly rooted in biological processes and genetic predisposition as our understanding of the biological basis of behavior and mental processes increasing we seem to understand the resistance of the individual in terms of biology and genetics will be broken.

In connection, with the subject of the study note that the factor analysis of the experimental data in order to detect “hidden variables” as both man and nature become a powerful mathematical method of knowing reality and the number of significant factors depends on the object being studied (McCrae and Costa, 2012; Costa and McCrae, 1995). It is also important that thesis of studied factors hierarchy is common to the whole correlation psychology (Costa and McCrae, 1995).

MATERIALS AND METHODS

Interlevel research: Conceptual approach defines and regulates the course of the study of personality traits and acts as a criterion of experimental and correlation psychology results. A study of the correlation matrix is aimed at finding out the hidden dimensions of personality and its structure. The results and conclusions as we have just seen have manifested biological, psychological and social characteristics of a person all three levels of human existence in nature and society. These three levels of human life correspond to three levels of human study: biological level at which a person is studied as a natural being; psychological level, where it acts as a subject of animated activity and social level where it shows itself as a person implementing objective social relations, socio-historical process. The coexistence of these levels creates a problem of internal relations that link the psychological level to biological and social (Leontiev, 1978). The general principle which governs all interlevel relations is that the highest level is always leading, but it can realize itself only through, the lower levels and in this sense it depends on them.

The study of this relationship leads us to an environmental problem. The problem of formation in children the ability to learn (Asmolov *et al.*, 2010), the

education of the individual (Danyluk *et al.*, 2010) and environmental consciousness are inseparable from the development of human society and is inherent in him from the beginning of its formation. At the present stage of development of society, the common problem of educating young people of set quality, determined by the conditions of modern society and the state of the natural world is very acute (Hjelle and Ziegler, 1992; Yakupova, 2014a, b). At all stages of pedagogical activity, it is necessary to know the essential features of the concept of personality and its relationship to the structure of consciousness. In this regard, the question in the title of this article arises.

Activity is the basis of personality: Teaching and learning activities are poly-motivated. The process of learning activities forms the identity of the child, student in this sense this process is reversed in comparison with the process of research communication activities of human behavior from the existing personality. Actions of formation and actions to identify the personality that are turned towards each other allows to reverse methods of activity. Person's personality is a result of learning activities; determination of the influence of a person's identity on the quality of its activities, behavior is the result of cognitive activity in the field of experimental and correlation psychology. In the latter case, according to R. Cattell, personality is what allows us to predict the behavior of a person in this situation (Hjelle and Ziegler, 1992).

In this regard, the essence of personality can be achieved through activity approach developed by Leontiev (1978). This theory is based on the assumption that a personality has a special quality that is acquired by individual in the system of social relations. Personality "uses" the innate individual properties and abilities. The main categories of psychology as a science of mental reflection of reality are: subject activity, human consciousness and personality category. Development of psychology on the basis of activity has the advantage that a man shows his personality through activity. Psychological theory of personality can not be built based mainly on the differences of the human constitution. "How can a theory of personality do without reference to Sheldon's constitutions, Eysenck's factors and finally on types of higher nervous activity of Pavlov?" Leontiev asks. This question arises from the methodological misunderstandings which largely depends on the ambiguity of "identity" concept. If we take the personality as a special quality acquired by the individual in the system of social relations the anthropological characteristics of the individual appear not as determining

conditions of a personality or part of its structure but as a genetically predetermined conditions of identity formation and at the same time only as a forms and methods of their demonstration. So, all human qualities of the individual are involved in the personality formation in the course of activity within the system of social relations. The activity in the system of social relations allows to distinguish the properties of the individual and personality traits.

What gives origin to personality: Personality begins in society; a child enters into life just as an individual with certain natural properties and abilities and he becomes a person only as a subject of public relations. In contrast to the individual the identity of the person is not pre-existing in relation to his activities as well as his mind. Personality is generated by his activities taking place in specific social context. First of all, personality as a whole is a product of biological evolution, during which takes pace not only a process of organs and functions differentiation but also their integration and mutua "shakedown". The function of secondary correlative changes in organisms that create the integrity of their organization was particularly emphasized by A.N. Severtsov in his "correlation hypothesis" (Leontiev, 1978). An individual is not only genotypic structure, its formation continues in ontogeny; in this sense, it also is the product of life development and interaction with the environment. Personality is not an intersection of the biological and social; it does not have integrity, due to genotype and it is not the result of genotypic traits aging influenced by the effects of the social environment and it is not the change of these inherent properties that forms human personality. Changing the individual characteristics is a consequence of the personality formation. The features of the individual are not destroyed and they are saved as individual features. Personality as an individual is the result of the integration process of vital relations of the subject.

What is the fundamental difference of special feature called personality: It is defined by social relations specific to person. These relations suggest conscious regulating in the presence of consciousness and at a certain stages of development and consciousness of the subject. The problem of studying the unification process, binding of subject's activities forming the personality is solved by the analysis of the subject activity of the person mediated by the processes of consciousness that "sew" individual activities together. As a consequence of this analysis there is no desire to attribute "to be a person" to the nature of the individual; having joined a

new system of relations within the society the person also acquires new-system-qualities which form the actual characteristics of the individual. This decision is based on the assumption that the real basis of human personality is the sum of its public relations to the world and they are realized through lots of his multifarious activities. It is important to note in terms of universal learning activities development (Asmolov *et al.*, 2010) that we mean the subject's activities which are the initial units of psychological analysis of the individual, rather than actions, operations, physiological functions or their combination. These elements of the activity do not characterize the personality directly; withdrawn from operation systems they tell nothing on their relevance to the individual. The real basis of a person's identity are not natural instincts, drives and even acquired experience, knowledge and skills (including professional) but the system of activities that are implemented through these knowledge and skills (Leontiev, 1978).

Hierarchical relations of activities at the individual level are directly determined by the properties of the subject-general and individual, innate and acquired. Hierarchical relations of individuals' activities have another characteristic feature: their "non-connectio" with the states of the organism; hierarchy of activities in this case are generated by their own development and form the core of the personality. Nodes that connect individual activities at level of personality are formed not by biological or spiritual powers of the subject that lie inside him and in the system of relations which he enters into. At the basis of above mentioned information, we can make a conclusion that the activities hierarchy of individuals and personalities differ by the way of their formation.

The first subordination of different life relationship of a child is an evidence of the beginning formation process of that particular new substance called personality and according to the tests already exist in preschool children. The process of personality development is a complex, time-consuming and has its phases and stages (El'konin, 1971; Kulagina and Kolyutsky, 2001).

RESULTS

Human activity subordination relationship generated by the course of their development is the basis of personality. How is the psychological realization of this subordination, this hierarchy of activities? Activity a process that is impelled and guided by motive objectified necessity. The ratio of activities open relationship motives. There arises the need to analyze the motives and consider their development, transformation, ability to

bifurcate functions as well as those displacements that occur in the process forming the life of human as a personality. The question of the relationship between motives and needs becomes important. The inner need can be realized only through activities, it initially appears only as a condition as a prerequisite for activity. During further development activities this prerequisite turns into its result. Requirements can be concretized in a potentially very wide range of objects which are stimulus to activity even in the animal; the appearance of new kinds of food in the environment and disappearance of the previous ones the nutritional needs change, the transformation of needs is performed through objects in the process of their consumption. In contrast to the needs development needs of the animals human needs are generated by the development of production. The consumption is mediated by the need of subject its perception or mental representation. In this reflected form the object becomes an ideal, internally impelling motive.

For our study, it is very important to notice the following. The most important thing is that a personal needs enter into new relations with each other. The total way of the human needs, development starts from the time when a person acts to satisfy his basic, vital needs but then this relation reverses and the person meets the vital needs in order to perform actions. This is the principal way of human needs development. However, this way can not be directly derived from the needs development because they hide the development of their objective content, i.e., specific motives of human activity. Psychological needs analysis is inevitably comes to motives analysis (Leontiev, 1978).

Motives, however are not separated from consciousness. Even when the motives are not acknowledged when a person does not realize what exactly prompts him to do this or that action motives still find their psychic reflection but in a particular form in the form of action emotional coloring. This emotional coloring performs a specific function. Therefore, it is required to distinguish the concept of emotion and the notion of personal meaning. The discrepancy between them arises only as a result of motive function bifurcation in the development process of human motives. This bifurcation is due to the fact that the activity is poly motivated, i.e., simultaneously follows two or more motives. This is the way human actions objectively implement a set of relations to the objective world, people around them, to society, to himself. Some of the reasons prompting the activities at the same time give them personal meaning (sense-motifs), others have no sense-function

(motivation-stimuli). Separation of the functions of meaning and motivation between the motives of the same activity allows us to understand the main relationships that characterize the motivational sphere of personality: the relationship hierarchy of motives. These relationships are defined by formed relations activities of the personality their mediation and are therefore, relative. This also applies to the main relation is the relation between sense motives and motive-stimuli. Sense motives always occupy a higher hierarchical position. Acknowledge of motives is a phenomenon that occurs only at the level of personality and permanently reproduced in the course of its development.

Personality formation: Since, the early stages of development of the human individual the mediated nature of the relationship of the child with the outside world is the main feature of its development. Initially, direct biological connection child mother become quickly mediated by objects. The child's activity increasingly appears as realizing his connections with man through things and things-through man (El'konin, 1971). Subject activity of the child acquires the operative structure and verbal communication becomes mediated by language. This initial situation of child development contains a grain of relationships, the further development of which is a chain of events leading to personality formation. Initially the relation to the world of things and people around are fused to the child, after this they become separated to form a different, though related development lines merging into each other. These merger is represented by alternating phases: mainly subject (practical and cognitive) activity phases and phases of relationships with people and society development (El'konin, 1971). These mergers characterize the movement of motives within each phase. This is the basis for hierarchical relations of motives that form personality "knots". The stage of personal development through adolescence is spontaneous not directed by self-consciousness preparation stage for the birth of self-conscious personality.

There is development of some other kind inside the development individual consciousness, along with the process of mutual transitions of directly sensual contents and meanings that gain certain sense depending on the motives of activity. It is a correlation of motives with each other; some are dominant and rise over others; some on the contrary, descend to subordinate position or even completely lose their sense-function. "The formation of this development expresses the formation of a coherent system of personal meanings personality formation".

DISCUSSION

Personality is born twice: First, when the child becomes explicitly polymotivated manifested and his actions become subordinated, the second time, when he becomes a conscious personality. What caused special reorganization of consciousness in the "moment" of conscious person birth? A need to restructure consciousness is created by the fact that his communication with the world become more intersect with each other; his actions, realizing one of his activities, one relation become to realize some of his attitude. Real psychological situation generated by crossed relations of subject with the world involving ever his action and every act of his communication with others calls for orientation in the system of these connections. Psychic reflection, consciousness can not be guided only by certain actions of the subject in such a situation, it must also actively reflect the relations, the process of submission and subordination of motives. This is a special kind of internal movement of consciousness. This is a new quality, which is called personality.

CONCLUSION

The change establishing the birth of the personality acts as an event that changes the course of all subsequent mental development. What are these events? This is a restructuring of the sphere of relations with other people. It is important to note that if the preceding steps the society opens in expanding communication with other people, now it is reversed: the people around more and more begin to act through objective social relations. This change begins the development determining the main aspects of personality development in the life of a human. The need for the subject to orient in the expanding system of his relations with the world is revealed in his new meaning: as a generative process for developing social essence of the subject. One of the changes conceals a new restructuring of motives hierarchy, it is characterized by teenager's loss of relationship worth in the intimate circle of his communication. The requirements of the closest adults now retain their sense-function only if they are included in a wider social motivational sphere. Entering a wider range of communication by a teenager, however does not mean that intimate, personal fades into the background. On the contrary that's why, the most intensive development of inner world takes place during this period. Such transitions and profound changes are recorded up to and including the level of personality development on which system of objective social relations obtains personal meaning. It is important to note that the phenomena at this stage are more complex and can be truly tragic. The role of closes-parents, friends,

associates is very important. It is appropriate to point out another transformation in the life of a person the transformation of the expression of features that depend on the social differentiation; a person needs something to reject, approve, at every turn of the way of life and all this has to be done, a man should not be exposed to environmental influences only. Activity approach requires to consider personality as a new quality generated by the development of objective social relations system that involves human activity. With this approach to life in nature and society psychology as a science accumulates diverse approaches to the personality; however, this accumulation takes place on a social level. This activity serves as a mechanism and criteria for the formation of personality. Approach to psychology, developed by Leontiev (1978), based on categories of activities, allows to distinguish "individual" and "personality." It is this approach that reveals valuable sides of correlative studies of personality traits.

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