



THE NOTION OF "PERSONALITY" AND ITS STRUCTURE IN THE PROCESS OF EDUCATION

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Abstract

Understanding the structure of personality and its development mechanisms is critical in educational and psychological contexts. Modern educational frameworks emphasize nurturing personal characteristics through organized and targeted learning experiences. This article explores various perspectives from philosophy and psychology, including those of I. Kant, Z. Freud, and V. Frankl offer a comprehensive analysis of personality formation. It highlights mechanisms such as self-reflection, purposeful decision-making, and engagement in meaningful tasks as essential for fostering growth. The findings suggest that creating learning environments tailored to individual needs enhances academic success and personal development.

Keywords: Personality, characteristics, development, value, activity, communication, consciousness.

Introduction

Personality is a dynamic and multifaceted construct, encompassing various cognitive, emotional, and social dimensions. Its development is influenced by both internal and external factors, making it a central concern in educational theory and practice. According to national educational guidelines, the goal of learning extends beyond academic achievement to include the holistic development of students' personalities [2 ; 85-90 pp].

Philosophers and psychologists have provided diverse interpretations of personality. Kant regarded personality as inherently tied to moral reasoning, with autonomy being a key component. Freud viewed personality as a structure shaped by the constant interplay between conscious and unconscious forces. Meanwhile, modern psychological theories emphasize the importance of experiences that foster self-



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awareness, motivation, and engagement in activities designed to promote personal growth [7; 88-92 pp]. This article aims to synthesize key theoretical perspectives on personality, with a particular focus on practical strategies for enhancing development through educational processes.

Theoretical Framework

Philosophical Perspectives

The philosophical foundations of personality development emphasize both moral and reflective aspects. Kant argued that the essence of personality lies in its moral autonomy—acting according to universal principles derived from reason. He stressed that individuals should be treated with inherent dignity and never used merely as a means to an end.

Similarly, Fichte highlighted the significance of self-consciousness in the formation of personality. Through interactions with others, individuals come to recognize themselves as autonomous beings capable of personal development. This reflective process underpins both self-determination and social engagement [3; 35-42 pp]. Existentialist philosophers such as Kierkegaard and Jaspers presented a different perspective. Jaspers asserted that the search for meaning is integral to personality development. He believed that individuals define their identities through experiences that connect them to a greater purpose, emphasizing the spiritual and existential dimensions of self-fulfillment. These philosophical insights provide valuable guidance for contemporary educational strategies, particularly those focused on reflective and value-based learning.

Psychological Theories

Psychology offers a range of models to explain personality structure and development. Freud introduced a tripartite theory consisting of the "Id," "Ego," and "Superego." The "Id" represents innate drives, while the "Ego" serves as a mediator between these drives and external reality. The "Superego" embodies internalized societal norms and values, guiding moral behavior [5; 45-60 pp]. C. Jung proposed the concept of individuation, which involves integrating both conscious and unconscious elements to achieve psychological maturity. He emphasized the role of



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archetypes—universal patterns in the collective unconscious—in shaping personality. This process enables individuals to attain a more authentic and cohesive sense of self. Frankl emphasized the importance of meaning in life as a core factor in personality development. He argued that individuals achieve personal growth through purposeful choices that align with their values. Frankl's theory underscores the significance of self-transcendence and responsibility in achieving fulfillment [4; 101-120 pp].

In contrast, Maslow focused on self-actualization, which he placed at the apex of his hierarchy of needs. According to Maslow, individuals must first meet basic physiological and psychological needs before pursuing self-fulfillment through creativity, learning, and the realization of their potential.

Mechanisms of Personality Development

Personality development involves both conscious and unconscious processes, driven by factors such as self-awareness, goal-setting, and meaningful interaction. According to educational theorists, creating environments that foster these mechanisms is essential for promoting both academic and personal success [1; 305-312 pp]. For instance, Sternberg emphasized that aligning educational strategies with students' intellectual strengths enhances learning outcomes. This includes supporting multiple intelligences, such as analytical, creative, and social abilities. Mayer and Salovey highlighted the importance of emotional intelligence in fostering self-regulation and empathy within learning environments. Rubinstein emphasized the volitional aspects of personality, such as motivation and persistence. He noted that transforming external motivators into internal drives is critical for sustaining long-term engagement in learning. Programs that allow students to experience success through well-designed activities can significantly enhance their motivation and self-concept.

Educational Implications

Integrating personality development into educational practices requires a holistic approach that considers intellectual, emotional, and volitional factors. Personalized learning strategies, which address individual differences, have been shown to



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improve both academic achievement and psychological well-being [11; 92-97 pp]. Reflective practices, including self-assessment and peer feedback, play a crucial role in fostering self-awareness and critical thinking. Collaborative learning opportunities further enhance social interaction and empathy, contributing to the development of a well-rounded personality. Effective teachers model self-reflection and create environments where students feel valued and empowered. By aligning instructional strategies with developmental needs, educators can support students in their journey toward self-actualization [8; 90-92 pp].

Conclusion

The structure and development of personality are central to both psychological and educational theory. By fostering self-awareness, social engagement, and the pursuit of meaningful goals, educators can enhance personality development. Educational strategies that prioritize personalized learning and reflective practices have the potential to nurture both academic and personal growth. Ultimately, these approaches support students in becoming autonomous, responsible, and self-fulfilled individuals.

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