

The Concept of Personality in Foreign Psychological Science

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Abstract: In statement presented analysis of general psychological personality conceptions that formed at least nine destinations in the Western theory of personality: psychodynamic (S. Freud) and the revised A. Adler and Jung K. version of this direction; dispositional (G. Allport, R. Cattell); behaviorist (Skinner); socio-cognitive (Bandura); humanistic (Maslow); phenomenological (Rogers); ego psychology (E. Erikson, Erich Fromm, Karen Horney); cognitive (Piaget, J. Kelly) and other. The statement is observing and has a theoretical meaning.

Key words: The concept of personality • Psychological science • Mechanism of mental development • Self-development

INTRODUCTION

Along with a number of basic research and original experimental facts, modern psychology of personality is characterized by many unresolved issues, disparate empirical data and not intersecting with each other scientific fields. Here the collision of views between the representatives of different directions begins from the very starting-point of a psychological analysis of personality and appears in the issue of what phenomenology is in the field of psychology. The first interest is the psychological concept of personality.

Basic Part: The definition of personality, structure, mechanisms and factors of development in psychology has always been a complex and multifaceted problem. As far back as 1937, the American psychologist Gordon Allport in his first book, "Personality: a psychological interpretation" gives more than 50 different definitions of the personality. An attempt to synthesize them was not successful and Allport had to refuse giving the definition of the personality, admitting only that "a human is an objective reality" [1]. A half-century later, the famous Soviet methodologist P.G. Schedrovitsky had to state that in the vast majority of cases, the problem of personality psychology remains at the narrative level, but the concept of personality exists only as an everyday notation [2].

In this regard, at the beginning of the XX century psychology of personality, an independent branch of psychological knowledge emerged and developed in psychology. As noted by Stern, psychology of personality as a science emerged in response to the crisis of the traditional Wundt psychology, which resulted from self-exhausted atomistic (elemental) approach to explain the human personality. "The Psychology of the elements appeared to be helpless in considering the human personality" wrote V. Stern [3].

V. Stern believed that the personality is a self-determining, consciously and purposely acting integrity, possessing a certain depth (conscious and unconscious layers). The study of the complete personality, the laws of its formation was the purpose of his theory of personalization.

In the course of further development of personality psychology in the XX century, different theories of personality were formed, which present carefully verified inferences or hypotheses about what people represent, how they behave and why they do so and not the other way.

In psychoanalysis, the beginning of a child's personality is connected with the inclusion into activity of basic life (biological) needs of the child, with the emergence of the conflict between the desire to meet their social and cultural values (traditional Freudian theory), or with the appearance of the first vital failures in meeting

the critical needs that lead to the appearance of the complexes (neo-Freudianism). In this and in other cases, the beginning of personality development is dramatically associated with deep psychological trauma and a strong emotional experience affect, traces of which remain and are kept with the child throughout his life. Further development of the child as a person is determined by how he manages to survive the appropriate trauma and get rid of complexes. Personal tumors are considered to be the outcome and the result of the corresponding struggle. The role of socio-educational influences comes to the formation of the protective mechanisms of the individual [4].

In the individual psychology of Alfred Adler main idea is the notion that the human is one and self-consistent organism. The Latin word "individuum" is translated as indivisible, that is the essence of meaning that can not be separated. A. Adler based on the fact that none of the manifestations of vitality can not be viewed in isolation, but rather only in correlation to the personality as a whole. The individual is an indivisible whole in regard to the relationship between the brain and the body and in terms of mental life. A. Adler believes that the main purpose of individual psychology is to prove this unity in each individual: in his thinking, feelings, actions, consciousness and unconsciousness, in every manifestation of personality. The structure of the self consistent and unified identity A. Adler defined as a style of life. The human has creative power, which ensures possibility to control their lives, free, conscious activity is a defining feature of the personality. As we see in this concept more than any other, the attempt to treat the person as a whole creative "Ego" is expressed [5].

The theories of personality traits (G. Allport, R. Cattell, Eysenck and others) recognizes the presence of people's resistant inner qualities that persist over time in different situations and investigates the formation and changes of these traits in a child. In line with this trend the formation and development of the personality is considered as a process of formation of individual personality traits and their connection into complexes and further transformation of these complexes in the whole system features reflecting periods of the age of the child. It is assumed that there is a certain sequence of occurrence of style, instrumental and motivational traits of personality. People have a wide range of predispositions to react in a certain way in different situations (i.e., personality traits), which causes a certain consistency in their actions, thoughts and emotions [6].

G. Allport (G. Allport, 1937) put forward the idea of a personal (personological) approach, where the personality is presented as an open system. Personality trait is a predisposition to behave in a similar way in a wide range of situations. If common features can be expressed in a whole group of individuals but the personal dispositions belong to a separate individual. Allport suggested that there is a principle of organizing the installation, motives, evaluation and addiction in a single unit-for that, he introduced the term "proprium" (positive, creative and strives for growth of human nature, grasping all aspects of the personality, contributing to the formation of internal unity) [7].

Theory R. Cattell (R. Cattell, 1957) is based on the use of accurate empirical research methods and set forth in the writings of "Personality and motivation" (1957), "The Structure and Measurement" (1957), "The theory of motivation" (1959), "Scientific analysis of the personality" (1965). In this theory, behavior is seen as the result of external influences and the organism. Ability, temperament and dynamic features are distinguished in human behavior. Dynamic features include ergic needs (factors innate responses) and sentiment (factors trained, learned reactions). Ergic level (erg-in Greek-the work) is opposed to a need, an instinct of demand. Erg is a variable that characterizes the motivation, ergic tension determines the incentives of the individual characteristics, physiological state, ideals, etc. The motive is understood as stimulating demand. In his theory by R. Cattell tries to link the biological and social aspects, physiological and psychological sides, not giving off the determining influence of the social. Human needs are considered by the scientists without regard to their social determinism. The trait for him is the most important concept and it is important to take into account the difference between the surface and the original features. Dynamic features he shared on attitude, erg and feel. Dynamic features are motivated and they provide the energy and direction of the action. Some motivations are congenital in nature and some are acquired [8].

J. Guilford interpreted personality as a simple combination of certain individual specific features. In accordance with such understanding, he worked out the test "The review of temperaments", allowing to diagnose: general activity, self-control, authoritativeness, sociability, emotional stability, objectivity, friendliness, thoughtfulness, personal relationship, masculinity [9].

As a result of factor-analytic studies, which were the first in the study of personality, J. Guilford came to the adequacy of allocation of these motivational factors:

the organismic needs (hunger, sex, need to move), the need for specific environment settings (comfort, cleanliness) needs related work (ambition, perseverance) needs related to social position (freedom, fairness), social needs, common interests (the need for risk, in entertainment). However, he was the first to investigate the features of connection of personality traits and motivational structures, particularly the subject interests [10-11].

G. Eysenck, using the method of factor analysis, deduced three factors independent from each other, with psycho-physiological basis and sufficient for a complete description of the personality: extraversion-introversion, neuroticism (emotional stability-instability) and psychoticism. The result of this research was in the clear assignment of a person to one of the four types of temperament [12-13].

Sociodynamic approach is a process of personal development as formation of individually typical forms of the social behaviour, the role behaviour, in particular. In accordance with it the child as a personality begins to develop actively from the moment when he first acquires a learning ability, including learning through imitation. Since then, the child acquired certain habits and skills. In the development of the personality within this period the certain stages and steps are allocated which are associated with the emergence and fixation of various forms of external behaviour.

In accordance with the theory of the roles the development of the child begins when he is able to do a role imitation. Every new role contributes to the development of the child and the result of the development, in the end, depends on how much and what kind of different social roles the child has played in the life. Since the composition and diversity of roles are given by the conditions of life, personal development is reduced to social influences and internally restricted by decreased possibility to change the behaviour and flexible adaptation to external conditions while getting older.

In the behavioral approach (behaviorist theory) the personality is considered as a set of behavioral responses specific to the given person. Behavioral response appears to a specific stimulus or situation. Expanding the repertoire of behavior is fundamental in the development of personality, which is achieved by learning. For example, one of the pioneers of this trend, John Watson believed that a person is such as he learned to be. Many proponents of behaviorism supposed that a person is "learning to behave" all his life, but they do not indicate these particular periods or stages [14].

In behavioral concepts B. Skinner presented specific type of learning-operant conditioning. Its essence lies in the fact that a person controls his behaviour, focusing on its likely consequences (positive or negative). The main means of creating a new behaviour appears reinforcements. Reinforcement is any stimulus that increases the probability of a repetition of certain reactions and forms of behaviour. It can be negative and positive. Positive reinforcement is a reinforcement pleasant for a person, which satisfies some need and encourages the repetition of forms of behaviour that are worth promoting. A negative reinforcement is such reinforcement which causes the repeated reaction of rejection, exclusion, denial of anything [15].

In theory of A. Bandura, it is recognized that observation has a priority in training. Recognizing the importance of training by type of classical and operant conditioning, the author believes that in life learning occurs through observation much more often: the child is watching the behavior of the parents, grandparents, peers, other people in his social environment and tries to reproduce the patterns of their behaviour. A. Bandura and his colleagues, focusing on the personal characteristics of a person depending on his ability to learn from others, are called as social learning theorists. The essence of learning through observation is that people copy someone else's design (shape, pattern) of the behavior and do not expect any inducement or punishment for it. During the childhood years, the child accumulates huge information about the differences in the forms of behavior, although he can not perform them in his behavior. However, if he sees that some things, deeds, behavioral reactions of the other children are encouraged, it is likely he will try to copy them. It is quite likely that he will be more likely to imitate those people he admires and he loves in his life who are more important than others. Children will never voluntarily copy the patterns of behavior of those people who are unpleasant or whom they are afraid of [16].

The social training theory considers the personal development as the acquisition of certain human habits, skills and interpersonal skills. The source of personal development here is an organized system of reinforcements from the outside: rewards and punishments. Through it, you can create and modify the personality of the child throughout his childhood. This theory gives a big role in the development of the personality devotes properly organized up-bringing and states that the personality depends more on up-bringing than on the maturation of deep drives or complexes. D.

Rotter introduced the concept of “behavioral potential”, denoting a set of actions, behavioral reactions, “techniques of existence”, formed in the process of the life [17].

Humanistic interpretation of a person as the subject is opposed to understanding him as a passive creature that responds to external stimuli only using a system of reactions. Each subject due to his uniqueness, originality, indispensability is involved in the development of culture of the whole society. This is manifested in the fact that thinking of any individual is at least minimally creative, productive, self-reliant, in particular. In contrast to the Freudian the humanistic psychology studies healthy, harmonious personality, who reached the top personal development and self-actualization. Basics of the personality development is presented in the form of the personality growth, self-development. Thus, according to Maslow's theory, every person has a motivational set that helps him satisfy the requirements of five levels. Only after satisfying the requirements of the highest level, a person can become a healthy, creative and independent personality. And then he will be able to solve successfully various issues and better understand himself and others, it is wiser to build interpersonal relationships and completely devote himself to his favorite things. A. Maslow gave the characteristic of self-actualizing person, including such components as self-development, the manifestation abilities, potential abilities, self-actualizing creativity in work, love, life [18]. “Self-actualization is not only the final state, but also the process of updating one's potentials. This is, for example, the development of mental potentialities through intellectual studies. Here, self-actualization means the realization of their potential abilities” [19].

Existential direction of the humanistic psychology encompasses man in his integrity, which includes not only the psycho-physiological, but also spiritual and personal development. The representative of this trend V. Frankl said: “... we consider the spiritual dimension as the highest human dimension... and only at the height of the spirit of a person is the man” [20]. According to V. Frankl substantial characteristics of the meaning is revealed through the ideas of values. He identifies three groups of values: the values of creativity, values of experiences and values of relations [21].

Therefore, the humanistic theory of the personality represent a process of personal development as the acquisition of certain conscious and high sense of existence by the person, as well as properties to be and to become a personality. In the analysis of the structure of

personality the emphasis is made on the motivational requirement sphere of the child, the emergence and functioning of his system of stable value orientations and moral purposes and further transformation of the system under the influence of living conditions.

In the cognitive approach, the priority emphasis is put on the development of human cognitive areas. The most complete study of intellectual development was done by the Swiss scientist Jean Piaget [22].

The theory of the personal constructs of J. Kelly is an original direction in the theory of personality, showing the cognitive approach to the study of mechanisms for research and development of the personality, stimulate the personal growth. The personality construct is an abstraction or generalization of the previous life experience, created by the personality of classification and valuation standard and checked on personal experience. Thus, personal construct stand as the means of generalization, discrimination, forecasting, organization, control and regulation of behavior and reconstructs the system of relationship, carrying understanding of objects in their similarities and differences, constructing “self-image” [23].

CONCLUSIONS

Thus, the ideas of the personality of these and other close to them authors clearly show the dissimilarity of these concepts. In each of them they reflect their own understanding of the personality, in their own way interpret the essence of the personality, its structure and patterns of development [24].

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