THE PERSONALITY ISSUE OF A CHILD
IN THE FAMILY AND SCHOOL ENVIRONMENT:
A THEORETICAL PERSPECTIVE

The purpose of article is to study the concept of formation and develop-
ment of a child's personality, in particular, the specifics of its implementa-
tion in the family and school environment. It is stated that the fundamental principle for proper and effective upbringing, as well as educational success, lies in nurturing the idea of personality in young individuals. To appropriately analyze the issue of personality, this article presents key definitions and terms based on relevant literature. The terminological analysis of the concept of “personality” in relation to the younger generation is carried out. Analysis of the professional literature has shown that civilizational, anthropological and axiological crises has led to the ongoing dehumanization of family, school, and work environments, with the concerning glorification of an instrumental and objectifying treatment of the human individual. It is stated that, a person's sense of identity is constituted by relating their own functioning to the behaviours and activities undertaken by members of other social groups. It was found that, treating young individuals subjectively requires actions directed towards prioritizing attitudes, followed by skills and knowledge.

The discussion includes a dual image of personality, focusing on individuality and self-awareness on one hand, allowing individuals to develop a sense of identity in their behaviours and thoughts. On the other hand, personality refers to the social core, serving as a reference for all social behaviours and activities. Two primary environments play a crucial role in implementing the idea of subject-oriented treatment of a child: the family and the school. The success of the education process relies on their collaboration. It is essential for these social groups to be aware of the axiological and social significance of this idea. Reluctance towards treating a child as a subject not only leads to educational and upbringing challenges but also disrupts the psychosocial development of young individuals, negatively impacting their emotional, intellectual, and moral-social growth.

**Keywords:** personality; child; family; school; partnership.

A child is already a resident, a citizen and a human being. Not individual of tomorrow, but individual now. Childhood years are real life, not a preview [1, p. 8].

*Janusz Korczak*

1. INTRODUCTION

The issue addressed by the author is extremely significant and relevant, as evidenced by literary studies, given the times of a profound civilization,
anthropological, and axiological crisis. This crisis has led to the ongoing dehumanization of family, school, and work environments, with the concerning glorification of an instrumental and objectifying treatment of the human individual.

The purpose of the article is to explore the concept of personality, particularly its implementation in the actions of parents and the school environment.

At the core of personality are interpersonal relationships based on partnership and imbued with a humanistic element. The success of education, encompassing both upbringing and educational processes, depends on the subjective treatment of children and youth, emphasizing a humanistic and partnership-oriented approach. The roots of the idea of personality can be traced back to ancient Eastern philosophy, a cultural heritage spanning over 2500 years. In this philosophy, the individual was elevated to an axiological pedestal, becoming the highest good. Confucianism, an ethical-philosophical system, particularly embodies the notion of personality in this cultural context.

In European culture, Christianity has been a proponent of the discussed idea, emphasizing that personality is an immanent characteristic of humanity. Furthermore, reflections by figures such as Descartes and Immanuel Kant significantly highlight the theme of personality.

2. RESEARCH RESULTS

To properly analyse the issues related to the concept of personality concerning young individuals, it is pertinent to present essential definitions based on the literature. According to scholarly sources, personality is recognized as one of the most ambiguous and complex terms in the social and humanistic sciences.

In discussing personality, it is crucial to start with the notion of the subject. As noted by Czerepaniak-Walczak M., the subject refers to a conscious being capable of action, influencing the content, form, and course of events in which it participates. The subject acts according to its own will with an orientation towards changing oneself and the social, natural, and technical world [2, pp. 112–113]. This definition implies that the individual as a subject functions independently and possesses uniqueness.
Personality, on the other hand, is defined as “the resourcefulness of a person, self-determination, making autonomous decisions, and the ability to engage in agency in life situations”. In the context of education, it typically involves efforts to develop creative attitudes, surpass stereotypes, and stimulate innovative thinking [3, p. 59].

Personal development occurs through activities driven by a system of motives inherent to a particular individual. Needs are both a precondition and a result of personal development, as noted by Kremen V. and Kovbasyuk Yu. [4, p. 372]. According to the researcher Adorno T., “we need to understand the mechanisms that make people capable of such actions; we must demonstrate these mechanisms to them and, by awakening a general awareness of these mechanisms, attempt to prevent people from becoming like that again” [5, p. 354]. According to Yu. Babitsky, a child is the foundation, both the subject and the object of the educational process. In his view, the child’s needs should be fundamental for the development and upbringing of their personality. This organization should aim to assist rather than hinder the child [6, p. 42].

Janusz Korczak’s humanistically oriented educational concept encompasses the fundamental issues of pedagogy. It highlights the broad significance of educating children and youth, organizing their lives in a way that each detail contributes to satisfying the most crucial physical and psychological needs, strengthening health and well-being, and providing opportunities for self-realization and self-improvement [7, pp. 273–274].

“The best conditions for the mental and physical development of a child are created by parents and closest relatives” [8, pp. 195–196].

From the above definitions, it becomes apparent that the concept of personality encompasses the individual’s agency, the ability for autonomous action or functioning, creative shaping of reality, and the resolution of encountered (personal) problems in line with their needs and adopted value system. It is worth noting that personality “...always concerns someone who is the subject of something” [9, p. 12].

“Only someone who loves is capable of giving love to others, sharing their heart in a way that resonates in a child’s emotions. This child, likely to become a mother, father, caregiver, teacher, or catechist in the future.
Therefore, how else can we open a child’s sensitivity to the world than by creating a safe space for personal self-expression, self-discovery, experiencing a sense of dignity, allowing them the ability to create the same in relationships with others in the future? There is no child, only a person who must be an individual that loves themselves, and therefore, others” [10, pp. 112–113].

Sukhomlynskyi V. discovered solutions to theoretical problems in children’s upbringing, substantiating and implementing his own concept. The essence of his proposed concept “is based on a humanistic paradigm of individualization, pedagogical optimism, particularly the belief in the giftedness of every child, combining education with productive work on the principles of human and heart-centeredness. The teacher’s task is to coordinate and harmonize all influences exerted on the individual. To vividly illustrate this statement, he resorts to comparing the work of a teacher to that of a sculptor” [11, pp. 59–60].

In recent years, researchers’ attention has been directed towards extracurricular educational institutions, which “create conditions for the development of creative intellectual qualities, continual growth of creative activity potential, formation of mental traits in creative personalities, and nurturing communicative abilities in children and youth. This work helps address the issue of preventive youth education, preventing those manifestations among the youth that increasingly concern society. It encompasses the lack of spirituality in a significant portion of adolescents, their loss of faith in ideals, consumerist attitudes towards family, society, nature, the sharp rise in antisocial manifestations of cruelty, violence, moral degradation in children’s environments, the exacerbation of juvenile delinquency, and simultaneously the necessity for improving health” [12, p. 122].

Lewowicki T., in one of his works, observes that the structure of personality is characterized by:

- dynamic internal organization of the individual;
- biopsychosocial individuality;
- identity assigned to each individual;
- awareness of connections with the environment, involving an understanding of the surroundings;
individual hierarchy of values, goals, and standards, guiding corresponding activities [13, p. 62].

The subject of these analyses focuses on the young individual, making it essential to examine personality from social, axiological, and pedagogical perspectives. As the author previously noted, placing personality on a pedestal and implementing it in the processes of upbringing and education is a rudiment determining the effectiveness and success of these processes. It is primarily expressed through active, autonomous participation and co-decision-making of the child in the family or school environment. It is worth mentioning that the obligation for educators and caretakers to respect the personality of the child in the educational process is ensured by the curriculum of the Ministry of National Education (MEN).

From a pedagogical perspective, personality means that an individual is someone with a specific identity that distinguishes them from others. Their functioning and actions are relatively autonomous, depending significantly on themselves [14, pp. 18–19].

Additionally, as noted by Łobocki M., characteristic manifestations of treating a child with personality include [15, pp. 144–155]:

- authenticity of educators, characterized by sincerity and openness in their interactions with the child (student);
- acceptance, involving recognizing values in the child that are self-actualizing and subject to systematic self-improvement;
- empathetic understanding of young individuals, actively listening to others' expressions while simultaneously empathizing with their feelings or thoughts;
- respect for the right to one's own personality, meaning independence, autonomy, and distinctiveness.

From the preceding observations, a dual image of personality emerges, characterized by a high degree of coherence and complementarity. The first image pertains to the individual, marked by the fact that a person is conscious of their distinctiveness in various aspects of functioning (biological, psychological, and social). This state of affairs allows the individual to develop a sense of identity in their behaviours, thoughts, and actions. On the other hand, the second image is rooted in the social core, where social groups in
which the individual participates serve as a reference for everything they do. In this case, a person’s sense of identity is constituted by relating their own functioning to the behaviours and activities undertaken by members of other social groups.

It is crucial to raise awareness among adults regarding the axiological importance of the personality of young individuals. Such an understanding of personality is associated with an affirmative attitude of adults towards children, outlining the qualitative nature of their relationships and interactions. This humanistic approach guarantees a partnership-oriented approach of parents, teachers, etc., towards children/students. Dimensions of this humanistic attitude include authenticity and acceptance by parents, teachers, and caregivers, empathetic understanding, respect, enabling the child to co-decide about their fate, respecting the right to their own personality, distinctiveness, and tolerance of different views, behaviours, and values [15, pp. 145–154].

Referring to the family environment, it is important to note that the subjective approach of parents towards their child holds great promise for their proper relationships and social interactions. This, in turn, can be a driving force behind the correct processes of upbringing.

The family is precisely the environment that, “for the majority of young people, marks the beginning of social existence. Through it, they encounter social reality and enter it through the family community, where they shape their needs, prosocial attitudes, and behaviours to the greatest extent. The family also develops desirable skills and habits in the young individual”. It should be emphasized that initiation in the family environment is characterized by family-centeredness. A characteristic feature of this phenomenon is “the intergenerational nature of interactions, which contributes to the shaping and strengthening of family bonds” [16, p. 100]. Furthermore, the subjective treatment of the child by parents is objectified, among other things, by providing evidence of love, acceptance, appreciation, and recognition for their efforts and experiences. This, in turn, ensures the safety crucial for proper biological, emotional, and social development. The author’s perspective is supported by M. Łopatkowa, who states in one of her works on children, “Childhood needs cannot be satisfied in adulthood because each
stage in a person's life has its time, which possesses properties specific to it alone. If the basic condition necessary for development and mental health is not fulfilled during this time, an irreparable gap, impossible to eliminate in later years, will arise” [17, p. 48].

In these considerations, it is worth recalling the words of the great Pole, Pope John Paul II, who emphasized the significance of personality by stating, “Human needs a nest woven with love, warmth, and affection, a nest woven with the bonds of faith, hope, and love. Only these bonds, connecting individuals, make a family a real family” [18, pp. 15–16].

To understand the significance of family and its importance for the child, T. B. Veblen's theory of motivation should be analysed. From the figure 1 below, it is evident that it plays a tremendous role and holds significance for a young individual. Among the circles representing the child's social environment, the family is the closest to the child, serving as a prototype and the source of all cognitive, educational, and activating processes.

![Circles of social influence on an individual according to T. B. Veblen](image)

_Fig. 1. Circles of social influence on an individual according to T. B. Veblen, [16, p. 102]_
The school environment constitutes another significant sphere of social influence. As research on schools indicates, the issue of a child's personality raises numerous concerns. This is influenced by various overlapping factors. Like many other environments, the school setting has undergone numerous changes recently, sometimes giving the impression of chaos. It is disconcerting that students often feel lost in this environment, left to their own devices or anonymous. As studies in this regard demonstrate, this situation can lead to disruptions in their psychosocial development and proper functioning.

According to a significant group of specialists in the field of pedagogy and psychology, the existing class-based educational system in Poland does not provide students with suitable conditions for initiating and maintaining proper relationships and interactions with educators, caretakers, and fellow students. As emphasized by Cz. Kupisiwicz, the modern school is criticized for its inability to organize educational and upbringing work in a way that fosters the development of cooperation, solidarity, entrepreneurship, and responsibility among students. Instead, the school introduces children to selfishness and intense competitive struggle [19, р. 89]. The school even leads to a kind of social isolation for students, as they only have the freedom to interact outside of lessons, such as during breaks. R. Cousinet aptly captured this phenomenon. He wrote that “as soon as the child returns to normal work in the classroom, all social relations with peers immediately cease. The student is alone, cut off from peers due to a specific system of discipline and school conditions that do not allow for mutual assistance or the use of each other's help” [20, р. 32].

Moreover, there are adaptive attitudes and behaviours, the schematization of educational and upbringing interactions, and their progressive impoverishment. This includes restrictive treatment, disregarding the significance of students' abilities, interests, possibilities, aspirations, and needs, as well as the factors of will and feelings. Such a state of affairs leads to disruptions in the self-forming mechanisms of children and adolescents and affects their emotional, intellectual, and moral-social development.

Instead, a “...model of giving, authoritarian teaching” emerges, extending to the entire relationship between the student and the school. Consequently, there is schematization, formalization, and depersonalization...
of social contacts between students and teachers. The standardized lesson becomes the primary form of their mutual activity in school, during which they do not need to engage in any personal contact involving closer bonds or mutual interest [21, p. 145]. Such a school reality should be a cause for concern among parents and broader social groups concerned about the student’s well-being and personality (although it cannot be generalized in every case).

Every era generously gives birth to creative personalities, thus the role of education should lie in liberating human potential from oppression due to poor organization, especially in science and the educational process, entrusting it to individuals who are self-conscious, unencumbered, free from fear or bitterness of everyday life and obligations. “External compulsion can never annul the individual’s responsibility, though it may diminish it to some extent” [22, p. 42].

The modern school, grappling with numerous socio-cultural problems, is not always an environment conducive to proper educational processes. The challenges faced by the younger generation often lack adequate solutions, as they are frequently based on rigid educational frameworks. Furthermore, the school environment is not a fundamental platform for social relations where young individuals can initiate and maintain affirming and eudemonic relationships with peers and educators.

“For comprehensive learning, it is also crucial for a young person to develop independent critical thinking, which is significantly threatened by excessive overload with a vast array of diverse subjects (credit system). Excessive workload inevitably leads to superficiality. Education should be approached in a way that what is offered is seen as a valuable gift rather than a burdensome duty” [22, p. 95–96].

To affirm the subjective treatment of students, it is necessary to reshape the philosophy of thinking, rooted in ideas associated with progressivism or “new education”. Therefore, the current school environment needs to be reformatted to become a lively and authentic center of social bonds, where young people learn to coexist and collaborate. Additionally, it is essential to implement the axioms of critical-creative education, ensuring intellectual autonomy, imagination, and the ability for self-education. Furthermore, in-
volving young people in the design of the teaching process is crucial. Such attitudes will likely be the foundation for initiating constructive and qualitative social interactions based on trust and goodwill, leading to the development of open and creative attitudes that prepare individuals to participate in the currently advocated new socio-cultural frameworks characterized, among other things, by the acceleration of life, faster information conversion, and technology advancements.

At the same time, it is worth noting that today in society, much is said and written about the family and the school, recognizing them as the primary sources of a child's development. A child is an invaluable treasure for the family and the foundation of activity for the school. In the family, a child's individuality is formed. Parents are the most important educators, and they are the first ones responsible before their conscience, the nation, and the state for the quality of upbringing their children receive. Children are not only the continuation of their parents' lineage but also of the societal order. The future of the entire nation will depend on the spiritual and moral values that both the family and society instill in their souls.

In both family and school, the common goal is to nurture a well-rounded, harmonious individual capable of self-realization in professional, societal, and familial spheres. The ultimate outcome of the joint educational efforts of the family and school is to instill in the child the needs for a healthy lifestyle, intellectual development, comprehensive growth, refined communication skills, aesthetic appreciation of the world, and an understanding of responsibility for the future of society and the state. This can only be achieved when there is a unified educational environment in the school that functions properly, where educators and parents share the entire responsibility for the child's future, and where the family and school act in unity of words and deeds.

The collaboration between the school and the parental community ensures the creation of a positive natural environment for the child within the school, fostering the development of their skills, creative abilities, and inclinations. The school's experience working with parents allows us to affirm that familiarizing parents with the content and methodology of the educational process, providing psychological and pedagogical education
to parents, engaging parents in joint activities, assisting families facing challenging life circumstances, involving various institutions and organizations in cooperation — these are the paths to creating a strong school family capable of providing children with a happy childhood, discovering talents, fulfilling dreams, and guiding the younger generation towards personal success. Based on conducted diagnostics, individual work with parents, and the results obtained from visiting students' families, studying documentary data, and observing the child's behavior in the family, the school will ensure the identification of optimal means, forms, and methods for the socio-pedagogical support of family upbringing, enhancing parental pedagogical education.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

In conclusion, it's worth mentioning that the personality of a child/student is also linked to the transformation of classical educational goals focused on knowledge, skills, and values. Treating young individuals subjectively requires actions directed towards prioritizing attitudes, followed by skills, and finally, knowledge.

To wrap up this discussion, it's important to highlight that the presented environments, namely family and school, should consistently initiate a model of collaboration, consciously improve mutual relationships, and complement each other in educational and upbringing activities. The ultimate goal is the integral development of a child's personality, safeguarding their personality.

Therefore, considering the above, the aim of further scientific research should be the exploration of specific and unconventional conditions for a child's personality development.

References


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Конєчний Г., Колісниченко П., Гомон Н. ПРОБЛЕМА ОСОБИС- ТОСТІ ДИТИНИ В СІМ'Ї ТА ШКІЛЬНОМУ СЕРЕДОВИЩІ: ТЕОРЕТИЧНИЙ ПОГЛЯД

Метою статті є дослідження концепції формування та розвитку особистості дитини, зокрема специфіки її реалізації в сімейному та шкільному середовищі. Стверджується, що фундamentalним принципом правильного й ефективного виховання, а також успі- ху в навчанні, є розвиток індивідуальності особистості. Для того, щоб належним чином проаналізувати питання особистості, у цій статті представлено ключові визначення та терміни, що базуються на відповідній літературі. Проведено термінологічний аналіз поняття “особистість” стосовно молодого покоління. Аналіз фахової літератури показав, що цивілізаційна, антропологічна та аксіологічна кризи призвели до тривалої дегуманізації сімейного, шкільного та трудового середовищ, з відповідним возвеличенням інструментального та об’єктивістського ставлення до людини як індивіда.

З’ясовано, що почуття ідентичності людини формується через спів- віднесення власного функціонування з поведінкою та діяльністю членів інших соціальних груп. З’ясовано, що суб’єктивне ставлення до молодих людей вимагає дій, спрямованих на визначення пріорітетів у ставленні, а потім у навичках і знаннях.

Зазначено, що особистість формується на основі подвійного образу, який базується на індивідуальності та самосвідомості, з одного боку,
дозволяючи людям розвивати почаття ідентичності у своїй поведінці та думках. З іншого боку, особистість належить до соціального ядра, слугуючи орієнтиром для соціальної поведінки та діяльності. Два основні середовища відіграють вирішальну роль у реалізації ідеї суб’єкто-орієнтованого підходу до дитини: сім’я і школа. Успіх освітнього процесу залежить від їхньої співпраці. Важливо, щоб ці соціальні групи усвідомлювали аксіологічну та соціальну значущість цієї ідеї. Небажання ставитися до дитини як до суб’єкта не лише призводить до проблем у навчанні та вихованні, але й порушує психо-соціальний розвиток молодої людини, негативно впливаючи на її емоційний, інтелектуальний та морально-соціальний розвиток.

Ключові слова: суб’єктність; дитина; сім’я; школа; партнерство.

Список використаних джерел