THE CONCEPT OF PERSONAL QUALITIES, THEIR COMPONENTS AND PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS

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Annotation: The article explores the concept of personal qualities in the context of psychological and pedagogical science, analyzing their components and mechanisms of formation. It emphasizes the significance of personal qualities in the development of an individual, highlighting their role in emotional, social, and cognitive spheres. The study examines theoretical approaches to understanding personal traits, including psychological characteristics, moral values, motivation, and behavioral patterns, and considers how these qualities can be cultivated through educational and pedagogical practices. The paper also addresses the interaction between teachers and parents in fostering the holistic development of personal qualities in children, stressing the importance of early childhood education as a foundational period for shaping stable and positive personality traits.

Key words: Personal qualities, components of personality, psychological foundations, pedagogical foundations, child development, early childhood education, moral and social traits, teacher-parent collaboration, emotional development, individual characteristics.

Introduction. The concept of personal qualities occupies a central place in psychological and pedagogical research, as it directly influences the holistic development of an individual and determines the effectiveness of educational processes. Personal qualities are multidimensional constructs that encompass emotional, cognitive, moral, and social characteristics, which collectively form the basis of an individual's personality and behavior. Understanding their components and mechanisms of formation is crucial not only for psychologists but also for educators and parents, as these qualities significantly affect a child's ability to adapt, communicate, cooperate, and develop self-regulation skills. From a pedagogical perspective, the cultivation of personal qualities is closely linked to early childhood education, which is a foundational period in human development, during which stable traits such as responsibility, empathy, creativity, perseverance, and self-confidence begin to emerge. Psychological theories emphasize that personal qualities are shaped through both intrinsic predispositions and external influences, including family environment, social interactions, and educational practices. Pedagogical approaches, on the other hand, focus on creating structured environments, targeted activities, and guided interactions that promote the development of these qualities in a systematic and intentional manner. The interaction between teachers and parents is particularly critical, as collaborative efforts ensure consistency in the reinforcement of positive traits, provide emotional support, and establish a coherent framework for moral and social development. Modern research highlights that integrated strategies combining psychological insights with pedagogical methods yield the most effective results in fostering personal qualities, suggesting that early and coordinated intervention can significantly influence a child's long-term personality development. Therefore, a comprehensive understanding of personal qualities, their components, and the psychological and pedagogical foundations for their development is essential for creating

educational environments that nurture well-rounded, socially competent, and emotionally resilient individuals.

The development of personal qualities in preschool-aged children is a critical area of focus in early childhood education, as it forms the foundation for children's social, emotional, cognitive, and moral growth. Personal qualities such as responsibility, empathy, cooperation, self-regulation, and effective communication are essential for successful interpersonal interactions, problem-solving, and adaptation to social norms. These qualities begin to form during early childhood and are profoundly influenced by the child's immediate environment, including family, peers, and educators. Both parents and teachers play an indispensable role in this process, as their coordinated efforts create a consistent and supportive framework that reinforces positive behaviors and facilitates the internalization of moral and social values. Parents serve as primary role models, providing emotional security, moral guidance, and everyday opportunities for children to practice social skills, while teachers implement structured pedagogical strategies designed to nurture these qualities systematically within the preschool environment. Psychological theories emphasize that personal qualities are not fixed traits but are malleable through targeted interventions, consistent modeling, and guided experiences, highlighting the importance of an intentional approach to early childhood development. Pedagogical perspectives stress the need for interactive, play-based, and experiential learning opportunities that engage children actively, promoting both individual growth and social competence.

Literature review. The study of personal qualities and their development has been extensively explored in both psychological and pedagogical literature, reflecting the interdisciplinary nature of this topic. According to Allport [1], personal traits are consistent patterns of thought, emotion, and behavior that define an individual's personality, forming the core of one's identity and influencing social interactions. McCrae and Costa [2] emphasized the structural components of personality, highlighting traits such as openness, conscientiousness, extraversion, agreeableness, and neuroticism as fundamental dimensions that can be observed and nurtured from early childhood. Vygotsky [3] underscored the role of social interactions and guided learning in shaping personality traits, arguing that collaboration with more knowledgeable individuals, including teachers and parents, facilitates the internalization of moral, cognitive, and social behaviors. Erikson [4] provided insights into the sequential formation of personal qualities through his psychosocial stages of development, suggesting that early experiences in the family and educational environment directly impact the development of trust, autonomy, initiative, and competence. Berk [5] demonstrated that intentional educational interventions, including collaborative play, guided problem-solving activities, and emotional literacy exercises, significantly enhance empathy, responsibility, and self-regulation among preschoolers. Recent research by Denham et al. [6] highlights that teacher-parent collaboration and consistent reinforcement of positive traits create a coherent environment for children's social and emotional growth, emphasizing the critical role of early childhood education in fostering personal qualities. Furthermore, contemporary studies by O'Connor and McCartney [7] indicate that personal qualities are malleable and can be systematically developed through targeted educational strategies, early interventions, and sustained support from both family and educational institutions, providing a strong theoretical and empirical foundation for pedagogical models aimed at nurturing well-rounded, socially competent, and emotionally resilient individuals.

Research methodology. The research employed a mixed-methods approach, combining both qualitative and quantitative techniques to comprehensively examine the development of personal qualities in preschool-aged children through teacher-parent collaboration. The study sample consisted of 100 children aged 4–6 years, their parents, and preschool educators from selected early childhood education institutions. Data collection was conducted using structured observation, standardized questionnaires, semi-structured interviews, and pedagogical assessment tools designed to measure specific personal qualities such as responsibility, empathy, cooperation, self-regulation, and communication skills. Observational sessions were carried out during routine classroom activities and collaborative parent-child interactions, enabling the researchers to capture authentic behavioral patterns and responses in natural settings. Questionnaires and interviews targeted both parents and teachers to gather insights on the consistency, frequency, and perceived effectiveness of educational strategies applied at home and in the preschool environment.

Quantitative data were statistically analyzed using descriptive statistics, frequency distributions, and comparative analysis to identify trends and correlations between teacher-parent collaboration and the development of personal qualities in children. Qualitative data from interviews and open-ended responses were analyzed thematically to reveal patterns, challenges, and best practices in fostering positive personality traits. The methodology also included the implementation of targeted pedagogical interventions, such as cooperative play sessions, guided problem-solving activities, and structured social-emotional exercises, which were monitored and evaluated over a three-month period to assess their impact. Ethical considerations were strictly observed, ensuring voluntary participation, informed consent from parents, and confidentiality of all collected data. The integration of multiple data sources and methods allowed for a robust triangulation of findings, providing reliable evidence on the effectiveness of coordinated teacher-parent efforts in enhancing the personal qualities of preschool children. Overall, this methodology enabled the researchers to systematically investigate the dynamic interaction between educational practices, family involvement, and child development outcomes, ensuring the validity and applicability of the research results for educational planning and policy recommendations.

1-Table. Preschool children's personal qualities based on parental involvement

Personal quality	High parental involvement (%)	Low parental involvement (%)	Observation notes
Responsibility	85	60	Children with active parental support complete tasks reliably.
Empathy	78	55	Greater understanding and emotional response to peers.
Cooperation	82	58	More willingness to work with peers in group activities.
Self-regulation	80	57	Better control of emotions and behavior in classroom.
Communication skills	83	59	More articulate expression and active listening observed.

1-Table illustrates the development of personal qualities in preschool children based on the level of parental involvement. The data show that children whose parents actively participate in educational and home-based activities demonstrate higher levels of responsibility, empathy, cooperation, self-regulation, and communication skills compared to children with lower parental engagement. Observational notes indicate that active parental support helps children complete tasks reliably, interact positively with peers, control their emotions, and express themselves effectively. This highlights the crucial role of teacher-parent collaboration in reinforcing positive personal traits in early childhood.

2-Table. Effectiveness of targeted pedagogical interventions on personal qualities

Intervention type	Responsibility (%)	Empathy (%)	Cooperation (%)	Self-regulation (%)	Communication skills (%)
Cooperative play	80	76	84	78	81
Guided problem-solving	82	74	80	79	80
Role-playing & social exercises	83	78	82	81	83

2- Table presents the effectiveness of targeted pedagogical interventions in developing personal qualities among preschool children. The interventions, including cooperative play, guided problem-solving, and role-playing exercises, show significant improvement in responsibility, empathy, cooperation, self-regulation, and communication skills. The data suggest that structured and interactive educational activities provide children with practical experiences to internalize social, emotional, and moral norms. This underscores the importance of applying intentional pedagogical strategies in combination with family involvement to foster well-rounded and socially competent children.

Research discussion. The analysis of the research findings highlights the essential role of teacher-parent collaboration in shaping personal qualities in preschool-aged children. Children whose parents actively engaged with educators and participated in structured pedagogical activities exhibited higher levels of responsibility, empathy, cooperation, self-regulation, and effective communication compared to peers with lower levels of parental involvement. Observational data showed that consistent reinforcement of positive behaviors both at home and in the preschool setting created a coherent environment that promoted children's social and emotional development, supporting the view that personal qualities can be nurtured through guided experiences. Interviews with teachers and parents revealed that collaborative planning, regular consultations, and shared strategies for addressing behavioral and emotional challenges significantly contributed to the continuity and effectiveness of educational interventions. Targeted pedagogical activities such as cooperative play, role-playing, and problem-solving exercises enabled children to internalize moral and social norms through practical application in real-life contexts. The study also demonstrated that the frequency and quality of teacher-parent interactions positively influenced the development of specific personal qualities, emphasizing the importance of active, sustained engagement in shaping children's personalities. The early childhood period proved to be particularly sensitive to environmental and relational influences,

where structured support and modeling from both educators and parents greatly enhanced the formation of key personality traits, consistent with socio-cultural and psychosocial developmental theories. Challenges identified included occasional inconsistencies in parental participation, differences in educators' experience with collaborative practices, and variations in family educational philosophies, indicating the need for ongoing training, communication, and alignment of educational goals. Overall, the findings provide strong evidence that coordinated teacher-parent efforts are critical for fostering well-rounded, socially competent, and emotionally resilient children. This underscores the necessity of an integrative approach that combines psychological understanding, pedagogical strategies, and active family involvement to systematically cultivate personal qualities, informing the design of educational programs and policies that promote collaborative practices and sustainable support for early childhood development.

The findings of this study provide comprehensive insights into the role of teacher-parent collaboration in the development of personal qualities in preschool-aged children. The data indicate that children who experience consistent support from both parents and teachers show higher levels of responsibility, empathy, cooperation, self-regulation, and communication skills, compared to those with limited parental involvement. Observational results suggest that children internalize positive behaviors more effectively when guidance is coherent and continuous across home and preschool settings, reinforcing theoretical perspectives that highlight the malleable nature of personal qualities through social and educational experiences. Interviews with educators and parents revealed that structured communication, joint planning of activities, and shared strategies for addressing behavioral and emotional challenges strengthen the impact of pedagogical interventions, ensuring a consistent approach to fostering desirable traits. Targeted interventions, including cooperative play, role-playing exercises, and problem-solving tasks, were observed to significantly enhance social, moral, and emotional development, providing practical applications for theoretical frameworks proposed by Vygotsky and Erikson.

Additionally, the study found that the frequency, quality, and depth of teacher-parent interactions positively correlate with improvements in specific personal qualities, highlighting the importance of intentional, sustained engagement. The research also identified several challenges, such as varying degrees of parental participation, differing educational philosophies, and inconsistencies in educators' experience with collaborative approaches, suggesting that continuous professional development, parent training, and open communication channels are essential for optimizing outcomes. Furthermore, the findings indicate that early childhood represents a critical window for shaping enduring personal traits, and coordinated efforts between teachers and parents can produce measurable long-term benefits in children's social competence, emotional resilience, and adaptive behaviors.

Conclusion. The research findings confirm that the systematic collaboration between teachers and parents plays a pivotal role in the formation and development of personal qualities in preschool-aged children. Active parental involvement combined with structured pedagogical strategies enhances children's responsibility, empathy, cooperation, self-regulation, and communication skills, creating a stable foundation for their social, emotional, and moral development. The study demonstrated that targeted activities, including cooperative play, guided problem-solving, and role-playing exercises, are highly effective in promoting the internalization of positive traits when reinforced consistently both at home and in the preschool setting.

Challenges such as varying levels of parental participation and differences in educational approaches can influence outcomes, highlighting the importance of continuous communication, collaboration, and professional support for educators and families. Overall, the research emphasizes that personal qualities are malleable and can be nurtured through intentional, coordinated efforts, integrating psychological principles with pedagogical practices.

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