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METHODOLOGY FOR FORMING PERSONAL QUALITIES IN CHILDREN IN COOPERATION WITH PARENTS AND EDUCATORS

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Abstract. This article examines the development of personal qualities in children through a collaborative methodology involving both parents and educators. The formation of such qualities—responsibility, empathy, self-confidence, discipline, and social awareness—is a fundamental task of early childhood education. While schools provide structured environments for learning, the family remains the child’s first and most influential institution of socialization.

Keywords: Personal qualities, methodology, children’s development, parents, educators, cooperation, pedagogy, socialization.

INTRODUCTION

The task of forming personal qualities in children is a shared responsibility between families and educational institutions. Children are not passive recipients of knowledge; they actively construct their personalities through interactions with adults, peers, and their environments. In this process, parents and educators serve as primary role models and guides. Parents provide emotional security, cultural identity, and everyday habits, while educators introduce structured learning, social norms, and opportunities for collective interaction. If these two spheres operate in harmony, children benefit from a consistent and supportive environment that strengthens their personal qualities. However, if there is a lack of cooperation, conflicting messages may create confusion and hinder development. Establishing a methodology that unites the efforts of parents and educators is therefore essential for effective personality formation.

MATERIALS AND METHODS

One of the core principles of this methodology is the unity of influence. Children develop more effectively when expectations at home and school align. For instance, if parents emphasize honesty and responsibility, but teachers overlook dishonest behavior in the classroom, the child receives mixed signals. Conversely, when both parents and educators reinforce the same values—such as respect, kindness, and perseverance—children internalize them more easily. Achieving this unity requires regular communication, mutual trust, and shared goal-setting between families and schools. Parent-teacher meetings, joint workshops, and collaborative planning of children’s learning experiences are effective tools to ensure consistent influence [1].

RESULTS AND DISCUSSION

Another important methodological element is the integration of educational and family practices. Formal instruction at school must be complemented by reinforcement at home. For example, educators can teach cooperation through group projects, while parents can strengthen the same quality by involving children in household tasks that require teamwork. Similarly, schools may promote empathy through storytelling and role-playing, while families encourage it by modeling care and compassion in everyday relationships. When such integration occurs, children experience personal qualities not as abstract ideals but as living practices embedded in daily life.

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The methodology also emphasizes the role of example and modeling. Both parents and teachers act as mirrors for children's behavior. Children observe how adults manage emotions, resolve conflicts, and interact with others, and they imitate these patterns. Therefore, adults must consciously demonstrate the qualities they wish to instill. A teacher who practices fairness, patience, and respect creates a classroom culture that naturally fosters those traits in students. Similarly, a parent who models responsibility and self-control provides a strong foundation for children's moral development. This methodological approach requires training parents and educators to become self-aware role models, reinforcing the idea that children learn as much from observation as from direct instruction [2].

A further methodological aspect is collaborative activity. Joint projects between parents, educators, and children create opportunities to practice personal qualities in real contexts. For instance, organizing cultural events, environmental campaigns, or charity projects allows children to experience responsibility, cooperation, and empathy in action. Such activities go beyond theoretical lessons, showing children that personal qualities have practical meaning in community life. Importantly, these initiatives also strengthen the bond between home and school, demonstrating to children that their two primary environments are united in supporting their development.

The methodology must also address the individual differences of children. Not all children develop personal qualities at the same pace or in the same way. Some may naturally display empathy but struggle with self-control, while others may excel in responsibility but lack confidence. Cooperation between parents and educators allows for the identification of such individual needs and the design of personalized strategies. For example, a child with low self-confidence may benefit from consistent encouragement at home and leadership opportunities at school. A methodology that values individuality ensures that personal qualities are nurtured in ways that respect each child's unique temperament and developmental trajectory [3].

Finally, the methodology highlights the importance of feedback and reflection. Regular evaluation of children's progress by both parents and educators helps identify strengths, weaknesses, and areas for improvement. Reflection sessions, where children are encouraged to discuss their feelings, actions, and choices, also cultivate self-awareness, a core personal quality. When children learn to evaluate their own behavior in a supportive environment, they become active participants in their personal growth rather than passive recipients of adult expectations [4].

CONCLUSION

The formation of personal qualities in children is a complex process that requires coordinated efforts from both parents and educators. A methodology based on unity of influence, integration of practices, adult modeling, collaborative activity, recognition of individual differences, and feedback ensures that children develop responsibility, empathy, confidence, and social awareness in balanced and meaningful ways. By working together, parents and educators create a consistent environment that supports holistic personality development. The prospects for such cooperation are particularly strong in contexts where families and schools view themselves as partners rather than separate institutions. This unified approach lays the foundation for raising children who are not only academically competent but also morally strong and socially responsible.

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