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## **PSYCHOLOGICAL RESEARCH OF THE FORMATION OF PROFESSIONAL IDENTITY IN PSYCHOLOGY STUDENTS**

In article are considered questions of formation of psychologists in the conditions of educational space of the University, where one of the main criteria of professional competence of future psychologists is the level of development of professional self-consciousness and identity. A multidimensional approach to the analysis of professional identity is one of the possible directions of the formation and correction of the professional identity of the future specialists.

A person becomes "completely human" when he realizes his identity. Identity is the mental component of self-awareness, which is formed and exists in the human world. We know who we are, we are aware of our identity in the world of people, professions, nations, etc. In this regard, the experience of identity and in the professional sphere of human life is of particular importance. In the theory and practice of professional development, the need for a new understanding of the nature and meaning of work of specific professionals, the specifics of professional self-determination is increasingly felt, and the problems associated with the development of professional identity are coming to the fore.

**Key words:** identity, self-consciousness, psychologists, institution of higher education, formation, training.

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### **Психолог студенттердің кәсіби сәйкестілік ерекшеліктерінің қалыптасуын психологиялық зерттеу**

Бұл мақаланың мақсаты болашақ психолог студенттердің кәсіби сәйкестілік ерекшеліктерінің қалыптасуын психологиялық тұрғыда зерттеу, сонымен қатар студенттің өзін-өзі анықтауы мен өзін-өзі тану мәселелеріне кәсіби сәйкестілік деңгейі қаншалықты әсер ете алатынын анықтау болып табылады.

Қазіргі заманғы қоғамның еңбек нарығы мен жаңа технологиялар жағдайындағы мамандарға деген жоғары талаптары кәсіби даярлаудың жаңа жолдары мен жағдайларын іздестіруді ғана емес, сондай-ақ болашақ мамандардың кәсіби және жеке дамуының психологиялық механизмдерін, факторларын және критерийлерін күшейтеді.

Психология ғылымындағы өрістеп келе жатқан негізгі бағыттарды, жаңа ықпалдар мен тұжырымдарды негіздей отырып, психологиялық тәжірибе жүйесінде жастардың кәсіби бағдарланулары мен кәсіби қызығушылықтарын дамыту, мамандық таңдауға байланысты проблемалары – ішкі ниеттенулері барысында өзіндік сана-сезімдері мен өзіндік бағалауларының, өзін-өзі тануларының рөлін және мамандық таңдауға байланысты басқа да көптеген проблемаларын зерттеу әрқашан да маңызын жоймайтын сұрақтардың бірі.

**Түйін сөздер:** жеке тұлға, өзін-өзі тану, психолог, университет, білім беру, оқыту.

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### Психологическое исследование формирования профессиональной идентичности у студентов-психологов

В статье рассматриваются вопросы формирования психологов в условиях образовательного пространства университета, где одним из основных критериев профессиональной компетентности будущих психологов является уровень развития профессионального самосознания и идентичности. Многомерный подход к анализу профессиональной идентичности является одним из возможных направлений формирования и коррекции профессиональной идентичности будущих специалистов.

Человек становится «полностью человеком», когда осознает свою личность. Идентичность – это ментальный компонент самосознания, который формируется и существует в человеческом мире. Мы знаем, кто мы, мы осознаем свою идентичность в мире людей, профессий, наций и т.д. В этом отношении опыт идентичности и в профессиональной сфере человеческой жизни имеет особое значение. В теории и практике профессионального развития все больше ощущается потребность в новом понимании характера и значения работы конкретных специалистов, специфики профессионального самоопределения, а также возникают проблемы, связанные с развитием профессиональной идентичности.

**Ключевые слова:** личность, самосознание, психологи, вуз, образование, обучение.

A person becomes «completely human» when he realizes his identity. Identity is the mental component of self-awareness, which is formed and exists in the human world. We know who we are, we are aware of our identity in the world of people, professions, nations, etc. In this regard, the experience of identity and in the professional sphere of human life is of particular importance. In the theory and practice of professional development, the need for a new understanding of the nature and meaning of work of specific professionals, the specifics of professional self-determination is increasingly felt, and the problems associated with the development of professional identity are coming to the fore. To comprehend the essence of professional identity means to understand its nature,

its origin in the context of personal development, to answer the questions: what causes it? in what way is it expressed? What are its structural and dynamic components? What is the structure and dynamics of professional identity? What conditions contribute to the development of professional identity? Professional identity is determined by professional communication and professional experience, represented by means of speech through the image of “I” (Ivanova, 2008: 89-99).

Professional identity is “a multidimensional and integrative psychological phenomenon that provides a person with integrity, identity and certainty in professional activities”. A person’s own competence, effectiveness and personal influence can speak about the development of professional

identity. Professional identification is an objective and subjective unity with a professional group, a deed that determines the continuity of professional characteristics (norms, roles and statuses) of an individual (Schneider, 2002).

The issue of identity is at the intersection of the interests of sociology, history, cultural studies, cognitive psychology, personality psychology and social psychology. The problem of identification “I” was solved in Western psychology (Gavrilov, 1987: 111-117).

The wide distribution of the term “identity” and its introduction to scientific use is associated with the name of E. Erikson, who defined identity as an internal “continuity of self-experience of an individual”, “continuing internal equality with oneself”, as an essential characteristic of the integrity of an individual, as an integration of experiences of a person of his identity. with certain social groups (Schneider, 2003). The tradition of the use of identity in psychological literature coincides in its original meaning with the concept of such an ontological truth “the thing is itself and not anything else.” Genuine means the identity between what is thought and how it is formed in words, between what is in the mind, and how it finds expression in external behavior. In this regard, it is possible to discuss that the identity is not given to a person, it is set, its development is negotiable not in terms of “formation”, but in terms of “achievement” and “formation”. Most researchers interpret identity as the result of some process (self-knowledge, self-understanding, identification, identification-alienation, etc.) and emphasize its existential nature along with the functional one (Buyakas, 2005).

There are 3 levels of representation of the term “identity” in the language:

- the level of evidence or rationalistic, it reflects the integrity, indivisibility, “naturalness” of the person as an integrative property of the person as it seems;

- conceptual, it reflects the specific scientific content, determined by researchers, represents the degree of compliance of a person with a group, gender, ethnic group;

- deep or irrational, it reflects the self, a thing in itself, is based on the recognition of the illusory nature of human self-awareness, the need for disassociation of consciousness with any existing content, criticism of any form of human identity in the realm of existence (Abulhanova-Slavskaya, 1991:35).

In domestic psychology, the concept of identity has traditionally developed within the

framework of studies of self-awareness and self-attitude, moreover, identity was considered as one of the aspects of the “I” problem. To date, thanks to the efforts of domestic scientists formed a certain categorical apparatus in the field of self-consciousness (Karymova, 2017:248-251). Within its framework, interrelations between the concepts of self-awareness, self-attitude, self-assessment are established, such issues as the relationship of consciousness and self-awareness, the structure of self-consciousness, genesis and age-related features of self-awareness, the image of “I” are well studied. Thus, in the domestic psychology, the next heuristic sequence of consciousness — self-consciousness — the image of “I” took shape. Is it possible to simply replace the term “self-consciousness” with the term “identity”? From the point of view of Schneider, the terms “self-awareness” and “identity” are not interchangeable and absolutely identical concepts.

The history of the concept is not enough developed. There is reason to believe that Freud was the first to use this concept at the beginning of the 20th century in his work “Mass Psychology and Analysis of the Human Self”. And it meant the earliest manifestation of an emotional connection with another person. This term has a broader meaning, and generalizes imitation, imitative behavior, emotional fusion with the object (Zeer, 1993).

In modern psychological works, the concepts of identity and identification are separated. For example, when they say “identity”, emphasis is placed on a certain state, as a relatively final result of self-identification. Identification is a process, the specificity of psychological and social mechanisms leading to this state.

The study of identity goes back to the works of Harvard University William James, who developed the concept of understanding the identity of their identity, their borders and place in the world (Krinchik, 2005:45-56). James showed that a person thinks of himself in two planes, namely in his personal, where personal self-identity is created, and in the social, where the diversity of the individual’s social “I” is formed. These two planes are the sides of one holistic education “I.” James’s famous postulate states: “The individual’s self-esteem is determined by the attitude of our real abilities, the actual success achieved and the claims manifested in the desire to occupy a certain position in society and become someone” through a combination of two parameters of identification and self-esteem. In the concept of James, social identity is one of the personal reasons that help a person to maintain self-esteem and the integrity of his “I”.

Identity is a complex phenomenon, “multi-layered” mental reality, including various levels of consciousness, individual and collective, ontogenetic and sociogenetic bases. It is constantly being defined and changed as a result of a subjective pragmatic orientation in a constantly changing environment, and its experience is actualized in the personal, social and professional sphere of human life. Educational and professional activities in the process of university education are formed and implemented in a certain social environment that influences the formation, awareness and presentation of an individual’s professional identity. In the process of education, a person’s life and professional position is formed, the realization of professional intentions is carried out, professional-differentiating signs are formed. The nearest social and professional environment of a student is a study group, which is a special form of student life activity and in a certain way influences the development of the professional identity of the individual included in it. The peculiarities of the student group as an educational and personal forming environment determine the interest in the problem of its influence on the students’ professional identity (Rykiel, 2011).

Professional identity – a multidimensional and integrative psychological phenomenon that provides a person integrity, identity and certainty, develops during vocational training in the space of the processes of self-determination, self-organization and personalization, as well as due to the development of reflection. Subjective expectations and possibilities of social perspectives play a role in the development of professional identity, as well as the recognition of the subject by others as a professional, which contributes to the establishment of professional identity. Professional self-presentation is essential.

Professional identity is intensively studied in the domestic psychology (Petrishcheva, 1984). An analysis of the literature has shown that professional identity is an independent and responsible construction of one’s professional future. This implies a high readiness of the semantic and regulatory bases of behavior in the situation of uncertainty of the approaching professional future, the ability to carry out personal self-determination, to integrate into professional community and form an image of yourself as a specialist.

Based on the foregoing, the goal of the empirical part of our research is determined: the study of the psychological mechanisms of the formation of professional identity among students – psychologists. The theoretical and methodological basis of

the study consists of the general psychological principles of determinism (S.L. Rubinstein, A.N. Leontyev), the unity of consciousness and activity (S.L. Rubinstein), the cultural-historical theory of the nature of the mental (L.S. Vygotsky), system approach (E.G. Yudin, B.F. Lomov) (Lomov, 1973).

Erikson’s follower D. Marcia developed his theory by defining identity as “the structure of the Ego — an internal self-created, dynamic organization of needs, abilities, beliefs, and an individual history”. Marcia suggested that this hypothetical structure manifests itself phenomenologically through the observable patterns of “problem solving” and outlined four basic statuses of identity: achieved identity, moratorium, premature identity, diffuse identity. Two parameters are used to build the model: 1) the presence or absence of a crisis — the state of searching for identity; 2) the presence or absence of identity units – personally significant goals, values, beliefs (Povrenkov, 2002).

**Achieved identity.** This status is possessed by a person who has passed through a period of crisis and self-research and has formed a certain set of personally meaningful goals, values and beliefs for him. Such an individual knows who he is and what he wants, and accordingly structures his life. He experiences his goals, values, and beliefs as being personally meaningful and providing him with a sense of direction and meaningfulness of life.

**Moratorium.** Following E. Erickson, J. Marcia uses this term in relation to a person who is in a state of identity crisis and actively tries to solve it by trying various options. Here the individual is constantly in a state of information retrieval, useful for resolving a crisis (reading literature, conversations about various possibilities, real experimentation with life styles). In the early stages of such a search, an individual experiences feelings of joyful expectation, curiosity.

**Premature identity** is a status attributed to a person who has never experienced a state of identity crisis, but who nevertheless has a certain set of goals, values and beliefs. In people with premature identity, elements are formed relatively early, not as a result of independent search and selection, but mainly as a result of identification with parents or other significant people. Thus adopted goals, values and beliefs may be similar to the parent.

**Diffuse identity** is a state of identity that is characteristic of people who do not have strong goals, values and beliefs and are not making active attempts to form them. These individuals were either never in a state of identity crisis, or were unable to solve the problems that had arisen. In the absence of a clear sense of identity, they experience a number



of negative states, including pessimism, apathy, melancholy, undirected anger, alienation, anxiety, helplessness and hopelessness.

### Stages of the process of formation of students of professional identity

In conclusion, the internal sources of the formation of professional identity of L.B Schneider include the following:

- an emotionally positive background against which information was obtained about the profession;
- positive perception of oneself as a subject of professional activity;
- emotional and positive acceptance of their belonging to the professional community;
- successful mastering of rights and obligations, norms and rules of professional activity;

– the specialist's willingness to take on professional responsibility;

– character of severity and self-acceptance of existential and functional I;

– motivational activity towards the realization of oneself in the chosen professional field (Rostunov, 1984).

This problem is very important is the question of the criteria, indicators and conditions of formation of students' professional identity. The intragroup status of students with different levels of professional identity is determined by the influence of two groups of factors: group characteristics (level of professional development, presence of professional motives and values, presence of specially organized conditions), and individual characteristics of students (motivation of educational and professional activities, values and meanings realized in profession).

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