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PROFESSIONAL PERSONALITY IDENTITY: THEORETICAL REVIEW OF MODERN RESEARCH

The development of professional identity should take into account self-development, which is directly related to professional development. Self-esteem is self-understanding and conscious assessment of one's own personality qualities, thoughts, words, and actions. Thus, self-esteem affects the effectiveness of one's own activities and the activities of other people, as well as overcoming difficulties in solving the set tasks.

Mastering the structure of students' professional motivation and perception of motivation allows you to reasonably solve promotion problems, correctly navigate the choice of specialty, build a professional career, study remotely, and obtain the necessary knowledge for future work. In conditions of instability, this significantly affects the responsibility and desire to acquire education.

The purpose of the article is to conduct a theoretical and methodological review of the state of development of the problem of the professional identity of personality.

The phenomenon of "professional identity" is quite new in psychology, its purposeful study began at the end of the 19th and the beginning of the 20th centuries, when it became a question of a person's professional self-determination and the aspect of the attitude of the greatest was aimed at abilities, and not at the acquisition of knowledge.

The personality goes through many stages of development and, accordingly, changes, both physiological and valuable, understands his abilities and chooses his profession more than once, which enables the personality to develop throughout his life.

Each of these stages of personality development brings its own skills and understanding, forming a stable image of professional identity, i.e. the individual identifies himself with the future professional activity, sometimes changing the chosen profession radically, and this leads to the acquisition of new skills, but the process itself knowledge of personality, in our opinion, the most important process, especially in the current difficult time, almost every person is faced with a radical review of both his life and his professional activity.

Keywords: identity, professional identity, activity, personality, development, skills, time.

Formulation of the problem. In today's rapidly changing life, not only in society, but also in each individual family, the youth are in the most difficult situation as a result of unstable moral beliefs, value orientations that are currently in these realities cause an inadequate reaction in connection with the events of the surrounding environment. If two years ago, during the final exams at the time of graduation, young

people had clearly oriented plans for their studies and, based on their personal interests, identified priorities for acquiring higher education, and took into account their strengths in choosing a future profession, then today it is becoming more and more difficult, both for the future specialist and for society as a whole.

Currently, there are a number of methods and approaches for improving students' professional identity, motivation to study, and self-esteem. Sources of professional identity are formed in early childhood, when a person begins to distinguish himself from others, but they change throughout his life. The synthetic period for the formation of professional identity is professional training in a higher educational institution. It is increasingly difficult for young people to find a specific profession, and this choice is influenced by a number of factors caused by changes in the everyday life of society.

The development of professional identity should take into account self-development, which is directly related to professional development. Self-esteem is self-understanding and conscious assessment of one's own personality qualities, thoughts, words, and actions. Thus, self-esteem affects the effectiveness of one's own activities and the activities of other people, as well as overcoming difficulties in solving set tasks.

Mastering the structure of students' professional motivation and perception of motivation allows you to reasonably solve promotion problems, correctly navigate the choice of specialty, build a professional career, study remotely, and obtain the necessary knowledge for future work. In conditions of instability, this significantly affects the responsibility and desire to acquire education.

Analysis of modern research on the issue. The phenomenon of "professional identity" is quite new in psychology, its purposeful study began at the end of the 19th and the beginning of the 20th centuries, when it became a question of a person's professional self-determination and the aspect of the attitude of the greatest was aimed at abilities, and not at the acquisition of knowledge.

Frank Parson, an influential American educator and reformer who devoted his work to preparing young people for choosing a future profession, is considered the founder of professional development. This was the beginning of the study of the phenomenon of "professional identity" by scientists from all over the world, who with each of their research work brought a greater understanding of the factors influencing the formation of professional identity as an important component in the development of personality.

The interest of Ukrainian researchers was more actively manifested in the in-depth study of the phenomenon of "professional identity" in the 90s of the last century, this was caused by more active transformations of the personality in connection with changes in the everyday life of society and state reforms um

It is known that the structure of a person's psyche is formed from childhood, namely from birth, passing through all stages of growth, a person acquires his personal baggage of knowledge, skills, abilities, habits, which further forms his personal qualities, which as factors influence the formation of professional identity.

In their works, each of the researchers describes their opinions regarding the formation of professional identity, and with each new study, scientists study professional identity in more depth, revealing new factors that influence the formation of personality, identifying oneself with the future profession.

The purpose of the article - conduct a theoretical and methodological review of the state of development of the problem of the professional identity of personality.

Presenting main material. We propose to analyze the views and conclusions of scientists regarding the definition of the very concept of "professional identity".

N.M. In his work, Gavrylyuk claims that the priority principles in choosing a profession should be principles that help choose a future profession, namely the principle of helping the product of the profession. This principle is based on three parts:

- 1) self-awareness through inclinations, abilities, passions;
- 2) study of requirements, advantages, opportunities and prospects of future professional activity;
- 3) a thorough study of the first and second factors. [2]

The author also claims that when choosing a professional activity, future specialists must take into account such provisions as:

- the future profession should be useful for society;
- the purpose of primary school is to develop a worldview, not a profession;
- the purpose of secondary school is to provide information about professions;
- the choice of a profession should be based on taking into account the abilities of individuals, not the requirements of the labor market.[2]

In addition, the researchers emphasize that the recognition of professional identity is a constituent indicator of a student's professional training. The scientist agrees with this statement and claims that the two phenomena "professional identity" and "professionalism" are interrelated, resulting from each other.

In his work, I. Ostapenko carried out an analysis of literary sources and claimed that professional identity acts as a systemic entity that is naturally formed in the process of socialization of an individual. The personal position of an individual is determined by the core of the structural organization of professional identification.

The author suggests considering professional identity at three levels of regulation of personal activity:

- at the level of the general direction of interests and value orientations;
- at the level of generalized target settings;
- at the level of situational concrete action attitudes [9].

Analyzing the research of their cords TM Klibanivskaya exposes the disclosure of a prohibitory ideality as follows, the permanent Identicality can be reduced to the professionalism as a psychological catagogue, object. Professional identity may not coincide with objective and subjective indicators of professionalism. If professionalism is understood as an expression of the motivational and operational spheres of a person, then it should be included as a component of professional identity. If we consider professionalism in the context of personal self-determination and life perspectives, then

the concepts of "professionalism" and "professional identity" turn out to be quite interrelated [3].

Justifying the other works of her predecessors, T. M. Klybanivska also points out that the internal drive of a person in professional development is his desire to integrate into the social context on the basis of identification with social, in particular, and professionally specific groups. Individual professional development, despite the differences in specific types of work, has a common goal - "the development of a subject capable of independently, qualitatively and timely performance of professional functions with optimal psychological costs."

Professional identity, as a stabilizing function, provides the necessary degree of stable professional and mental position. Its main parameters are such indicators as:

- constancy (ability to resist changes),
- adaptability (ability to break inadequate professional stereotypes),
- distance (perception of the place of the profession in the semantic, informational, intercultural professional space).

The transformative function of professional identification, according to the author, depends on a number of factors:

- the range of changes in professionally important qualities and the degree of self-identification with the profession - the possibilities of adaptation are higher in people with broad identification;
- distancing the image of one's profession from others - professional self-isolation complicates adaptation in changed conditions or during the transition to another professional space;
- systemic or disordered identity structure [3].

The role of all the listed factors largely depends on the type of motivational activity (symbolic, conceptual, metaphorical, pragmatic). Any purposeful action, especially a transformative one, takes place in an individual-specific "information field" and acquires the characteristics of this type. This confirms that individual life strategies are always individual.

Professional identity can also be considered as a result of professional training and professional development. In this case, we are talking about personal identity, that is, the result of professional formation with due awareness of the need for self-expression, self-development and self-improvement in the profession.

Professional identity has a close relationship with the structure of the professional image, which includes ideas about the perception of professional activity, important professional qualities, motivational factors, requirements for a person in relation to one or another profession. Professional image, on the contrary, includes an understanding of the content of the activity and, therefore, an idea of its objects, goals, means and forms of personal behavior.

In his works, A.S. Borysyuk examines professional identity in the context of personality development of future specialists and shows the relationship between professional identity and components of professional formation of future specialists.

The author also considers identity as an important component of the self-concept and describes positive and negative factors affecting the results of professional identity formation. The positive factors include the humanization of education, the acmeological approach, socio-psychological prerequisites of professional activity, the peculiarities of the profession, and the individual-psychological characteristics of the personality. Regarding the negative factors, according to A.S. Borysyuk, it is possible to attribute the importance of formalization in education, the neglect of socio-psychological features of professional activity, the process of professional deformation and alienation.

The author singles out three subsystems that underlie the formation of professional identity:

Professional knowledge;

Adopting a profession;

Attitude towards the professional community.

Important indicators of professional identity, according to the researcher, are social status, self-respect, personal safety, lowering the level of anxiety, constant self-improvement, professional and personal growth, structuring of life time and space, finding personal meaning of life.

H. Lozhkin in collaboration with N. Volyanyuk consider professional identity as self-recognition. The authors interpret this concept as a system of self-recognition of an individual in professional activity, which includes value-motivational elements that contribute to finding one's place in the future profession [5].

According to A.M. Lukiyanchuk, who worked on the creation of a model for the development of the professional identity of future specialists, the quality of activity, namely the professional identity, is formed during student life. This quality enables students to optimize and improve themselves, acquiring the necessary skills for future professional activity, which leads to professional adaptation.

According to A.M. Lukiyanchuk, professional identity is a dynamic system that is formed during professional training and in the process of forming professional competences and contributes to the professional development of future specialists [6].

A similar opinion is held by O.A. Mateyuk. In his research, the author considers the professional identity of future specialists as a psychological phenomenon that has a number of psychological characteristics, the development and formation of which on the basis of the subject contributes to the assimilation of the necessary abilities and skills. In the author's opinion, the degree of professional identity is reflected in the quality of professional activity, therefore the quality of acquired skills comes to the fore. And the more developed the professional identity, the more effective the educational activity [7].

Among modern researchers there are supporters of the views of I.M. Melnychuk, who considers the professional identity of future specialists as the student's awareness of his attitude to his future profession, recognition of himself as an active professional, not a graduate student, professional adaptation to fulfilling his role in the profession,

acquiring and defining his profession new competence, the development of a hypothetical explanation through the prediction of one's own models of professional behavior and activity style in a professional situation. The author summarizes the above-mentioned aspects and classifies them into three groups: professional adaptation, professional self-identification, and professional modeling [8].

In his work, the author defines professional identity through professional self-identification and evaluation of the professional environment in which the individual performs, analyzes and forecasts his professional activity. The author considers one of the conditions of professional training of students to be the maximum approximation of the future specialist to his future profession. It is important not to agree with the feasibility of using the method of professional immersion if there are conditions for the formation of professional self-realization in the form of self-respect and self-confidence, which contributes to the realization of one's own professional resources.

O.I. Ostapyovsky examines the professional identity in the structure of the economic consciousness of the individual and concludes that the interpretation of the concept of "professional identity" takes place in the following three dimensions:

- as a leading trend in the professional development of an individual;
- as an indicator of the level of a person's professional path;
- as a phenomenon that changes under the influence of various factors, one of which is professional training.

Modern researchers claim that a significant contribution to the scientific study of professional identity began with work on the concept of professional development. These studies made it possible to study professional identity through the prism of the formation of the subject during professional development, through emotional states in different periods of professional development, and through the perception of oneself as a professional.

According to L.E. Orban-Lembryk and her predecessors, identity is formed only at a sufficiently high level of mastery of the profession and is a stable coordination of the main elements of the professional process. In addition, professional identity and self-identification are considered as the main goal and result of professional training [4].

In his studies, Zh. Virna [1] defines four forms of professional identity in the process of professional development of an individual:

A contrast-positive form of professional identity is characterized by a perfect balance between the real "I" and the professional "I". In this case, the individual realizes the importance of himself and his professional activity, the presence of a developed social sense of the ability to clearly define and use the conditions and means of professional activity is emphasized.

The contrast-negative form of professional identity indicates a complete discrepancy in the assessment of the real, ideal and professional self. This form is characterized by an inadequate perception of one's own personality and the significance

of one's professional activity, which may indicate the loss of the meaning of professional activity, and therefore life.

A perspective-affirming form of professional identity is characterized by a congruent assessment of the real self, the ideal self, and the professional self, which indicates an idealized view of oneself as a professional. The self-esteem of the individual does not have proper stimulation.

The perspective-negative form of identity professionalism is characterized by a congruent assessment of the professional and ideal "I" and an inadequate assessment of the real and professional "I", as well as the real and non-ideal "I". Thus, a deformation of the adequacy of assessment and self-control of the individual is observed in the process of professional activity and in life situations.

Thus, professional identity can be defined as a dynamic system that is formed in the process of professional education and positive development of professional competence, affects the value-meaning sphere and professional consciousness.

The above-mentioned positions of researchers contributed to the conduct of our research with the aim of determining the degree of awareness of students of their professional identity in the fourth year of a higher educational institution.

Professional self-determination is often reduced to the choice of a profession, without taking into account changes in both the content of the profession and the personality, but at the present time it almost does not work, the values of the individual are changing radically, the demand in the labor market and changes are experienced in every sphere of the person, which leads to changes in both professions and professional orientation in general.

In addition, American scientists, such as Elbertson, Wheeler, Bloomfield, Ganush, Shaw, and Philly Brix, developed the principles of choosing a profession that relate to professional orientation as an element of professional identity.

Representatives of the rationalist approach and the theory of decision-making (for example, H. Toma, G. Deaves, P. Ziller, D. Tiddeman, O'Hara) reduce the essence of professional development to the process of making a decision about choosing a profession. According to D. Tiderman and O'Hara, the professional path depends on the order of the chosen professions. In each professional context, they distinguish two stages. First, a person evaluates professional opportunities, makes a choice, understands the situation, evaluates perspectives and builds an image of himself. Secondly, a person actually enters a professional situation. Considering professional development as a system of orientation in professional choice and decision-making, this concept actually absolutizes the role of decision-making schemes and algorithms, not taking into account the integrity of the process of professional self-determination [13].

Many concepts of typological orientation also take into account professional self-determination as a consequence of choosing a profession: the typology of E. Spranger, Le Senna, A.F. Lazurskyi and D. Holland, in which each type of personality

is characterized by a certain intellectual development, personal traits and temperament. Based on this, value orientations are a product of the cultural state of humanity.

D. Holland considers a professional choice as a lifestyle choice and distinguishes six personality types: practical, research, artistic, social, entrepreneurial and conventional. He also defines three types, known as "personal codes", in which the characteristics of a person are most pronounced. From this example, we can conclude that the authors of the concept associate these codes with the requirements of specific professional environments.

According to J. Marcia, professional identity develops throughout a person's life due to the gradual awareness of information about himself (the scientist calls this type of identity "premature identity") and how a person voluntarily decides who he wants to be. The researcher interprets this type of identity as "achieved identity" [8].

In contrast to the previous definitions of M.I. Sherman and O.M. Professional identity is always defined as an integrative personal formation, which is based on the peculiarities of the professional community to which the individual belongs, the feeling of being a member of this community, and the assessment of the community itself by the individual, which foresees professional approach [14].

In his works, M. Argyle defines the relationship with other members of the professional association as a basic element of professional identity. According to the author, this element helps individuals learn professional standards and assess their level of mastery of professional skills. It is also interesting to note that ideas about professional requirements, professional values and ethical norms arise in the process of learning a profession, and not vice versa. Thus, the process of professional identity formation takes place as a correlation of individual characteristics and social influences, as well as in the process of professionalization, which enables the individual to carry out professional self-regulation [12].

According to H. Tejfel, these are two poles of a single bipolar continuum, and the choice of behavior in one or another profession depends on which identity is realized [13].

J. Turner agrees with this statement and points to the close interdependence between these two subsystems. In his opinion, these are not so much different forms of identity as different forms of self-categorization, where the individual considers himself "close" to one of the poles (in some bipolar continuum). Mechanisms of identity development in professional activities include:

- social categorization, social comparison of oneself with other people and the professional community as a whole;
- social identification (identification, self-determination and self-organization);
- intergroup discrimination.

Thus, the approach traditionally associated with the names of H. Tejfel and J. Turner can be defined as an attempt to overcome the dichotomy of individual and non-individual in a person. The authors emphasize that social identity is defined at a higher

level than personal identity, as a structure that has a free influence in the profession [11].

In her opinion, identity has a social origin, and personal identity is secondary in relation to social identity, from the point of view of G. Breakwell, the categories of social identity acquired by an individual make him different from other personalities in the profession other activities.

Thus, personal identity is a product of social psychology, but once formed, it begins to positively influence the development of social identity.

Therefore, the dynamics of human identity is a process of continuous dialectical interaction between personal and social identity.

In his writings in 1943, D. Super considered the prerequisites of professional identity as a professional "self-concept", defining the professional "self-concept" as the result of a compromise between genetic qualities and abilities, the ability to perform various tasks overall roles and an assessment of what measure they are related to the expectations of others [10].

The authors give many examples and all of them are relevant and have their place, the main point is that professional development is accompanied by personal changes, and it is the crisis of development, stagnation and transformation that will cause the prevention and interruption of professional development.

Therefore, from the above, we can conclude that a person goes through many stages of development and, accordingly, changes, both physiological and valuable, understands his abilities and chooses his profession more than once, which allows the person to develop throughout his life.

Each of these stages of personality formation brings its own skills and understanding, forming a stable image of professional identity, i.e. the individual identifies himself with the future professional activity, sometimes changing the chosen profession radically. This leads to the acquisition of new skills, but the process itself knowledge of personality, in our opinion, the most important process, especially in the current difficult time; almost every person is faced with a radical review of both his life and his professional activity.

Conclusions and prospects of research. Summarizing the above analysis of the main approaches to the study of the phenomenon of "professional identity" in modern psychology, we can say that the concept of "professional identity" has countless recognitions.

Some scientists define it through the achievement of professional self-determination, others - through professional development. As a psychological category, "professional identity" is a person's attitude to a certain profession. However, different approaches complement, rather than contradict, the definition.

Most researchers try to define professional identity through the self-perception of the individual as a professional and through the assessment of the professional environment in which he performs, analyzes and predicts his own professional activity.

It is also worth noting that professional identity is a collective characteristic that is responsible for the individual's awareness of belonging to a certain professional group or community, helps to understand work responsibilities, to relate oneself to one's work and to other people.

Choosing a future profession, as well as professional training, is the beginning of the development of an individual's professional identity. Professional training is a combination of knowledge, abilities and skills that make it possible to perform a certain job and is one of the elements of a person's professional development.

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ПРОФЕСІЙНА ІДЕНТИЧНІСТЬ ОСОБИСТОСТІ: ТЕОРЕТИЧНИЙ ОГЛЯД СУЧАСНИХ ДОСЛІДЖЕНЬ

Розвиток професійної ідентичності має здійснюватися з урахуванням саморозвитку, який безпосередньо пов'язаний із професійним становленням. Самооцінка — це саморозуміння і свідомо оцінка власних особистісних якостей, думок, слів, вчинків. Таким чином, самооцінка впливає на ефективність власної діяльності та діяльності інших людей, а також на подолання труднощів у вирішенні поставлених завдань.

Оволодіння структурою професійної мотивації та сприйняття мотивації студентів дозволяє обґрунтовано вирішувати завдання просування, правильно зорієнтуватися у виборі спеціальності, будувати професійну кар'єру, навчатися дистанційно, отримувати необхідні знання для майбутньої роботи. В умовах нестабільності це суттєво впливає на відповідальність і бажання здобувати освіту.

Мета статті – провести теоретико-методологічний огляд стану розробки проблеми професійної ідентичності особистості.

Феномен «професійної ідентичності» досить новий у психології, його цілеспрямоване вивчення розпочалося наприкінці XIX – на початку XX ст., коли мова зайшла про професійне самовизначення людини та аспект ставлення до себе найбільше було спрямоване на здібності, а не на здобуття знань.

Особистість проходить багато етапів розвитку і, відповідно, змін, як фізіологічних, так і ціннісних, усвідомлює свої здібності і неодноразово обирає професію, що дає можливість особистості розвиватися протягом усього життя.

Кожен із цих етапів розвитку особистості привносить свої навички та розуміння, формуючи стійкий образ професійної ідентичності, тобто особистість ідентифікує себе з майбутньою професійною діяльністю, інколи кардинально змінюючи обрану професію, а це призводить до набуття нових навичок, Але сам процес пізнання особистості, на наш погляд, найважливіший процес, тим більше, що в нинішній непростий час практично кожна людина стикається з кардинальним переглядом як свого життя, так і своєї професійної діяльності.

Ключові слова: ідентичність, професійна ідентичність, діяльність, особистість, розвиток, уміння, час.

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