

**PROBLEMY
NOWOCZESNEJ EDUKACJI**

The problems of modern education

Wyższa Szkoła Lingwistyczna w Częstochowie

PROBLEMY NOWOCZESNEJ EDUKACJI

The problems of modern education

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Development of future psychologists' professional identity in occupational and educational field

Focusing on the training of highly professional specialists, capable to search for new ways of successful adaptation in various situations of professional activity in the professional and educational space, is one of the priority tasks of professional training.

Professionalism of a specialist is a harmonious system of psychological qualities which motivate a person to self-realization in the profession. The quality of professional training of a modern specialist is determined by professional identification. Identification of a specialist is formed in the educational space, in the process of professional training as a mechanism to promote the successful study of theoretical knowledge, acquisition of practical skills, creating a basis for further growth in the profession and integration into the professional community. The essence of identity in the profession is revealed in the awareness of the specialist of his identity with the image of "I am a professional".

The educational space in today's realities is changing and becoming less predictable. Thus, the main purpose of the educational space is to create conditions for the formation of the desire for full self-realization in professional activities and skills, acceptance of values and requirements of the chosen profession, adequate professional and personal self-esteem. Nowadays, during the professional training in Higher-educational institutions purposeful formation of the professional identification at the required level does not take place.

Training of highly qualified specialists is a priority of professional education. Professional identification of future professionals in the professional space plays an important role in this process. At the present stage, the question of professional identification is discovered in the works of J. Verna, O. Vitkovska, E. Zeer, V. Zlivkov, E. Klimov, I. Kon, V. Moskalenko, M. Pryazhnikov, L. Schneider, and others. Professional and educational space as a subject of scientific research is in the center of attention of many researchers (N. Bastun, S. Bondireva, O. Veryaev, V. Ginetsinsky, N. Evdokimova, A. Zastelo, O. Leonova, N. Rybka, A. Samodrin, V. Slobodchikov, T. Tkach, I. Frumin, A. Tsymbalaru, O. Chuiko, Y. Schwalb,

etc.). The viewpoints of these scholars reveal the role of educational space in the professional and personal development of future professionals. However, there is no integrated concept of studying the impact of professional and educational space on the process of professional identification of the future psychologist.

Educational space is an educational reality, which is characterized by the interaction, understanding and cognition of the personality of other carriers of culture, which determines the subjectivation and development of objects (Tsymbalaru A.D. 2016, p. 41–50).

Most scholars consider the “educational space” in two directions: institutional (conditions of personal development) and substantial (the possibility and availability of personal space of the subject of the educational process). The educational space, on the one hand, is a source of information and a stage of future professional activity, and on the other hand – it determines the actions of the student and creates opportunities for effective professional identification.

Professional identification is a process and result of optimum and adequate coordination of “objective and subjective conditions” of the personality of the subject of professional activity; it is a process of reflection. As it has already been emphasized, we consider professional self-identity as an integral element of a person’s subjective experience. Therefore, we highlight the following psychological factors in the development of professional identity:

- 1) understanding of the profession meaning, its moral values;
- 2) awareness of one’s own professional perspectives and personally significant professional goals;
- 3) the presence of personally significant professional values and beliefs, understanding of their professional motives;
- 4) the presence of professional skills, which are necessary factors for professional suitability and readiness;
- 5) awareness of the main features of their professional behavior and the ability to control emotions and behavior;
- 6) positive expectations from miscellaneous perspectives (social, material, etc.) given by the profession. Psychological and pedagogical conditions for the development of professional identity:
 - a) activation of the awareness processes of subjective experience, in particular, professional identity;
 - b) actualization of students’ subjectivity;
 - c) simulation of situations in which attention is focused on the features of different areas of professional and educational space;
 - d) simulation of professional situations, in which professional skills are developed, which are the basis of professional suitability and readiness.

During the professional training of students of psychology, it is necessary to ensure the professional identification process under the influence of the branches

of professional and educational space, which are divided into four “zones of integration”:

- personal integration is an acceptance and understanding of personal needs, motives, intentions, desires and values, awareness of their life preferences, ambitions towards socio-professional status, attitude to one's past and future, the feasibility of certain personal phenomena; integration of the influence of the educational institution environment – from the student body, scientific and pedagogical staff to the regulatory rules and unique traditions and history of a particular institution;
- social integration (in the modern “psychological market” in Ukraine) is revealed in the training of future professionals (as a client, future colleague, partner) to adapt to modern realities of requests and proposals, acquaintance with the rules, characteristics, status, norms, traditions and habits, opportunities and limitations for young workers;
- psychological integration is an opportunity and integration level of the Ukrainian professional community into the world professional environment and the connection of self-development opportunities in the space of “world psychology”.

Hence, the process of professional identification of the future psychologist takes place to a greater or lesser extent in all four integrations simultaneously. The presence of four main contexts of development of future Ukrainian psychologists during professional training, which should be singled out, taking into account their structure and necessity, setting goals and objectives of fundamentally different scales of generalization. Having dealt with a person and his mental processes, the following elements are obviously involved: peculiarities of perception, mental reactions, needs and desires, abilities and skills, intentions and goals, values and guidelines, self-image and life in general, personal understanding of the future and readiness to realize it, dreams and sense of duty, etc.

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Summary

DEVELOPMENT OF FUTURE PSYCHOLOGISTS' PROFESSIONAL IDENTITY IN OCCUPATIONAL AND EDUCATIONAL FIELD

The process of psychologists' professional identification in the professional and educational space. The article format outlines the main aspects of professional identification process in the context of the individual professional development and the multidimensional definitions of "educational space" and "professional and educational space". New perspectives on professional support of future psychologists during training have been given. The problems of professional identification as a component of professional training of future psychologists taking into account different branches of professional and educational space have been analyzed. Psychological factors of professional identity development have been generalized. The conditions for the effective development of the professional identity of future psychologists have been substantiated. The conditions as activation of the processes of awareness of subjective experience, in particular, professional identity; updating student subjectivity; modeling of situations, which focuses attention on the peculiarities of different areas of professional and educational space; modeling of professional situations in which professional skills are developed, which are the basis of professional suitability and professional readiness have been highlighted in the article.

Keywords: professional identification; identification processes; professional identity; educational space; professional and educational space; future psychologists.



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