



OLGA FILATOVA¹, VITALIY FILATOV², ALENA SEMENOVA³

Psychology Students' Professional Identity Forming at the University

¹ Professor, Vladimir State University Alexander G. and Nicholas G. Stoletovs, Russia

² Assistant, Vladimir State University Alexander G. and Nicholas G. Stoletovs, Russia

³ Master, Vladimir State University Alexander G. and Nicholas G. Stoletovs, Russia

Abstract

The article presents recommendations for *psychology students'* professional identity formation at the university. According to authors' point of view the most efficient method is socio-psychological training.

Keywords: professional identity, self-awareness, professionalization, training

An important problem of university education, besides knowledge and skills transfer, is a formation and development of psychology students' profession identity. It is associated with personality formation of a professional and assistance with his identification with a profession. But the theme is not enough researched in Russian psychology.

During the researching of psychology students self-awareness we proper it necessary to draw up professional identity formation recommendations. After all *professional identity* is an aspect of personality integration and social identity into professional reality. The source indicator is a self-awareness. And a vision of self is seen as a way of professional identity expression. Professional identity is an indicator of the level of professional personality formation. The origin of it is acquired. This is a psychological category that is related to awareness of belonging to a particular profession and a specific professional community.

We tried to draw up a copyright training programme of professional identity development. A basis was taken by training of Tsehelnaya "Searching of the self" («Впоискахсвоего «Я»»), the personal growth training "I am among people" («Ясредилюдей»), personal growth training of Tormosina, psychopedagogical programme of Konovalova and Pashkevich.

Explanatory note. An adolescence is the age that is associated with a formation of a personality.

In this period foundations of a worldview and **self-awareness** are laid. Boys and girls form their moral ideals and citizenship and learning to be independent. As a rule, this period of personality development takes 3–4 years. A characteristic feature of psychological development of identity in adolescence is that young people are starting to think about their future and plan their career.

The leading activity for youth is professional self-determination. A psychological basis for self-determination, on the one hand, is the need of boys and girls to adopt an attitude of an adult, to realize themselves as a member of society, to find themselves in the world, i.e. to understand themselves and their capabilities along with the understanding their place and purpose in life, and, on the other hand, the presence of needs and abilities that enable youth to reach their full potential as members of society, in work, in their future family life.

The choice of future profession is, first and foremost, the projection of yourself on a particular social role. It's not just a desire to get professional skills, but a continuous process of comprehension of goals and objectives of selected working. Thus, professional identity is a chain of elections that determine the future development of youth in desired professional field.

Professional identity is the result of a process of professionalization, which is characterized by the following features: self-image formation, identical to different self-perceptions as a professional; professional self-image, including professional stereotypes and the uniqueness of own self; the consciousness of self identity with professional self-image; a mediation of professional self by profession satisfaction, and the evaluation of self as a professional by significant others; the ratio of awareness and unawareness of professional self-image at different stages of professional activity.

The manifestation of one of the immature features may interfere the formation of professional identity. Therefore, the formation and consolidation of these feature at a young age will have a positive impact on the future professional activity.

The programme "The development of professional identity" is a complex programme of a psycho-pedagogical work that dedicated students' professional identity development, development of self-analysis skills, effective planning of the future, ability to interact with other people.

The implementation of program is delivered in the following areas:

- educational,
- consulting,
- developing.

The purpose of the program: formation and development of professional identity of students.

Tasks:

- the development of awareness of their identity with the profession,

- development of skills related to future professional activity,
- development of skills of self-awareness,
- stimulating processes of personal growth and self-knowledge,
- development of the capacity for goal setting and effective planning for the future.

Forms and methods of work: mini-lectures; psychotechnical games and exercises; conversation; observation; counseling; group discussion.

Target group: students of 18–22 years.

Materials: ball, pencils, paint, pens, A4 paper, drawing paper, small toys, ruler, wooden cubes, cards for participants.

The structure of the program: 15 sessions of 1.5 hours with a frequency of 1–2 times a week.

Expected result: participants will acquire skills, to acquire knowledge on effective planning of your future to shape the identity of their future profession.

Table 1. The thematic lesson plan

The contents	Hours
Block 1. Meeting. Group uniting.	6,0
Class № 1. Meeting	1,5
Class № 2. Rules of work in group	1,5
Class № 3. Trust in the group	1,5
Class № 4. Development of the ability to self-opening	1,5
Block 2. Attitude to yourself as a professional.	4,5
Class № 5. My world and I	1,5
Class № 6. Others and I	1,5
Class № 7. Me from the other's point of view	1,5
Block 3. The attitude to the chosen profession.	4,5
Class № 8. I'm in the profession	1,5
Class № 9. Self-presentation	1,5
Class № 10. My future and I	1,5
Block 4. Attitude to the professional community.	6,0
Class № 11. Professional samples	1,5
Class № 12. Manage yourself	1,5
Class № 13. Barriers in communication. Effective communication techniques	1,5
Class № 14. People important to me	1,5
Block 5. Completion the work in the group	1,5
Class № 15. Sizing up	1,5

Literature

- Anne, L.F. (2006). Psychological Training with Teenagers. *Journal of Consulting and Clinical Psychology*, 74 (1), 66–79.
- Derelieva, N. (2006). *The Modular Course of Training and Communication of Student Motivation*.
- Emelyanova, E. V. (2006). *Psychological Problems of Modern Teenagers and Their Solution in the Training*.

- Huhlaev, O.V. (2006). *The Path to His J. the Lessons of Psychology in the Secondary School (7–8 Grades)*.
- Malkina-Pykh, I. (2004). *Crises of Adolescence*.
- Selevko, G.K. (2006a). *Find Themselves*.
- Selevko, G.K. (2006b). *Go Your Own Way*.
- Sirota, N.A. Eltonsky, V.M. (2000). *The Program of Formation of Healthy Life Style*.
- Tagieva, N.M. (1998). *Basics of Self-improvement. Training Identity*. Ekaterinburg.
- Vopel, K. (1998). *How to Teach Children to Cooperate? 1–4 Part*.