The Development of Professional Identity and Professional Mentality of Youth

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Abstract

This article represents a theoretical analysis, systematization and generalization of the views of various scholars on understanding the content, structure and development of professional identity and professional mentality of university youth in the process of vocational training. It is proved that the current social, political, economic situation has led to the blurring of the guidelines necessary for both personal and professional self-determination, and as a consequence, the problem of finding professional identity is extremely important for modern young people. Professional identity is considered as a dynamic creation that includes a well-established, consistent, real and ideal professional image of the self, providing self-realization, development, inner integrity, personality determination, adequacy and stability of its self-concept regardless of situation changes, identity with profession and professional community, mature solution of professional tasks. It is shown that the content-forming goal of professional education, the result of professionalization is the development of a special professional mentality of the future specialist, which determines the peculiarities of perception of professionally significant objects, professional social attitudes and values of the individual and becomes a special form of their life and deep existence.

Keywords: Professionalization, professional self-determination, identity, social identity, professional identity, types of professional identity, professional mentality.

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Introduction

The professional development of a person, taking place in youth, is intensive in the process of vocational training in a secondary vocational or higher educational establishment. At this time, young people purposefully master the system of knowledge and gain practical skills in the chosen career, acquire special personal traits and values, necessary in their professional activities.

Researchers of higher school problems note that it is during the student years that there is an intensive professional self-determination of the individual (V. Bodrov, R. Havighurst, E. Erikson, A. Markova, E. Sapogova, N. Tolstykh, E. Zeer). Stages of professional self-determination in youth, says V. Bodrov, are "characterized by considerable uncertainty" (Bodrov, 2006, p. 168). The fifth stage, the stage of professional training, has age limits either of 15-18 years or 17-23 years. At this stage, young people learn a system of knowledge, gain practical skills in the chosen career and have a conception of values in their activities. The sixth stage, the stage of professional adaptation, has an age range from 19-20 to 24-27 years. At this stage there is an adaptation to social and professional norms, working conditions, further development of self-determination in the chosen profession, awareness of the correct choice of a career path, coordination of life and professional goals and attitudes, formation of significant personality traits, development of professionally important qualities, special abilities, emotional and volitional qualities of personality. The next, seventh, stage is the stage of professional development; its limits are from 21-27 years to 45-50 years. According to this classification, the age of youth (the third decade of life) accounts for the fifth, the sixth, and the beginning of the seventh stage, which makes it difficult to generalize the characteristics of the process of professional self-determination at this age. In addition, this classification is more or less satisfactory to describe the professional development of people if they, having chosen a profession in adolescence, remain in it until the end of their lives. But this classification does not take into account the factor of professional mobility of young people.

N. Samoukina notes that the choice of profession is not always an indicator of professional self-determination and "professional self-determination may coincide with the choice of profession if a young person chooses a profession in accordance with their interests, aptitudes and abilities. The choice of profession may not coincide with the process of professional self-determination in cases where a young person "chooses" a profession by chance, for example, by the factor of proximity of work to a place of residence, fashion for the profession, work received by pulling strings, etc." (Samoukina, 2003, p. 29). Many modern young people are rigid about not linking the initial choice of profession with a possible future career. Today, some undergraduate students often seek to pursue a master's degree in another major. Therefore, a young person's choice of profession acquires a different personal meaning than it was even two or three decades ago.

Fewer modern students, as noted by N. Tolstykh, connect vocational education with their future work. The choice of the latter is less and less influenced by the contents of training but more by such motives as salary, career prospects, etc… Young people aged 20-24 often combine study and work. Among the reasons that motivate students to work "a large place is occupied by the needs associated with future professional employment, such as networking, self-realization in the profession, communication" (Tolstykh, 2016, p. 445). Today, with a large number of people with higher but not very good education, the degree certificate itself is valued less than professional experience. At the same time, not only students, but also employers often do not take into account such an important point as the formation of *professional identity* and *professional mentality* at the stage of study at the university. Whatever the basis for a young person to choose the profession and the educational

institution, in which they master the profession, is, the process of this training leaves a serious imprint on the whole personality of the young person.

Methodology

Theoretical understanding of research approaches to the problem of professional identity and professional mentality requires the implementation of general scientific methods of theoretical knowledge, including analysis, synthesis, disengagement, generalization, which allow deepening the understanding of the investigated concepts. With the help of content analysis, the structural components of professional identity and professional mentality are identified and the content of these concepts is determined. Of particular importance for the development of theoretical and methodological basis of the study were: theoretical concepts of identity (E. Erickson, J. Marcia, T. Parsons, C. Cooley, J. Mead, P. Berger, T. Lukman, etc.), theory and concepts of social identity (E. Durkheim, S. Huntington, A. Kovalenko, N. Tajfel, J.S. Turner, V. Yadov, etc.), theoretical concepts of professionalization and professional self-determination (R. Havighest, E. Zeer, A. Markova, Y. Povarenkov, N. Samoukina, N. Elman, J. Illfelder-Kaye, W. Robiner, etc.), the concepts of professional identity (K. Adams, S. Hean, P. Sturgis, J. Clark, L. Schneider, E. Ermolaeva, D. Isayeva, etc.), theoretical concepts of professional mentality (E. Klimenko, D. Oborina, E. Sapogova, N. Tolstykh and others).

Results and Discussion

The question of the place of *professional identity* in the general structure of identification processes of the person is solved ambiguously. T. Parsons considers identity as a characteristic of the individual, which is formed in the process of interiorisation of social norms and values and passed on to subsequent generations in the process of socialization (Parsons, 1998). E. Durkheim developed a theory of transmission of social identities, according to which in traditional societies a person forms their identity directly from the culture, while in modern ones they are guided by general and specific for the type of social organization norms and values (Durkheim, 1997, p. 73-75). C. Cooley and J. Mead viewed identity as a result of social interaction, an ability to perceive oneself and the social world as a whole (Cooley, 2000). J. Mead distinguishes between conscious and unconscious identity: the unconscious one is a set of expectations emanating from the social environment of the individual; the conscious one is formed in the process of reflection by the personality of their self, their behaviour. Thus the conscious identity is formed by means of the categories fixed in a language as a result of social interactions (Mead, 1996, p. 225). I. Hoffman identified three types of identities: a social identity reflects the typification of the individual with others - "a social self"; a personal identity, a unique set of individual qualities of a particular person, which characterize them as an object in time and space - "a physical self"; a self-identity, the individual's subjective perception of his life situation and his own peculiarity - "a reflexive self" (Hoffman, 2000). J. Habermas defines personal and social identity as "two inseparable dimensions in which the balancing self-identity is realized: a personal identity provides a person's way of life and a social one - the ability to meet the requirements of all role systems to which a person belongs. In the interaction, a person clarifies their identity, striving to meet the normative expectations and expectations of the partner. At the same time, a person strives to express their uniqueness" (Habermas, 2002, p. 369). P. Berger and T. Lukman understand identity as a holistic "self-image" composed by an individual about themselves, which can be transformed under the influence of changes occurring in society and in the individual (Berger & Lukman, 1995, p. 279). According to E. Giddens, identity should be associated with a "social position that fixes the range of rights and

responsibilities that a person can activate or perform" in different societal communities. E. Giddens considers identity as cultural phenomena of modern society that arise and are maintained in the daily life of the individual. The general identity is characterized by him as often unconscious confidence of the individual in belonging to any collective, general feelings and percepts reflected in consciousness (Giddens, 2005, p. 142). S. Huntington identified several key points in the study of social identity: both individuals and groups have an identity, notably, individuals acquire and can change their identity only in groups; identities are determined by "self", being the result of the interaction of a particular person or group with other people or groups; identities are constructs formed by people willingly or under duress; both groups and individuals have multiple identities (economic, cultural, political, national, professional) (Huntington, 2004, p. 50-53).

In Ukrainian and Russian science, the topic of social identity is revealed by V. Ageev, A. Kovalenko, O. Lytvynchuk, G. Kisla, V. Yadov and others. The concept of "social identity" is defined by V. Yadov as "awareness and feeling of belonging to different social communities ... a small group, class, family, territorial community, ethno-national group, people, social movement, state, humanity as a whole" (Yadov, 1995, p. 159). The sense of belonging to a social community performs important social and socio-psychological functions: it ensures the subordination of the individual to a social group, group protection, evaluation and self-evaluation criteria. As a result of research, the role of identity in the course of adaptation of the individual in the conditions of social changes, peculiarities of formation and integration into the integral structure of ethnic, professional and other significant identities of the individual has been studied.

The concept of identity in psychology is traditionally associated, above all, with the name of E. Erickson. Identity is a person's equivalence with themselves, a firmly mastered and personally accepted image of themselves in all the richness of the individual's attitude to the world, a sense of adequacy and stable ownership of one's own "self" regardless of its changes and the situation itself, the individual's ability to solve problems, arising before them at each stage of their development, integrity (continuity of personality over time). Identity is, first of all, an indicator of a mature personality, the origins of the organization of which are hidden in the previous stages of ontogenesis. Erickson identifies eight stages of identity development, in each of which a person chooses between two alternative phases of solving age and situational development problems. The fifth and sixth stages are characteristic of the period of youth. From Erickson's point of view, the fifth stage of 11-20 years is crucial for gaining a sense of identity. At this time, the adolescent oscillates between the positive pole of self-identification and the negative pole of role confusion. The teenager faces the task of combining everything he knows about himself as a son or daughter, schoolboy, friend, etc. He must unite everything into a single whole, comprehend, and connect with the past and project for the future. In the favorable course of the crisis, boys and girls develop a sense of identity. In the unfavorable, a confused identity, painful doubts about themselves, their place in the group, in society, the uncertainty of life prospects may form. Erickson calls such a crisis period between adolescence and adulthood, during which the individual undergoes complex processes of acquiring an adult identity and a new attitude to the world, a "psychological moratorium". Under certain conditions, a mental moratorium can last for years and form a state of "identity diffusion." The sixth stage of 21-25 years, according to Erickson, marks the transition to the solution of adult problems as such on the basis of the formed psychosocial identity. The question of the principle choice between establishing friendship or family ties and isolationism, characteristic of people with confused identities, is resolved (Erikson, 1996, p. 12-18).

The status model of identity is proposed by J. Marcia. Identity is the structure of the ego (self), the internal self-forming, dynamic organization of needs, abilities, beliefs and individual history. In the works by J. Marcia and his followers, considerable emphasis is placed on how a young person in the period of formation and search for the ego-identity wants and can meet the requirements of social reality, how effectively and in which way they "fit" into society. There are four options: diffusion of identity - there is neither effort to make a decision, nor the decision itself; resolved identity - the decision was made by someone else (suggested by parents, friends, etc.), there was no crisis as such; moratorium - postponement of decision-making in the presence of a crisis, active search for a solution; achieved identity - as a result of their own thoughts, efforts, decisions and commitments are made, certain life strategies are developed. For the period of adolescence and youth, the statuses of moratorium and achieved identity are the best (Marcia, 1980).

With all the variety of research approaches, the concept of identity remains one of the most complex and ambiguous, which requires new developments and applied research aimed at identifying the main tendencies and features of the formation of professional identity.

The key scientific works devoted to the study of professional identity belong to L. Schneider. Under professional identity, the author understands a complex integrative psychological phenomenon, the leading characteristic of a person's professional development, which indicates the degree of acceptance of the chosen professional activity as a means of self-realization and development, awareness of their identity with the group and assessment of their membership significance. It is the result of professional self-determination of a person who perceives the profession as a vocation. Possessing a formed professional identity, people identify themselves with the profession and consider themselves representatives of the professional community (Schneider, 2001).

From the point of view of E. Ermolaeva, professional identity is a product of long-term personal and professional development. It is formed at high levels of mastery of the profession, when there is a coordination of real and ideal professional images of "self". E. Yermolaeva believes that "values regulate the direction, the degree of effort of the subject, determine the motives and goals of the professional activity organization. Values motivate activity and behavior, because the orientation of a man in the world and the desire to achieve certain goals are correlated with the values included into the structure of personality" (Ermolaeva, 2001, p. 51-59). A. Markova defines professional identity as a multilevel personal dynamic structure that includes conscious and unconscious aspects, which ensures inner integrity, identity and certainty of the individual at all stages of professional development, as well as their continuity and stability over time (Markova, 1996)..

O. Nor-Arevyan, A. Shapovalova distinguish three groups of factors influencing the formation of professional identity: individual-personal (system of value orientations, motivation of the individual, the idea of the possibilities of the individual as a subject of activity, a high degree of responsibility for professional work), educational (professional training; practice-aimed orientation of education), socio-professional (formation of the professional community, professional culture; demand for specialists in the field in the labor market, high prestige of the profession in society, stable working conditions, a sufficient salary for the future specialist and high social guarantees), which have both positive and negative aspects. In order to achieve professional identity and overcome crises of professional development, the following psychological qualities of personality play an important role: taking responsibility for professional work, establishing constructive relationships with colleagues, achieving goals, ability to respond to changes and adapt to them, tolerance to change, adequate perception of reality and themselves in the professional community (Nor-Arevyan & Shapovalova, 2016, p. 102-113).

Criteria for a successful process of formation of professional identity from the point of view of T. Malyutina are a positive self-esteem, a level of demands, satisfaction with professional tasks, positive attitude to professional activity, satisfaction of needs, responsibility for professional norms, requirements to the personality of the professional, acceptance of norms and values characteristic of the professional community, academic progress (Malyutina, 2014).

L. Schneider identified 4 types of professional identity: achieved professional identity - the most developed form of identity, which indicates that the identity crisis passed successfully; a person realizes what they want to achieve in the profession, has own professional ambitions, feels part of the professional community; premature professional identity is formed by the mechanism of imitation of parents and other important people; diffuse professional identity is characteristic of people with uncertain professional interests and goals; moratorium is lack of identity, because a person is in a state of identity crisis (Schneider, 2001).

The process of formation of professional identity has an uneven crisis nature, which, according to some authors, can lead to a professional crisis. At the stages of mastering the profession there is a conflict between the elements of the already existing human identity and the situation, changing in the course of mastering a new profession by the human. To overcome the professional crisis, the individual must accept the new values of the professional community, adopt professional skills and qualities, find ways to develop in professional activities.

In the work by N. Annenkova it is shown that the issue of identity search for modern youth both in our country and in other countries continues to be acutely relevant. Another important conclusion from this research lies in fact that the formation of identity is fluctuating: "On the one hand, the spheres of identity formation act as areas of life development, in which it is impossible to move simultaneously and at an equal pace ... On the other hand, structural unevenness of identity formation manifests itself in its individual variants, where the statuses of identity, learned in the relevant areas of self-determination, can be intertwined in the most unusual way" (Annenkova, 2004, p. 22-23). If the status of a moratorium and a resolved identity are dominant for senior pupils in this area, then students have a clear predominance of the achieved identity.

Y. Povarenkov identifies three stages of professional identity: school, which is manifested in the inability of freshmen to realize themselves as students, student, accompanied by increased self-esteem, fixing the social status of young people in the group, and educational and professional, formed under the influence of industrial practice. The formation of the actual professional identity, according to the author, occurs only 3-4 years after the beginning of independent professional activity, after realizing the ineffectiveness of educational and professional identity (Povarenkov, 2002).

D. Isayeva studied the peculiarities of the formation of personal and professional identity in adolescence at the stage of choosing a profession and in early adulthood at the stage of professional training of students. The age dynamics of the formation of personal identity in adolescence and early adulthood is reflected in the transition from the status of Diffusion in adolescence to the status of Moratorium in early adulthood. The most common status of professional identity at all the stages of development is Diffusion. The author suggested that the formation of personal identity is determined by the age stage of development, and the formation of professional identity is to a greater extent caused by the stage and conditions of professional development. The age of 19-20 years was identified by the researcher as sensitive to the formation of personal identity. During the same period, the preconditions for a crisis of a professional identity are created, which is manifested in increasing the importance of "a professional self" in the structure of "a self-concept", a significant increase of anxiety about the professional future, increasing the intensity of crisis experiences of professional self-

determination. Indicators of achieving identity in adolescence and early adulthood are satisfaction with the chosen profession, awareness of the possibility of professional self-realization, independence of professional choice, increasing importance of "a professional self" in the structure of "self-concept", reducing fear, anxiety and indifference to the professional future (Isaeva, 2013, p. 84).

The results of the investigation carried out by K. Adams, S. Hean, P. Sturgis and J.M. Clark on a sample of 1254 freshmen from different professions in health and social care (H&SC), showed that professional identification begins at the stage of choosing a future profession, before a young person enters a higher education establishment. The investigators identified a few factors that influenced the formation of professional identity: gender, profession and young people's perception of it, experience of work in the H & SC environment, understanding of the peculiarities of interpersonal cooperation and team work, cognitive flexibility (Adams, Hean, Sturgis, & Clark, 2006).

N. Elman, J. Illfelder-Kaye and W. Robiner believe that professional development (PD) is a broad, albeit vaguely defined, construct that underlies psychologists' education and training and is intrinsic to professional functioning, or professionalism, throughout psychologists' careers. They arrive at the conclusion that professionalism is the outcome of PD, and focus on 2 elements of professionalism: interpersonal functioning and thinking like a psychologist and training for professionalism as a foundation for competent practice in psychology (Elman, Illfelder-Kaye, &Robiner, 2005).

Many studies have been conducted comparing identity status with various other variables. In particular, it has been shown that young people with a resolved ego-identity tend to have warmer relationships with their parents, closer ties with the family than young people with other identity statuses. Boys and girls with resolved identities tend to go to their parents for advice and support when making vital decisions. Those who are in a state of moratorium or achieved identity are more critical of their parents and do not seek advice from them. Young people with a diffuse identity report the largest distance between them and their parents (Hjell, & Ziegler, 2005).

Thus, professional identity is a multidimensional, dynamic structure that includes a firmly mastered, consistent, real and ideal professional image of the self, the ability to fully solve professional problems at every stage of professional development. In the process of professional training in the period of youth there is a transformation from unstable, diffuse, narrowly localized identity into a more stable and conscious identity, aimed at self-realization in a wide professional community, combined with a higher level of awareness of their professional qualities.

The result of professionalization of the individual, carried out at high school, apart from the ability to perform professional actions competently, professional identity, is also a *professional mentality*, i.e. a system of personal characteristics of a human, engaged in professional activities. Professional mentality is a complex and multidimensional formation, not yet sufficiently studied.

I. Kartushina understands the professional mentality as an integral quality of a specialist, which determines the choice of a way to solve professional issues on the basis of professional value orientations, traditional for a professional group attitudes and professional thinking (Kartushina, 2006, p. 69).

N. Tolstykh believes that the concept of professional mentality reflects the fact that when a man is involved into professional activities and into professional training for such activities, their attitude to the world, perception, thinking, and behaviour become professional. People are guided by the ideas that function at the level of mentality consciously or more often unconsciously not only in professional but also in everyday activities (Tolstykh, 2016, p. 439).

D. Shtrikova understands professional mentality as "a system of conscious and unconscious socio-psychological attitudes of a man, including stereotypical thoughts, judgments, assessments that underlie collective ideas of professional activities, and individual ideas of their place in professional activities" (Shtrikova, 2012)/

The concept of "mentality" is defined by D. Oborina as "a set of deep, often unconscious and not reflected personal qualities that feature a person's attitude to the world and determine the choice of a particular behavior in everyday life situations" (Oborina, 1994, p. 42). Professional mentality is a number of common professional social attitudes, values, peculiarities of perception of professionally significant objects and behavior in relation to them, which characterizes the professionals of a particular field. She believes that mentality refers not only to the intellectual sphere, but also to the emotional, motivational and behavioral.

In the structure of professional mentality E. Klimenko identifies the following components: axiological, which is a system of moral values, social attitudes, moral and semantic constructs that are realized in professional activities; perceptual-mental ones are peculiarities of practical thinking and perception of situations of professional activity; regulatory that reflects cognitive styles that determine the manifestation of arbitrary intellectual control, metacognitive awareness, open cognitive position in professional activities (Klimenko, 2018, p. 39).

E. Sapogova believes that the professional mentality of a counseling psychologist acts as asense-making component of "a psychologist's being "and is expressed by the ability to feel and comprehend reality psychologically, by categories and concepts of psychological science based on knowledge and understanding of the phenomenology of mental facts. In the training of professional psychological counseling not only the interiorization of special knowledge and skills is achieved, but the development of special structures of consciousness - professional "functional organs", professionally painted "image of the world" with its professional concepts and discourse, a system of attitudes to reality. Professionalization is associated with a kind of system of "tuning" the student's consciousness to the perception of special psychological aspects of reality, which depends on understanding the essence of the activity for which higher education prepares a professional psychologist. The author defines such a "tuning" of consciousness through the category of empathy, going through fragments of the client's life, their problems and feelings, which may result in their personal development, increase in cultural productivity. Formed during the vocational training the ability to empathize, co-develop and co-create with the client makes the psychologist a kind of psychological tool for professional work with other people and forms a special type of personal and professional identity. Notably, the main points, the essence of the professional counseling activity of a psychologist become understanding and interpretation of the forms of identity of the people he consults. And it is such psychohermeneutic work that a psychologist must first be taught: a system of attitudes toward tolerant and positive perceptions of others and himself; deep reflexivity; system of humanistically oriented internal norms, values and meaningful life orientations; a set of unconditional attitudes of self-acceptance, self-attitude, self-esteem, self-presentation, etc.; dialogic communication culture; a set of skills and abilities that make it possible to "catch" significant moments of psychological reality, understand and summarize them, formulate hypotheses in the language of psychology, and, as a consequence, stimulate the personal growth of the client, update their internal psychological resources. It is consulting psychology, says O.Y. Sapogova, that can claim the status of a system-forming subject in the process of learning the professional mentality and development of the professional identity of a psychologist. This process depends on the degree of identification with the profession, because in itself being a psychologist is a special form of a human's life. It is not just about the possibility to consult,

correct, carry out therapy, but about the implementation of complex internal hermeneutic work to understand and interpret the forms of identity of people as a specifically organized quasi-reality, filled for them with real emotions and true meanings (Sapogova, 2018, p. 200-204).

From the point of view of V. Chupina, L. Gavrilenko, T. Serdyuk, professional mentality is determined by a special socio-psychological type of personality, the structure of which includes both typical forms of mental reflection of reality and specific systems of values, relationships, social attitudes, revealed in the focus on professional activity. The formation of the professional mentality of the student is presented by the authors as a dynamic process of changing the personality under the pedagogical influence and the student's own activity. This process is aimed at creating an image of a professional world in students' minds, the idea of themselves as a part of a professional community, the feeling of belonging to this professional community and unity with it. All these factors allow you to assess the social reality and build a strategy of behavior in society in accordance with the internal position and beliefs about the profession (Chupina, Gavrilenko, & Serdyuk, 2015).

Conclusions

The results of the theoretical analysis of the problem of professional identity and professional mentality of students in their youth allow to arrive at the following conclusions.

The content-forming goal of professional education is the formation of professional identity and special professional mentality of the future specialist.

We can assume that professional identity is a multidimensional, dynamic structure that includes a well-mastered, consistent, real and ideal professional image of the self, the ability to fully solve professional problems at each stage of professional development. Professional identity provides self-realization, development, inner integrity, personality determination, identity with the profession and the professional community, the adequacy and stability of the self-concept regardless of the changes of the situation. Professional identity gives a person an idea of their place in a professional group, the place of a professional group in the system of social relations. In the process of professional training in youth there takes place a transformation from unstable, diffuse, narrowly localized identity to a more stable and conscious identity, aimed at self-realization in a wide professional community, combined with a higher level of awareness of their professional qualities.

Professional mentality is a system of personal characteristics of a person carrying out professional activities: professional social attitudes, values, peculiarities of perception of professionally significant objects and behavior in relation to them. Professional competencies act as practical means of implementing the professional mentality. The profession becomes a special form of the human's life, a deep existence, which radically changes the attitude of the professionalized subject to the fundamental phenomena of human existence. Having started to engage in certain activities, a person gradually acquires the traits inherent in these specialists. Equality of conditions, mode of work, rest and chores leads to the formation of a certain way of life inherent in the professionals of a certain group, which, in turn, largely determines the development of interests, attitudes, personal values, emotional orientation, special abilities, manner of behavior and communication.

Having studied the content of all components of professional mentality and professional identity, it is possible to make empirical measurements and trace their development and structural substantive transformations of students of different specialties and people of different professional groups.

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