

Liliia Nemash

Vinnitsia State Pedagogical University

named after Mykhailo Kotsiubynskyi

Assistant of the Department of Psychology and Social Work (Ukraine)

lili.nemash@gmail.com

<https://orcid.org/0000-0002-7733-8419>

THE CATEGORY OF "DEVELOPMENT" IN THE CONTEXT OF PSYCHOLOGISTS' PROFESSIONAL IDENTITY

Анотація. В статті розглянуто сучасні підходи до вивчення категорій ідентичності особистості, професійної ідентичності психологів закладів загальної середньої освіти (або практичних психологів). Наведено приклади моделі структурних компонентів формування професійної ідентичності майбутніх психологів. Наведено обґрунтування категорії «розвиток» з точки зору його антоніму – «функціонування». Визначено і зосереджено увагу на розумінні терміну «розвиток», як необерненого, спрямованого, закономірного процесу, який має відбуватись в реальному часі та при умові виконання всіх вказаних складових.

Розвиток професійної ідентичності є динамічним процесом, що поєднує внутрішні (саморефлексія, мотивація, цінності) та зовнішні (соціальні, організаційні) чинники.

Сформована професійна ідентичність є показником професійної зрілості та основою подальшої самореалізації.

Важливими умовами розвитку виступають цілепокладання, професійна рефлексія, наставництво, участь у професійній спільноті. Таким чином відбувається процес розвитку життєвої та/або професійної ситуації, що загалом впливає на формування професійної ідентичності психологів закладів загальної середньої освіти.

Ключові слова: ідентичність особистості, професійна ідентичність, розвиток, професіоналізація, «Я-концепція», розвиток професійної ідентичності практичних психологів.

Annotation. The article deals with modern approaches to the study of the categories of personal identity, professional identity of psychologists of general secondary education institutions (or practical psychologists). Examples of the model of structural components of the formation of professional identity of future psychologists are given. The justification of the category "development" in terms of its antonym - "functioning" is given. The author defines and focuses on the understanding of the term "development" as an irreversible, directed, natural process that should take place in real time and subject to the fulfillment of all these components.

The development of professional identity is a dynamic process that combines internal (self-reflection, motivation, values) and external (social, organizational) factors.

The formed professional identity is an indicator of professional maturity and the basis for further self-realization.

Goal setting, professional reflection, mentoring, and participation in the professional community are important conditions for development. Thus, the process of development of life and/or professional situation takes place, which generally affects the formation of the professional identity of psychologists of general secondary education institutions.

Keywords: personality identity, professional identity, development, professionalization, "self-concept", development of professional identity of practical psychologists.

Introduction. The socio-economic conditions of human life in society constantly require certain efforts for personal and professional development. Throughout his or her life, a person repeatedly faces the problem of his or her own identity. New requirements to the organization of life, profession and direct

activity raise many questions, the solution of which becomes an important stage in the formation and development of the individual.

The category of "personal identity" and its components were first formed in philosophy, are of scientific interest and remain relevant for study in psychology, pedagogy, sociology and other socionomic sciences. Scientists recognize personal identity as a broad conceptual notion that encompasses the diversity of human identification with social standards, recognized models, norms, ideals, idols, different groups, psychological types of people, their roles, professional affiliations, different statuses, etc. An adult, having acquired a profession, also has to find his or her place in the professional community, i.e., determine his or her own professional identity. However, the phenomenon of identity itself depends on identification processes that can change and develop depending on the conditions in which a professional finds himself or herself. Thus, the issue of a psychologist's professional identity becomes a key one in understanding his or her effectiveness as a specialist in the helping profession. The development of professional identity is an important stage of professional formation for the professional himself, and also remains an interesting phenomenon for the study of personal characteristics for both theoretical and practicing psychologists. This determines our interest in the problem of studying the conditions for the development of professional identity of psychologists of general secondary education institutions.

Thus, an adult, having acquired a profession, has to find his or her place in the professional community, i.e. form a professional identity. At the same time, the phenomenon of identity itself is dynamic and depends on identification processes that change under the influence of the social context and working conditions. The development of professional identity is an important stage of professional formation and a subject of interest to both scholars and practitioners, as it determines the depth of self-awareness in the profession and the level of professional maturity.

Analysis of recent research and publications. Modern psychological science has a lot of research on various psychological aspects of professional activity and professionalization of the individual. This topic has been studied by T. Ilyina, L. Karamushka, O. Lyashch, S. Maksymenko, V. Panko, N. Poviakel, N. Prophet, T. Titarenko, N. Chepeleva, V. Shakhov, Y. Shvalb, N. Shevchenko, and others. Its theoretical origins originate from studies of social identity, in particular the works of E. Erikson, J. Marcia, D. Super, J. Turner, and others.

Despite the persistence of scientific interest, the understanding of the phenomenon of professional identity remains partial, and the conditions for its development in practical psychologists, especially school psychologists, have not been sufficiently studied. Mostly, the study of this topic is centered around the processes of the formation of the professional identity of psychology students, their professional self-awareness, and the formation of the professional "self-concept" of the future specialist. The professional identity of psychology students is considered as a system of knowledge, skills and abilities, the foundations of which are laid by professionally oriented disciplines and educational practices. It is there that students get acquainted with the requirements of the professional community and have the opportunity to realize the possibility of their own belonging to this community, gain experience in perceiving values, ideals, norms that combine cognitive, motivational, personal and operational components in the structure of personality that develop during training and practice.

Savitska O. (2025) defines professional identity as 1) an integral characteristic of the level of significance for the subject of the profession and professionalization in general, which indicates the degree of acceptance by the subject of the profession and professionalization as a means of meeting their needs and self-realization; 2) the degree of acceptance of oneself as a professional; 3) the degree of acceptance of the system of values corresponding to the professional community.

The researcher emphasizes that professional identity is the goal, result and condition of both professional education and professional activity. However, she also notes that the attitude of researchers to the possibility of developing professional identity in the process of professional training is ambiguous and contradictory. The reasons for this are differences in the types of activities, present and future, in the structure of self-images associated with them, etc.

The process of professional identity formation is multidimensional and long, as it includes not only the acquisition of a system of knowledge, skills and abilities, but above all, the awareness of oneself as a subject of professional activity. The formation of professional identity involves correlating internalized models of the profession with an individual professional self-concept, which becomes an internal regulator of behavior, choice of values, development strategies, and ways of self-realization of a specialist.

The professional self-concept reflects an individual's perception of himself or herself as a member of a professional community, a carrier of professional culture, norms and traditions that determine ethical and ideological guidelines in the chosen field of activity. It integrates cognitive, emotional, value, and

behavioral aspects of self-awareness, ensuring internal integrity, stability, and confidence in professional choices.

Generalization of scientific approaches to the problem of professional identity allows us to consider it as a multicomponent structure, which includes cognitive, emotional and value, worldview, and professional and motivational components. Each of them performs a specific function in the formation of a holistic image of a specialist and determines the level of his or her professional development.

The cognitive component represents the system of knowledge and ideas about oneself as a person and a professional, awareness of the goals, content and means of activity, as well as the level of professional competence and awareness of the specifics of the chosen field. It forms the intellectual basis of professional self-understanding.

The emotional and value component reflects the emotional attitude to oneself as a specialist, to one's work, colleagues and clients. Through the comprehension of professional and life ideals, this component develops internal motivation for self-improvement, the desire to comply with professional ethics, and readiness for empathic interaction.

The worldview component covers the system of professional values, beliefs, orientations, life and professional ideals that determine the content and focus of a specialist's activities. This dimension contains deep personal structures - archetypes, symbolic representations, professional myths - that shape professional thinking and set the semantic coordinates of activity.

The professional and motivational component is manifested in the desire to achieve high results, self-realization and mastery, and readiness for continuous professional growth. It is associated with goal setting, assessment of one's own capabilities, career planning, and orientation to the social significance of the profession.

Thus, professional identity is the result of reconciling the internal image of oneself as a specialist with the values, norms and cultural traditions of the professional community. It is an indicator of personality maturity, a factor of self-regulation and stability in professional activity, as well as the basis for the effective performance of professional functions in dynamic social conditions. It is a holistic professional identity that ensures the psychologist's resilience to professional challenges, while maintaining his or her humanistic orientation and internal coherence.

Based on the understanding of the structural components of the professional identity of future psychologists (cognitive, motivational, personal and operational), the researchers consider models of the development of the professional identity of psychology students, the formation of which occurs due to stabilizing and transforming functions, the combination of which ensures professional self-determination and development of a professional.

In such a model, I. Druzhynina (2020) includes the factors that determine the development of the professional identity of psychology students: professional knowledge, skills, abilities and other qualities of a specialist - the ideal image of the profession, volitional qualities and extraversion of the personality, self-interest, opportunities for social and professional prospects, the formation of the image of "I" and its professional component. The presented component composition is not exhaustive, but the given indicators are representative and characterize the most typical manifestations of the phenomenon under study. Although most studies are devoted to students, similar patterns can be traced in the activities of practicing psychologists, including educational institutions.

This concept is confirmed in most studies, but we are interested in identifying the conditions for the development of professional identity of already working professionals who are immersed in the psychological practice of working in general secondary education institutions, that is, school psychologists. In view of this, it is advisable to direct further research to the study of the conditions for the development of professional identity of practicing psychologists, in particular, specialists of general secondary education institutions.

Purpose of the article is to analyze the aspects of studying the conditions for the development of professional identity of psychologists of general secondary education institutions and to try to outline the logic of the development of professional identity of psychologists in the realities of school practice.

Summary of the main research material. Let us analyze some approaches to the problem of professional identity development. Scientists agree that professional identity is interconnected with the process of professional formation of a specialist and is a prerequisite and result of professional development of a personality. That is, the presence and degree of development of a certain set of professionally significant personality traits required for a given profession becomes an objective condition for the success of its professional development, and the formed professional identity becomes an integral subjective

assessment of one's own compliance with professional requirements and social expectations of a specialist. That is why researchers traditionally consider professional identity as an integral part of the self-concept.

Scientists associate the development of professional identity with a constant focus on professional growth, flexibility in decision-making, and developed skills of goal setting and the ability to find meaning in one's own activities. We can summarize four levels of professional identity development:

- 1) realization of professional goals, in the contexts of both the long and short term - formation of the idea of oneself as a professional;
- 2) mastering the basic knowledge, requirements of the chosen profession, awareness of one's capabilities and limitations, attempts to perform certain activities according to a model - testing and correlating the idea of oneself as a professional with reality;
- 3) practical realization of one's own professional goals, independent and conscious performance of activities, formation of one's individual style of activity - formation of an individual style of work;
- 4) free performance of professional activities, the desire to solve complex professional problems - maturity of professional identity.

Thus, the development of professional identity can be viewed as a dynamic process of transition from self-awareness in the profession to creative self-realization.

The ideas of professional self-actualization proposed by O. Liashch (2020) expand the understanding of professional maturity. She describes a sequence of stages: from the formation of the need for development to creative self-realization and public recognition. The researcher identifies the following stages: 1) a specialist has a pronounced need for continuous professional development and a clear plan for their own professional development; 2) a high level of disclosure of personal potential and abilities of a specialist in the chosen profession; 3) the specialist achieves their professional goals, the prevalence of satisfaction with their own professional achievements; 4) recognition of the specialist's achievements by the professional community, wide use of their professional experience and achievements; 5) constant setting and achievement of new professional goals; 6) a high level of creativity in the course of professional activity; 7) formation of one's own "life and professional space".

Thus, the formation of professional identity, the professionalization of a specialist's consciousness is mediated by the long-term, gradual development of an individual as a subject, personality and individuality. We can distinguish the stages of professional identity formation: 1) the stage of learning, accumulation of experience, assimilation and systematization of theoretical knowledge; 2) the stage of including the psychological component of professionalization, when a person observes, appropriates knowledge and imagines himself in the future profession; 3) the stage of developing self-reflection, awareness of the real state of affairs, acceptance or not of the peculiarities of activity, as well as recognition or not of the person as a specialist by the professional community. The development of professional identity is also indirectly influenced by self-reflection, modeling, imitation of professional models of professional activity, and a clear definition of one's place and role in it.

Any development is a process. And the process is influenced by both external and internal circumstances of a person's life. One of the options for external circumstances for the formation of professionalism can be a meeting with someone who is a role model in the profession. N. V. Prorok (2017) presents a study of the impact on the professional self-identification of psychologists (the emotional and cognitive process of identifying oneself as a subject with another subject, group, or model) of such an event as a meeting with a real highly professional psychologist (Master). The lifestyle of a professional, his or her worldview, professional achievements, public recognition (and material wealth) attract the psychologists in the study group. That is, meeting the Master is an important factor in the formation and development of professional self-identification. This phenomenon demonstrates that the development of professional identity occurs not only through internal processes, but also as a result of significant social contacts.

The examples of scholars' opinions we have given relate mainly to the process of achieving the status and content of the category "professional identity", which are studied in relation to student psychologists, practicing psychologists, including psychologists of general secondary education institutions or practical psychologists. The development of professional identity cannot be considered outside of the socio-professional context, as it is conditioned by the interaction of personal and organizational factors, the level of support in the team, the culture of the professional community, and access to professional growth resources. However, in all this abundance of research, very little attention is paid to explaining the phenomenon of "development."

To better understand the essence of the processes that underlie the formation of professional identity, let us turn to the categorical analysis of the concept of "development". In our opinion, the vision of this category by M. L. Smulson (2013) is extremely interesting. She considers this concept from the

point of view of "post-nonclassical methodological approaches, according to which the category of development is related not only to human development, but also to the development of systems and, accordingly, their systemic self-organization". The researcher focuses on the understanding of the term "development", which allows us to better explain the process by referring to the opposite meaning of the word, that is, its antonym. After all, "If a subject does not develop, what exactly happens to it? Is it stagnation, degradation, dementia, or just a normal life without changes and cataclysms?" - asks the scientist and cites the definition of development proposed by the famous philosopher and methodologist Eric Yudin, according to which "development is an irreversible, directed, natural change of material and ideal objects." The process of development occurs when all of these properties are simultaneously present, and this is what distinguishes development processes from other changes. The important thing in the above definition is that:

1. Reversibility of changes characterizes the processes of functioning. That is, the antonym of the concept of development is not degradation, but functioning, or the cyclical reproduction of a stable system of functions. In other words, the absence of development, although it characterizes "calm stable functioning", cannot be considered as a positive characteristic of the general life and professional situation. That is, from the point of view of the tasks of "developing a psychologist's professional identity", the absence of such a phenomenon in his/her activity as "irreversibility of the process of change", in our opinion, may leave a specialist at the achieved level of professionalism with a dubious prospect of enjoying novelty in his/her activity and the possibility of helping clients to get out of "stuck in a situation". What is one of the main tasks in the counseling work of a practical psychologist.

2. The lack of regularity is characteristic of random processes of a catastrophic type. This, in our opinion, can lead to chaos both in the activity and in the personality of the professional. Taking into account the peculiarities of the activities of psychologists of general secondary education institutions, the lack of regularity in their work can be quite dangerous for those with whom such a psychologist works.

3. In the absence of direction, changes cannot accumulate, and therefore the process loses the unified, internally interconnected line characteristic of development. That is, fragmentary (partial) changes can occur, but in this case, a new quality does not arise, which is a change in composition or structure (emergence, transformation, or disappearance of its elements and connections). Thus, from the point of view of psychological work, there is no holistic and controlled process of change, which in many cases cannot be a qualitative result of work and an indicator of a psychologist's professionalism.

Also, M. L. Smulson draws attention to the fact that an essential characteristic of development processes is determined by the category of time. After all, any development is carried out in real time and it is time that reveals the direction of development. For the professional identity of a psychologist, this point is fundamental, because the realization of these conditions determines not only professionalism, but also helps to obtain the necessary results of work.

So, we can do the following **Conclusions**:

The development of professional identity is a dynamic process that combines internal (self-reflection, motivation, values) and external (social, organizational) factors:

- the presence and degree of development of a certain set of professionally significant qualities required for the profession of psychologist is an objective condition for the success of professional realization;

- the formed professional identity is an integral subjective assessment of a specialist's compliance with professional requirements and social expectations;

The formed professional identity is an indicator of professional maturity and the basis for further self-realization:

- the development of a psychologist's professional identity occurs as a result of a constant focus on professional growth, depends on the ability to find meanings in one's own activities, flexibility in decision-making and the development of goal-setting skills;

- a condition for the development of a psychologist's professional identity is compliance with the structure of levels of professional identity development and the implementation of recommendations for optimizing personal and professional growth;

- professionalization of psychologist's consciousness is mediated by a long-term gradual development of subjectivity and individuality, which also occurs in stages;

- an important factor in professional development for a psychologist is "meeting with the Master";

- the development of a psychologist's professional identity is carried out in the format of an irreversible, directed, natural process and provided that all these components are implemented at the same time;

- The general development of the life and/or professional situation in general affects the development of the professional identity of psychologists in general secondary education institutions.

We can also identify promising areas for further scientific research on the study of the conditions for the development of the professional identity of psychologists of general secondary education institutions and the peculiarities of such processes. We see the main direction of further research in the study of the role of reflection in the development of the professional identity of psychologists of general secondary education institutions and their professionalization.

Special attention should also be paid to studying the influence of the organizational environment of the school on the development of the professional identity of practical psychologists.

List of References

1. Andriievskia-Semeniuk O. P. Formuvannia profesiinoi identychnosti maibutnikh psykholohiv. Visnyk LDUBZhD, №21, 2020, s. 103-105 <https://media.neliti.com/media/publications/384175-none-b9f3351d.pdf>
2. Druzhynina I. A. Profesiino-osobystisne stanovlennia maibutnikh psykholohiv na pervynnomu etapi profesionalizatsii. «Vektory psykholohii – 2020»: materialy Mizhnarodnoi molodizhnoi naukovoï konferentsii Kharkiv, 2020 s. 55-58
3. Liashch O. P. Profesiina identychnist yak chynnyk samozdiisnennia osobystosti. Habitus. Vypusk 14. 2020. s. 189-193. <http://habitus.od.ua/journals/2020/14-2020/33.pdf>
4. Nemash L.I. Suchasni pidkhody do vyvchennia umov rozvytku profesiinoi identychnosti psykholohiv zakladiv zahalnoi serednoi osvity. Psykholohiia: teoriia i praktyka : Zbirnyk naukovykh prats. Mukachevo : RVV MDU, 2019. Vypusk 1 (3)' s. 138-145. DOI: 10.31339/2617-9598-2019-1(3)-138-145
5. Prorok N. V. Do problemy psykholohichnykh mekhanizmiv osobystisnoho i profesiinoho stanovlennia. Pedahohika i psykholohiia sohodennia: teoriia i praktyka : zbirnyk naukovykh rob it uchasnykiv naukovo-praktychnoi konferentsii (20–21 sichnia 2017 r., m. Odesa) HO «Pivdenna fundatsiia pedahohiky», m. Odesa, Ukraina, s. 23-26.
6. Savitska O. V. Model upravlinnia rozvytkom profesiinoi identychnosti. Habitus. Vypusk 69, Tom 2. 2025. s. 111-117. DOI <https://doi.org/10.32782/2663-5208>.
7. Smulson M. L. Katehoriia rozvytku v suchasniï psykholohii. [PDF] Tekhnolohii rozvytku intelektu, 2013 - irbis-nbuv.gov.ua. URL: https://scholar.google.com/scholar?cluster=12015588484834707341&hl=ru&as_sdt=0,5&scioldt=0,5
8. Shakhov V. I., Shakhov V. V. Iierarkhiia psykholohichnykh determinant rozvytku profesiinoi identychnosti studentiv – maibutnikh psykholohiv. Naukovi zapysky Vinnytskoho derzhavnogo pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Seriia: pedahohika i psykholohiia.2020. Vypusk 63. s. 227-233.

Review received 10.06.2025