Formation of Professional Identity During the Studying Period at the University

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Abstract
Professional development during the studying period should end with the professional position building. This position allows the subject to independently implement the corresponding activity and be implemented in it. The article presents the results of a study of professional identity formed in graduates of the Federal state state-financed educational institution of higher education "North-Eastern State University" (hereinafter – FSSFEI HE NESU). The experience of graduates' normative crisis of their professional choice, was recorded as well as a certain decrease in identity, a manifestation of pragmatic orientation, which were interpreted as crisis manifestations, but would allow predicting potential problems of employment and adaptation.

Keywords: professional identity; professional marginalism; stages of identity formation; identity variants; identity crises.

INTRODUCTION
Professional development is a long process that must end with the formation of a level of professional identity that will allow the subject to independently implement the relevant activities and be implemented in it. Professional identity is one of the most important forms of social identity. Leaving aside the discussion about the relationship between social and personal identity, it should be noted that, according to Waterman, professional identity is one of the four basic spheres of identity (along with the spheres of religious and moral beliefs, political views, acceptance of social roles, including sexual roles and expectations for marriage and parenthood). It is an important factor in the psychological well-being of a person, because it gives a sense of stability of the outside world (Ermolayeva, 2017; Korolenko, 2000; Waterman, 1982).

Professional identity is understood as an essential psychosocial structure that focuses the main professional relationships in the changing system of person-profession – society, a property of the individual that allows stable functioning and varying behavior within socially acceptable limits. The development of professional identity takes place during most of a person's life, almost all of their adult life. This process is not linear, it is accompanied by crises of transition from stage to stage. Crises are the changes in the direction of professional development, which may occur without strongly marked changes in professional behavior, but they represent a significant rethinking of professional values, a change in attitude, and may cause a change in the ways of working, relationships with others, and sometimes a change in the profession.

Let's consider the characteristic of a number of stages of professional formation given by E. F. Zeer. Professional development of an individual begins with the stage of optation - the formation of professional intentions at the age of early youth (14-16 years) (Zeer, 2015). By this time, some information about the world of professions has been collected, and there is the general idea of the
desired profession. During this period, you need to make one of the first choices in the professionally oriented plan: continue your education in a comprehensive school or choose a professional educational institution. High school students who continue their studies in 10th and 11th grades are experiencing this crisis of choosing a further professional trajectory before leaving school. At the optation stage, there is a re-evaluation of educational activities and a change of motivation depending on professional intentions. Education in high schools becomes professionally oriented, and in professional educational institutions it has a clearly expressed educational and professional orientation. Thus, at the option stage, the leading activity changes from educational and cognitive to educational and professional, and the social situation of development changes. The crisis of educational and professional orientation consists in the collision of the desired future and the real present. The core of the crisis is the need to choose a way to receive vocational education or training. Experiencing a crisis and reflecting on your capabilities lead to the correction of professional intentions. Adjustments are also made to the "I-concept" that has been formed by this age. Destructive resolution of the crisis leads to a situational choice of professional training or profession. In extreme forms, it is possible to choose an asocial community, which is often a form of compensation for intrapersonal conflict: the experience of their inferiority, uselessness.

The next stage of professional development – the stage of professional training - is most often held in institutions of secondary and higher professional education. In the first and last years of professional training, there is often a crisis of professional choice, during which students experience disappointment in their profession. There is dissatisfaction with certain academic subjects, doubts about the correctness of professional choice appear, and interest in studying decreases. The increasing professional orientation of academic disciplines reduces the dissatisfaction that arose at the beginning of training, so the crisis of revision and correction of professional choice at this stage does not always reach an acute phase. But the change in the social situation of development and the restructuring of the leading educational and professional activity into a professionally-oriented one allow us to distinguish it into an independent normative crisis of professional development of the individual.

After completion of professional education, the stage of professional adaptation follows. Young professionals are starting to work independently. The development situation is changing: new requirements arise in independent professional activity, and a different social role must be mastered. The main reason for the crisis of adaptation is the discrepancy between real professional activity and formed expectations, and this is followed by a crisis of professional expectations. It is expressed in dissatisfaction with the organization of work, its content, job responsibilities, industrial relations, working conditions and wages. In the productive line, there is an increase in efforts to overcome the differences that have arisen, in extreme form, if it is impossible to reconcile reality and expectations, it is possible to dismiss a young specialist (Zeer, 2015; Hsieh, 2010; Pinskaya, Ponomareva, Kosaretsky, 2016).

We will limit ourselves to describing these stages of professional development, since our task is to study the features of professional identity during the period of study at the University. The stage of professional training is one of the key stages in the process of forming a professional identity. According to the above periodization, the study of the student period is one of the most important for understanding the formation of identity, which includes three normative crises of professional development. Professional development during the training period should end with the professional position building. This position allows the subject to independently implement the corresponding activity and be implemented in it. The description of professional identity options formed by students after graduation will allow predicting potential problems of employment and adaptation (Zeer, 2015; Klimov, 1996; Bliss, 2015; Goldie, 2012; Nino, 2012).

J. Marcia points out that the crisis in the development of identity is more characteristic of the constructed identity, that is, the situation when a person makes decisions and implements them in
the environment. The other way – assigned identity – is characterized by a passive gradual awareness of the elements of the environment. Therefore, along with mature identity, there may also be less mature forms of it: diffuse identity, moratorium, and stopped (premature) identity. Diffuse is a state of identity in which the subject does not have strong goals, values, and beliefs and does not actively try to form them. In other words, the person has neither ever been in a state of identity crisis, nor is unable to solve the problems that have arisen. Diffuse identity is accompanied by negative states (apathy, alienation, anxiety, feelings of helplessness, etc.). A moratorium is a state of identity crisis with an active search for ways to resolve it. A person is in a state of searching for information that is useful for resolving the crisis, and in the early stages of this search, he experiences feelings of joyful expectation and curiosity. In a state of premature (stopped) identity, a person simply makes a commitment, without making a choice, without comparing alternatives. Therefore, his system of values and beliefs may or may not coincide with those required to fulfill its obligations. Even if there is a coincidence in this way of forming an identity, other people's expectations are reflected, so this type of identity can be temporary. If there is a discrepancy, this path of professional development is a dead end (Korolenko, 2000; Charina, 2016).

In the works of Klimov, the following idea is formulated. In modern conditions, when the implementation of many labor actions is carried out with the help of technical means, the idea of the professional process is not fully formed, so the formation of identity may not be realized all the way through. The more important role is played in choosing a profession by its social image (Klimov, 1996). That is, the choice of profession and the formation of professional identity is primarily a choice of social environment and identification with a certain group (Krasilnikova, 2017).

In the concept of professional identity / marginalism, this phenomenon is considered in the system "an individual - profession - society". That is, identification mechanisms are related not only to the individual, but also to society and the specifics of the profession. Professional identity in this system is considered as a subject-social-activity correspondence, namely, identification with activity (instrumental identity), identification with society (external identity), identification with oneself (internal identity) (Ermolaeva, 2017). Due to the openness of the professional identity system to the influence of social factors, the criteria of professionalism can be "blurred" and go beyond the socially acceptable limits, the connections of the elements of the "individual – profession – society" system are destroyed, which is the phenomenon of professional marginalism. The processes of marginalization are especially active in situations of change, in particular when new mass needs for professional services are actively arising, but when there are no criteria for evaluating them in the mass consciousness.

The types of professional marginalism are:

- Person-Profession (professional marginalism in the workplace);
- Person-Society (social marginalism of the professional);
- Profession-Society (marginalism of the profession in society);

Thus, professional identity and professional marginalism are two extreme manifestations in the continuum of the subject coherence, activity and society in the professional sphere.

In the study conducted in 2019, the goal was to determine the features of professional identity – namely, the components of identity and the level of its formation - in graduates of FSSFEI HE "NESU".

METHODS

The study was conducted in 2016 and in 2019 in the spring (pre-graduation) semesters of study. The total selection size is 54 people studying in various fields and specialties (Charina, 2016).
The study was conducted using two methods. Questionnaire "Identity-marginalism" by Yermolayeva consists of 56 questions that reflect the leading relationship of a professional: professional and society, society and profession, person and profession. The first two types of relationships are represented by one scale each, the third by seven scales: status and dynamics; motivation; professional action; career; morality; alternative choice; to be or to show off. Scales act as components, aspects of marginalism. The answer is to choose an approval from the three suggested options. According to the results of the elections, the overall level of identity and the level of expression of certain features – components of professional identity were determined. Evaluating the degree of commitment to a particular position in points allows you to use testing data for statistical analysis.

Table 1. Results of research on the level of professional identity

| Field of study / specialty | Professional and society | The society and the profession | Person and profession: professional status and dynamics | Person and profession: professional motivation | Person and profession: professional action | Person and profession: career | Person and profession: the moral | Person and profession: alternative choice | Person and profession: "to be or to show off" | Total score |
|---------------------------|--------------------------|-------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------|----------------|----------------|----------------|-------------|
| 2016                      |                          |                               |                                 |                                 |                                 |                |                |                |                 |             |
| Through all the selection list | 15.5                    | 12.3                          | 14.9                            | 15.1                            | 15.03                           | 14.8           | 14.2           | 15.1           | 12              | 91.9        |
| 2019                      |                          |                               |                                 |                                 |                                 |                |                |                |                 |             |
| Through all the selection list | 12.3                    | 13.2                          | 15.7                            | 16.0                            | 15.6                            | 13.4           | 15.4           | 12.5           |                 | 104.1       |
| "Psychology", 4th year of studying, (6 people) | 6.5                     | 13                            | 17                              | 17.7                           | 16.3                            | 14.6           | 16.3           | 10.6           |                 | 109.5       |
| "Philology", 5th year of studying, (13 people) | 16.2                    | 11.5                          | 15.9                            | 16.1                            | 14.6                            | 15.8           | 13.1           | 16.2           | 12.5           | 103.1       |
| "Mining", 5th year of studying (6 people) | 14.2                    | 15                            | 14.3                            | 14.3                            | 14.2                            | 14.6           | 12.6           | 13.7           | 14.3           | 99.6        |

* To be able to correlate quantitative data on certain aspects of identity, the scores on the scale are doubled, since the number of questions in it is half as many.

Possible ratings for the "Identity-marginalism" method range from 56 to 168 points. There are no standard values for the test. The analysis determined the upper and lower quartiles of the theoretically possible data spread. High scores indicate high marginalisation (above 140), low scores (below 84) indicate high identity.

The overall score according to the method of E.P. Yermolayeva in the 2016 and 2019 studies indicates an unformed professional identity in graduate students. At the same time, by 2019, there was a slight insignificant decrease in the indicator (calculated using the Mann-Whitney U-test, U=33.5, with p=0.005).
The main components of identity in 2016 were "Person and profession: "To be or to show off" (12) and "Society and profession" (12.3). In 2019 - "Professional and society"(12,3) and "Person and profession: "To be or to show off" (12.5). The aspect of "People and profession: "To be or to show off", which has the greatest impact on the formation of the identity of graduates in both periods of the study, is associated with job search, CV preparation and relations with the employer, so the appearance of this aspect as the main one in the identity structure is natural. At the same time, graduates are focused on presenting honest information about themselves. Assessments on the "Society and profession" aspect record the graduates' awareness of the importance and relevance of the profession in society, the importance of personal contribution to the professional in the development and strengthening of the significance in the profession. Assessments on the "Professional and society" aspect are related to the personal responsibility of the professional, the desire to perform the work as well as possible, legally and effectively.

Aspects that reduce the level of identity, and therefore are sources of potential marginalization, in the 2016 study were "Professional and society" (15.5), "Person and profession: alternative choice" (15.1), "Person and profession: professional motivation" (15.1). In the 2019 study, these aspects were "Person and profession: professional motivation" (16.0), Person and profession: professional status and dynamics (15.7), Person and profession: career (15.6). That is, the "Professional and society" aspect has changed its position: from the main component of the identity of graduates it has moved to the position of a factor that reduces identity. High indicators for the "Person and profession: professional motivation" aspect (found in both periods of the study) are associated with a pragmatic assessment, the profitability of the profession, and the readiness to change the profession due to disappointment in it. The responses of the subjects on the aspect "Person and profession: alternative choice" (specific for graduates of 2016) fix a high income as the main advantage of the profession and the willingness to easily change jobs for higher earnings. The aspect of "People and profession: professional status and dynamics" (2019 selection) is related to the assessment of one's place as a professional. Assessments of the subjects indicate that they consider their role in the profession as barely noticeable, prefer stability of conditions and control of activities from the outside. In the aspect of "Person and profession: career" (2019 selection), the responses indicate a desire to invest less effort in work, not to commit excess actions without guarantees of encouragement, to move up the corporate ladder (it is not necessary to improve professionalism).

RESULTS

Incomplete formation of professional identity in University alumni may not be an alarming symptom. The decrease in the level of identity can be an indicator of the crisis of professional choice that is experienced in the last years of studying, associated with an early change in social status.

In the content of aspects of professional identity of University alumni, the parameters that increase and decrease its level are fixed.

The essential contribution of the "Person and profession" aspect is a natural reflection of the current situation of choosing a future job: "To be or to show off" in the professional identity formation of graduates in different years. This aspect also captures the behavioral strategies that are characteristic of identical professionals: an adequate self-assessment of their capabilities, honest dialoging with the employer.

The aspect of "Society and profession" as a component of identity for graduates in 2016 fixes the social and professional balance, reflection of the social meaning of the profession by graduates, its positive image in society. In other words, the professional community is evaluated positively and is attractive. This aspect lost its significance in 2019. However, the picture differentiated by fields of study and specialties indicates that this aspect plays the opposite role in different groups of subjects.
In the group of graduates of Philology faculty, it retains its high contribution to the identity formation. And, on the contrary, in the group of graduates of the specialty "Mining", it is a factor of potential marginalization and indicates a certain socio-professional imbalance, a discrepancy in the social model and the social purpose of the profession. Perhaps after passing the students’ practice at mining enterprises of the Magadan region, the basic engineering tasks – the design of structures used for opening mineral deposits, the development of control systems for mining processes, were not performed. The engineering work was reduced to routine operation, routine monitoring of processes, which caused a feeling of underestimation, inapplicability of the accumulated knowledge in the current situation. Specific to the 2019 selection is the high contribution to the identity formation of the "Professional and society" aspect. However, its position is ambiguous when dividing the selection into professional subgroups. In the group of graduates of the field of study "Mining", it occupies a neutral position. In the group of graduates - teachers (foreign languages) is not an aspect of identity, but a factor of potential marginalization, that is, it fixes the situation of individual social imbalance, the gap between the social function and the significance of work, which leads in extreme forms to the rejection of social and professional identity. We assume that this imbalance is a result of the reluctance of graduates of this field to work as teachers, which they, according to their diploma, receive. That, on the one hand, reflect the existing problems of the modern education system and the reluctance of young professionals massively to sign on in an educational institution, and, on the other hand, features of the selection are fixed: the subjects are students enrolled in "foreign languages", more willing to identify themselves with the professional community of philologists-translators, as it requires additional efforts (training, certificating, etc.) This aspect received the status of a component of identity due to its position in the group of graduates of the "Psychology" field of study. A small group whose members are aware of the high moral responsibility, client-oriented profession of psychology, needs to comply with many ethical restrictions in the work. This aspect reflects a high personal contribution and personal responsibility for the result of work, which is demonstrated by a group of graduate psychologists.

A common factor for both selections and most subgroups of potential marginalization is "Person and profession: professional motivation". This factor is related to the assessment of the opportunities that the profession provides for growth, the difficulty of acquiring it, and expectations from it (including expectations of good working conditions and profitability), that is, a certain "cost/result" ratio. This aspect of marginalization captures the frustration in the profession, focusing only on its profitable side or the randomness of professional choice. The only subgroup that does not have high indicators for this aspect is the graduates of the field. "Mining". These results can be explained by two reasons. Frustration can be a manifestation of a crisis of professional choice revision, which is consistent with the general low level of identity and corresponds to the current situation of graduates. As well as the specifics of the selection, namely, the belonging of the professions "Teacher" and "Psychologist" to the group of not the high-paid professions, which graduates already know. Another reason may be the awareness of a certain lack of professionalism for independent work (for psychologists due to high moral responsibility, for philologists for the reason described above: the desire to link their professional activities with the activities of a translator, but the lack of opportunities to do without additional training and certain qualification).

Thus, the "Person and profession" aspect is common to the selections: "To be or to show off" as one of the basic components of identity and the aspect "Person and profession: professional motivation" as a potential source of professional marginalization.

DISCUSSION

The results are specific in subgroups of subjects of different professional orientation.

Specific aspects of professional marginalization in the group of psychology students in addition to the described "Person and profession: professional motivation" are "Person and profession:
professional status and dynamics" and "Person and profession: career". The subjects ' preference for external control, permanency, and algorithmic activity are associated with self-doubt as a professional, a sense of unpreparedness for independent work (crisis manifestations), which in extreme form and in combination with passivity, unwillingness to make efforts to improve professionalism can lead to a change of profession, leaving it when faced with difficulties. The consistency of aspects of identity / marginalism indicates the presence in this subgroup of students of awareness of high requirements for a professional psychologist, and their great responsibility for the results of work, the need to follow moral and ethical standards. In combination with the lowest indicator of professional identity among the subgroups, this indicates that there is no transition from the critical to the post-critical phase, that is, it is difficult to find ways to overcome the crisis manifestations described above.

Specific aspects of professional marginalization in the group of graduates - teachers (foreign languages), in addition to the described "Professional and society" and "Person and profession: professional motivation", is the aspect "Person and profession: alternative choice". It indicates the search for prestige and profitability, the ease of changing the profession when more favorable conditions appear. The combination of aspects of identity/marginalism in this group captures the rejection of the professional community, pragmatism in the professional sphere. The crisis of professional choice revision recovery can be carried out professionally-neutrally (search for other values and meanings that satisfy the subject in the profession) or destructively (through rejection of the profession or formal performance of functions).

The two subgroups mentioned above have similarities in a number of aspects of identity/marginalism. The most specific subgroup is graduates of the field of study "Mining". The subgroup has the highest indicator of professional identity relative to other groups in the selection. The aspect that has the greatest influence on the formation of identity in this group is "Person and profession: morality", and the aspect that indicates potential marginalization is "Society and profession". Graduates of this specialty highly appreciate their own profession, are focused on preserving the principles for the common good. The problem for them is the underestimation of the profession by society. The crisis of professional choice revision is not clearly visible or has already been partially overcome positively.

CONCLUSION

This study recorded the experience of graduates, regardless of the normative crisis professional orientation in professional choice revision. This is confirmed by an unexpressed professional identity in all test groups and the presence of common aspects of identity formation/marginalization.

In groups of graduate students, there is a specificity of identity formation associated with the characteristics of profession, its social assessment, which is fixed by the components of identity in different subgroups of subjects.

The common reason for the decline in identity among graduates is a pragmatic orientation, the search for high incomes, which is confirmed by assessments on the aspect "An individual and profession: professional motivation". This request is not always met at the first stages of independent work in the profession. Therefore, there may be problems of graduates with employment, which, combined with the difficulties of independent activity at the initial stage, living through a crisis of professional adaptation, can lead to changes of employment and in an extremely negative case - a complete departure from the profession.

In addition, it can be stated that this method is quite sensitive to fix the problem areas of identity formation in students.

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