

GENESIS OF THE PSYCHOLOGICAL-PEDAGOGICAL CONCEPT "PROFESSIONAL IDENTITY"

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As a result of processing a sufficient number of psychological and pedagogical literature on the issue of defining the concept of "professional identity", we have identified that researchers perceive professional identity in different ways, very often through the lens of the topics of their scientific research, although such different points of view regarding the interpretation of the concept allow us to define common features and on the basis of them to define the definition of professional identity. The purpose of the article is to study the process of developing the concept of "professional identity" through the prism of different views of scientists.

Priority principles for choosing a profession should be the principles that help to choose the future profession, namely the principle of assistance in choosing a profession. When choosing a future professional activity, the following factors must be taken into account: the future profession should be of benefit to society; the purpose of primary schools is to develop a horizon, not a profession; the purpose of high schools is to provide information about different professions; the choice of profession should be based on the ability of individuals, not the requirements of the labor market.

The following stages of formation of professional identity of students of higher education are distinguished: 1) formation of judgments about the professional environment and the chosen profession; 2) approval or rejection of one's future profession; 3) identification of oneself in the professional community.

The factors that influence the formation of professional identity are identified. In the first place those are the personal factors that are related to one's own abilities, skills, activities, reflexivity, etc. The second position is occupied by external or objective factors related to professional requirements that regulate students' professional self-determination and personal-professional style. And the third position, according to scientists, belongs to the objective-subjective factors, which depend on the influence of the organization of professional environment.

Positive and negative factors that influence the result of professionalism of specialists are described. The positive factors include the humanization of education, the acmeological approach, the socio-psychological context of professional activity, the specificity of the profession, individual and psychological characteristics of the individual. Negative factors are the formalization in education, neglect of social and psychological features of professional activity, the existence of crisis situations in professional activity, the presence of professional deformations, marginalization processes. There are different definitions of the concept of "professional identity".

Some scholars view it through the achievement of professional self-determination, others through professional development, psychologists present definitions in the context of professional self-awareness. As a psychological category, professional identity is the relation of a person to a particular profession. But different approaches do not oppose, but complement the definition. Most researchers seek to define professional identity through the awareness of themselves as specialists and through an assessment of the professional environment in which a person performs, analyzes and predicts his or her professional activity.

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