

# The image of a professional psychologist in the context of professional identity of students from Russia and Kazakhstan

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**Abstract.** The article considers the identification of students' ideas about the professionally important qualities of a qualified psychologist and the compliance of his/her own personality traits with the help of the modified method "Personal Differential" developed by C. Osgood. As a result of the analysis of the psychologist's dominant qualities identified by students, the profile of the personality of a qualified psychologist in the representation of students from the border regions of Russia and Kazakhstan is presented.

**Keywords:** professional psychologist, professional identity, personality, traits

## 1. Introduction

The problem of borders, boundaries, border areas always attracts the attention of researchers. Of course, the issue of the Russian-Kazakh border has never been only geographical. First of all, it relates to the cultural sphere, referring to the mental boundaries, the confrontation between the mentality of the European and Asian. Scientists are interested in issues relating to the similarity and delimitation of geospace from the standpoint of the psychological and pedagogical formation of national identity, professional identity in the adjoining territories. The problem of professional identity remains one of the key in Psychology. Any borders are mobile; moreover, the boundaries between professionals of different nationalities are conditional in the formation of competences in the process of receiving education. Formation of a professional includes the formation of professional identification as the foundation of professional self-awareness. We believe that in the border areas, the points of contact between the peoples of Russia and Kazakhstan in mastering the profession are most clearly seen.

## 2. Literature

A competence-based approach to the formation of a specialist requires the development of specific competencies specified in the educational standard in the process of obtaining higher education. At the same time, the development of specific competencies set by the standard of higher education is carried out through the formation of a basic level of professional knowledge and skills, the corresponding level of development of professionally significant processes and properties, as well as the development of personal and professional qualities of students and future psychologists.

Analysis of the scientific literature shows that studying the issues of professionalization of the personality of students, domestic psychologists [3, 4, 5, 6] analyze them in the following context:

- Determinants of the process of the subject's professionalization (K. A. Abulkhanova, V. A. Bodrov, A. T. Rostunov);

- The value of the makings, abilities, orientations, interest, motives in the professionalization (E. A. Klimov, K. K. Platonov, B. M. Teplov, V. D. Nebylitsin);
- Personal qualities, psychological and character features in the formation of professional qualities and professional readiness (A. G. Asmolov, A. V. Zeer, E. A. Klimov, V. S. Merlin);
- System and conditions of formation and development of professional, ready for professional activity (B. F. Lomov, E. A. Klimov, V. S. Merlin, V. I. Morosanova, L. M. Mitina);
- Professional self-actualization, serving as an operational analogue of personal maturity (I. V. Vachkov, L. Ya. Gozman, L. A. Korostyleva, I.V. Solodnikova);
- Student age as a period in the development of personality (B. G. Ananyev, L. N. Granovskaya, M. D. Dvoryashina, T. V. Kudryavtsev, N. M. Peisakhov, M. V. Romanova, V. A. Yakunin);
- The structure of professional identity, especially its formation (D. G. Dyakov, N. L. Ivanova, L. B. Schneider, Yu. A. Kumyrina, E. P. Ermolaeva).

In addition, the authors consider the formation of the professional identity of the subjects of various professions: economists (A. A. Shatokhin), lawyers (Yu. A. Kumyrina), officers (V. F. Ulyanov, I. B. Subbotin), teachers (L. V. Klimenko, A. A. Rean), psychologists (E. G. Efremov, A. A. Derkach, E. A. Bykova, N. A. Aminov, M. V. Molokanov) [3].

We are impressed by the approaches to professional self-consciousness, combining the above determinants and forming the professional views of the subject [3]. So L. B. Schneider considers professional identity, revealing the structure, genesis, dynamics as a “peculiar mentality”, a sense of their professional competence, independence, self-efficacy, the experience of professional integrity and certainty [8]. A. K. Markova integrates the professional worldview, the subjective concept of professional work, the understanding of the severity of professionally important qualities among professionals and other people, comparison of oneself with a certain virtual ideal or a specific specialist; knowledge of assessing yourself as a professional from colleagues [6]. E. F. Zeer considers professional identity through the concept of a professional “image of yourself”. It contains stereotypes, the uniqueness of one’s own “I”, the awareness of one’s identity with the professional image of “I” [5].

Consequently, the image of “I” acts as a way of manifestation of professional identity and includes in it a holistic system of assessment characteristics and associated behavioral manifestations. We believe that professional self-awareness is specific in content for the subject of professional activity and projects all the structural and dynamic components, phenomena of self-consciousness onto the professional activity of an individual. The mechanism of professional self-awareness is a professional reflection.

### **3. Materials and Methods**

The key goal of our research is to identify the psychological characteristics of the image of a professional psychologist as a component of the professional identity of psychology students in the direction of undergraduate training. Our research subjects include the features of the psychological characteristics of the image of a professional psychologist in the professional identity of psychology students in border regions of Russia and Kazakhstan. The method of semantic differential and the method of “Personal Differential” developed by C. Osgood are the leading research methods used. Data processing includes an assessment of primary statistics, a comparison of differences in the severity of traits, as well as a correlation analysis. The program “SPSS 23.0” was used for statistical data analysis. The criterion for the selection of research methods was that the distribution of the initial data corresponded to the normal distribution, which implies the use of parametric statistics methods along with the interval nature of the scales.

76 psychology students of the Altai State University (Barnaul) and the Educational Institutions of the Kazakh Humanitarian Law Innovation University (Semey) took part in the research. The novelty of the study lies in comparing the image of a professional psychologist with the expectations and ideas of students from Russia and Kazakhstan, from two border regions, and in using the methods of mathematical-statistical data processing. Exploring students’ ideas about the professionally important

qualities of a psychologist’s personality, we determined how the perception of a psychologist changes depending on the territory of the border region, on the accumulation of special professional knowledge and skills necessary for the work of a psychologist.

#### 4. Results

As a result of the analysis of the dominant qualities of a qualified psychologist identified by students, the group of qualities of the personality’s emotional and moral sphere received the highest rating, regardless of the region of study (Table 1).

**Table 1.** Assessment dynamics of the a qualified psychologist’s dominant personality traits among students from different regions of study, %.

Personality quality	Students from Kazakhstan	Students from Russia
Qualities that reflect the activity of the individual	50.4	32.3
Qualities of a volitional sphere of personality	26.1	25.4
Communication skills	53.2	39.2
Qualities of the emotional and moral sphere	57.8	49.1

Students give priority to such qualities of this group as “charming,” “conscientious,” “fair,” and “honest”, which is probably evidence of the importance of following ethical principles in psychological activity. Qualities of volitional sphere of personality, which received the smallest percentage of choices among students of both groups: “relaxed,” “calm,” and “deadpan”. Among the communicative features of the personality of a psychologist, the following qualities were highlighted: “talkative,” “friendly,” and “sociable”. Among the qualities reflecting the activity of the personality, the following qualities received the highest percentage of the elections: “independent,” “energetic,” and “decisive.”

Analysis of the data in the assessment of bipolar qualities, which are called by the students of both groups as indifferent to a professional psychologist and rated at 0 points, allows us to conclude that a pair of “unruffled-irritable” features has almost the same number of choices (28% for students from Kazakhstan and 28.57% for students from Russia). But among students from Russia, the pair “stubborn-compliant” is 53.57%. Also, it is 25% for the “relaxed-tense” pair, 21.43% for “dependent-independent”, and 21.43% for “fair-unfair.” Whereas among students from Kazakhstan, the pairs of “dependent-independent” and “callous-responsive” traits were selected by 16% of all respondents. We associate this difference with the age of the respondents (the age of the interviewed students from Kazakhstan is 18-33 years old (21 on average); from 21 to 45 years old from Russia (26 on average). In the “stubborn-compliant” and “relaxed-stressful” pairs, the increase in the number of choices depending on the age of the students is traced, regardless of the region of their training. This indicates that the students in the learning process have an ideal image formed by a psychologist with a certain set of personal qualities. As a result of growing up, the students increasingly note these bipolar personality traits, which are included in the ideal image of a psychologist, as unnecessary in the professional work of a psychologist. The results depending on the region of study can be presented in the form of Table 2 by the levels of distribution of personal qualities of a qualified psychologist.

**Table 2.** Distribution of personal qualities of a qualified psychologist, according to the survey results depending on the region of study (semantic differential method of C. Osgood), %.

Students	Evaluation			Strength			Activity		
	H.L.	M.L.	L.L.	H.L.	M.L.	L.L.	H.L.	M.L.	L.L.
Kazakhstan	40	52	8	8	48	44	8	52	40
Russia	35.72	53.57	10.71	3.57	64.29	32.14	3.57	39.29	57.14

Notes: H.L. – high level, M.L. – medium level, L.L. – low level.

The greatest deviation is observed in the variables “strength” and “activity” at the middle and low levels. The calculation of differences (Student’s t-test,  $p < 0.05$ ) clearly demonstrates insignificant statistical differences for the variables “valuation,” “strength,” and “activity.” The average for the variables “evaluation,” “strength,” and “activity” in the group of students from Kazakhstan was significantly lower than the average values of the corresponding variables in the group of students from Russia. The absence of significant differences here can be explained by the high similarity of the assessment of their images from the environment as a manifestation of congruence characteristic of professional psychologists. For a more complete disclosure of the specifics of the data obtained as a result of the analysis, the correlation coefficients between the indicators “evaluation,” “strength,” and “activity” were calculated in each of the groups of students. A direct average dependence was found between the indicators “strength” and “activity” for the students from Kazakhstan (0.6) and Russia (0.54). In addition, the average level of dependence was revealed in the group of students from Russia between the indicators “evaluation” and “strength” (0.52).

Gender, marital status, presence of children do not significantly affect the formation of the image of “I am a professional” among the students from different regions.

## **5. Discussion**

In the first years of study, the image of the psychologist as a subject of professional activity is formed among the students. Then this image of an ideal professional will be more specific. With certain time, these student more clearly represent the personal profile of a psychologist in professional activities, their self-knowledge grows, and the student’s self-development in the process of professional identity becomes more effective [2, 4, 5, 6].

Awareness of personal professional identity is an important fundamental resource for the development of self-awareness [3]. Accordingly, the work on understanding and shaping the personal qualities of a professional psychologist should be included in the task of the educational process of future psychologists, regardless of the region.

While getting a higher education both in Russia and in Kazakhstan, the students realize themselves as the future professionals. Awareness of identity with a profession is one of the aspects of a professional self-concept based on its cognitive component of the image “I am professional.” The content of the concept “I am professional” is included in the category of professional identity. In turn, professional self-awareness is seen as a component of self-identity [2]. From the perspective of the overall picture of the personal world, it is specified under the inclusion in the professional environment of the subject’s participation in professional activities, a conscious attitude to this activity and guides the professional self-determination of the individual. Formation of the image “I am professional” among students involves the process of identification with the image-ideal in their professions. At the same time, the ideal image of a professional in both Russia and Kazakhstan is the forming standard in professional self-awareness.

## **6. Conclusion**

Identity formation is a long process in which all the components of professional self-consciousness must be taken into account, creating special conditions in the educational process. A university is an environment where an organized process of personal identification with a professional image takes place.

Professional self-consciousness is formed by the subject’s ideas about himself, as a professional, about his/her professional activity, involvement in the professional environment, in relations with colleagues and clients. For the purposeful formation of professional ideas, the educational process at the university should be organized in a certain way. So that the created conditions contribute to the formation of the student’s independent decision-making of cognitive, communicative, moral, organizational professional tasks in a didactically created social experience. Changes in professional perceptions should serve as criteria for the formation of professional self-awareness, regardless of the national or territorial component, taking into account immersion in vocational education [7]. It is important to note that we are testing new mechanisms, technologies in the education of future

psychologists in the process of cross-border cooperation, understanding and critically analyzing the experience gained in preparing students.

Thus, the professional development of a student, the formation of a system of professional knowledge, skills, and abilities is the harmonious development of an individual participating in socially significant social relations, primarily. It requires the activity of the student himself. Naturally, the training of a professional who knows how to work with the people of different nationalities and the development of the image of a competent psychologist in the process of getting higher education sets the task of forming a cooperation system for the cross-border higher education institutions. In this situation, it is the psychology of a professional, creative-minded specialist who would contribute to the development of cross-border forms of cooperation between Russia and Kazakhstan.

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