

Artículo de investigación

The dynamics of psychology students' professional self-identity: the results of the empirical research

Динамика Психологической Профессиональной Самоидентификации Студентов:
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Dinámica de auto-identificación profesional psicológica del estudiante: Resultados de la
investigación empírica

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Abstract

The article presents the results of the research on psychology students' professional self-identity. The study was aimed to identify the specific character of the links between professional self-identity parameters (such as self-attitude, academic motivation, level of aspiration, career and life-purpose orientations) of the first-, second-, third-, fourth-year psychology students and to find out the distinctions between these parameters in different years of study at university. The experimental sample consisted of four groups of psychology students from different years of study aged 17-23, the sample size was 137 students ($M = 20.3$, $SD = 1.2$). The research methods included "Career Anchors" questionnaire by E. Schein, "Motivation to success" questionnaire by T. Ehlers, the self-test questionnaire for self-attitude diagnosing by V.V. Stolin and S.R. Panteleeva, A.A. Rean and V.A.

Аннотация

В статье представлены результаты исследования профессиональной самоидентификации студентов-психологов. Исследование было направлено на выявление связей между профессиональными параметрами самоидентификации (такими как самооценка, академическая мотивация, уровень стремления, карьерные и жизненные ориентации), а так же на выяснение различия между этими параметрами в разные годы обучения в университете у студентов первого, второго, третьего и четвертого курса. Экспериментальная выборка состояла из четырех групп студентов-психологов разных лет обучения в возрасте 17-23 лет, размер выборки составил 137 студентов ($M = 20,3$, $SD = 1,2$). Методы исследования включали опросник «Карьерные якоря» Э. Шейна, опросник «Мотивация к успеху» Т.

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Yakunin's technique for diagnosing students' academic motivation, V.K. Gerbachevsky's questionnaire for assessing level of aspiration, D.A. Leontiev's test for determining life-purpose orientations. The statistical analysis was carried out by means of IBM SPSS Statistic 22 (H-Kruskal-Wallis, ρ -Spearman criteria). According to the research results, the links between psychology students' professional self-identity parameters change significantly with students' moving onto the next year of study and the levels of formation of students' professional self-identity parameters vary in different years of study.

Keywords: Professional self-identity, psychology students, professional self-identity parameters.

Элерса, опросник самопроверки для диагностики самооценки В.В. Столина и С.Р. Пантелеевой, Методика А.А. Реана и В.А. Якунина для диагностики учебной мотивации студентов, Анкета В.К. Гербачевского для оценки уровня аспирации, Тест Д.А. Леонтьева для определения жизненных ориентаций. Статистический анализ был выполнен с помощью IBM SPSS Statistic 22 (H-Kruskal-Wallis, ρ -Spearman критерий). Согласно результатам исследования, связь между параметрами профессиональной самоидентификации студентов-психологов существенно меняется с переходом студентов на следующий год обучения, а уровни формирования параметров профессиональной самоидентификации студентов варьируются в разные годы обучения.

Ключевые слова: профессиональная самоидентификация, студенты-психологи, параметры профессиональной самоидентификации.

Resumen

El artículo presenta los resultados de un estudio de autoidentificación profesional de psicólogos estudiantiles. El estudio tuvo como objetivo identificar las relaciones entre los parámetros profesionales de autoidentificación (como la autoestima, la motivación académica, el nivel de aspiración, la orientación profesional y la vida), así como aclarar las diferencias entre estos parámetros en los diferentes años de estudio en la universidad para estudiantes de primero, segundo, tercero y cuarto año. La muestra experimental consistió en cuatro grupos de estudiantes de psicología de diferentes años de estudio a la edad de 17-23 años, el tamaño de la muestra fue de 137 estudiantes ($M = 20.3$, $SD = 1.2$). Los métodos de investigación incluyeron el cuestionario de Anclas Profesionales de E. Shein, el cuestionario de Motivación del Éxito de T. Ehlers y V.V. Stolin y S.R. Panteleeva, Método A.A. Reana y V.A. Yakunin para el diagnóstico de la motivación del aprendizaje del estudiante, Cuestionario V.K. Gerbachevsky para evaluar el nivel de aspiración, Prueba D.A. Leontiev para determinar las orientaciones de la vida. El análisis estadístico se realizó utilizando IBM SPSS Statistic 22 (prueba H-Kruskal-Wallis, ρ -Spearman). Según los resultados del estudio, la relación entre los parámetros de autoidentificación profesional de los psicólogos estudiantiles varía significativamente con la transición de los estudiantes al próximo año de estudio, y los niveles de formación de los parámetros de autoidentificación profesional de los estudiantes varían en los diferentes años de estudio.

Palabras clave: Autoidentificación profesional, estudiantes de psicología, parámetros de autoidentificación profesional.

Introduction

The issue of the individual's professional self-identity formation and development remains one of the key issues of psychological science at present. A young person's insight into his or her chosen career is not only the process of acquiring relevant special skills; it also involves an individual's active personality development, growing accustomed to their career, accepting it

(Derkach, Nazarov, 2018; Derkach, 2018; Olkhovaya, 2007).

Since professional self-identity is directly related to the individual's mastering the professional activity aspects and self-control of their professional development (Janeryan, 2014), it is a principal source and condition for the

individual's professional productivity and development.

The professional self-identity formation shows the individual's reflection of precisely those personal qualities (characteristics), which contribute to the effective professional activity. Certainly, for the representatives of different professions such conditionality will be different, however, in general, the level of professional self-identity formation is a key factor in choosing the level of complexity of professional tasks, the course of a certain activity, professional and personal success (Borozinets, 2013).

The literature review (Barsukova, 2009; Voronina, Lukyanov, 2018; Demchenko, 2009; Kulakova, 2018; Lesin, 2018; Malyutina, 2018; Fursova, 2014; Uluöz, Yagci, 2019) has revealed that there is the need for more research into (1) the integral structure of a student's professional self-identity (usually only its individual components are studied), and (2) the professional self-identity of those who due to nature of their future career have to interact with other people and thus influence, develop or correct other people's identity and self-identity – teachers, psychologists, social workers and representatives of other helping professions.

The research into the dynamics of professional self-identity is specific due to the individual's certain professional activity. However, the general pattern of the professional self-identity dynamics occurs in the quantitative and qualitative complication of knowledge, emotional and conative substructures of professional self-identity as early as at the stage of vocational training (Kochneva, 2015). For psychology students, as the research have confirmed (Barsukova, Grigorieva, 2013; Dotsenko, et al., 2007; Kazantseva, Oleinik, 2002; Matveeva, 2004; Mironov, 2010; Poddubnaya, 1998; Skorokhod, 2017), these changes occur at different stages of vocational training and with different degrees of intensity. The heterochrony and the dynamics of psychology students' professional self-identity formation show themselves in different stages of vocational training and different degrees of intensity.

The literature review allowed us to formulate a number of assumptions that can be empirically tested:

- Self-identity is the individual's reflection and assessment of their knowledge, moral and interests, ideals

and motives of behavior, resulting in the individual's holistic self-image of themselves as a doer and a feeling and thinking individual.

- Professional self-identity includes the individual's self-concept as a member of the professional community, a professional culture carrier of professional norms, rules, and traditions of this particular professional community.
- The professional self-identity consists of the following components: the cognitive component is the initial link that forms self-identity and self-understanding; the emotional component implies a person's values-based attitude to themselves and the reality; the behavioral component includes the individual's control and awareness of their single actions and behavior in whole.
- In the professionalization process, professional self-identity structure changes, qualitatively transforming the criteria for evaluating by the individual their professional capabilities. The process of the individual's professional self-identity formation is characterized by heterochrony, unevenness and cyclic character.
- Self-attitude, academic motivation, level of aspiration, career and life-purpose orientations play a prominent role in the psychology students' professional self-identity formation and development.

Methods

The purpose of our empirical research was to compare the professional self-identity parameters (self-attitude, academic motivation, level of aspiration, career and life-purpose orientations) of psychology students of different years of study at university in order to identify the principal features of the professional self-identity dynamics.

We formulated the following empirical hypotheses to be supported during our research:

1. The psychology students' professional self-identity has a specific character in different years of study at university, which is determined by the multi-level links between its parameters – self-attitude, academic motivation, level of

aspiration, career and life-purpose orientations.

2. The levels of formation of the professional self-identity parameters of the first-, second-, third-, fourth-year psychology students vary.

To carry out the empirical research and to support the hypotheses, a sample was formed, consisting of 137 respondents – first-, second-, third-, fourth-year psychology students. Thus, the experimental sample included four groups of psychology students from different years of study aged 17-23 (average age (M) is 20.3, mean deviation (SD) is 1.2).

To diagnose the professional self-identity parameters, we applied the following set of methods.

The “Career Anchors” questionnaire by E. Schein is aimed at diagnosing the individual’s career value-based orientations. By using this tool it is possible to define leading career orientations – professional competence, management, challenge, entrepreneurship, job stability, permanent residence, autonomy (independence), devotion, the integration of lifestyles.

The method of diagnosing the individual’s achievement motivation by T. Ehlers refers to one-parameter techniques; it identifies the individual’s achievement motivation and presents it by levels.

The self-test questionnaire for measuring self-attitude by V.V. Stolin and S.R. Panteleeva is designed in accordance with the self-attitude model, which levels differ in the degree of generalization – level of global self-attitude, level of self-attitude differentiated by self-esteem (self-sympathy, self-interest and the individual’s expectations of how other people should treat him or her), the level of particular actions (willingness to act) towards the individual’s “self”.

The method of diagnosing students’ academic motivation by A.A. Rean and V.A. Yakunin is designed to obtain data on the scales of communicative, professional, social, educational motives, as well as prestige, creative self-actualization and avoidance motives.

V.K. Gerbachevsky’s questionnaire for assessing the level of aspiration diagnoses the individual’s motivational structure components including internal, competitive, cognitive motive; motivation for career change; the avoidance motive, the self-esteem motive, as well as the following scales: initiative, difficulty of tasks, the significance of results, conation, the assessment of the individual’s potential and level of results achieved, expected level of results, patterns of results and the planned level of mobilizing efforts.

D.A. Leontiev’s test determining the individual’s life-purpose orientations allows to define the individual’s life purpose using stimulus material proposed in accordance with the scales – “life goals”, “life process”, “life result”, “locus of control – me”, “locus of control – life”, “the general index of life meaningfulness”.

According to the results of the implementation of methods described, the comparative analysis of the professional self-identity parameters was carried out. To carry out this analysis we used the methods of mathematical statistics of the IBM SPSS Statistic 22 program. To solve the problem associated with the first empirical hypothesis about the specific structure of the same-year psychology students’ professional self-identity, we used ρ -Spearman correlation criterion. To confirm the second hypothesis about the differences between the groups of students, the H-Kruskal-Wallis criterion was applied.

Results

The description of the research design and methodology allows us to present and discuss the research results.

The results of diagnosing psychology students’ career strategies are presented in Figure 1

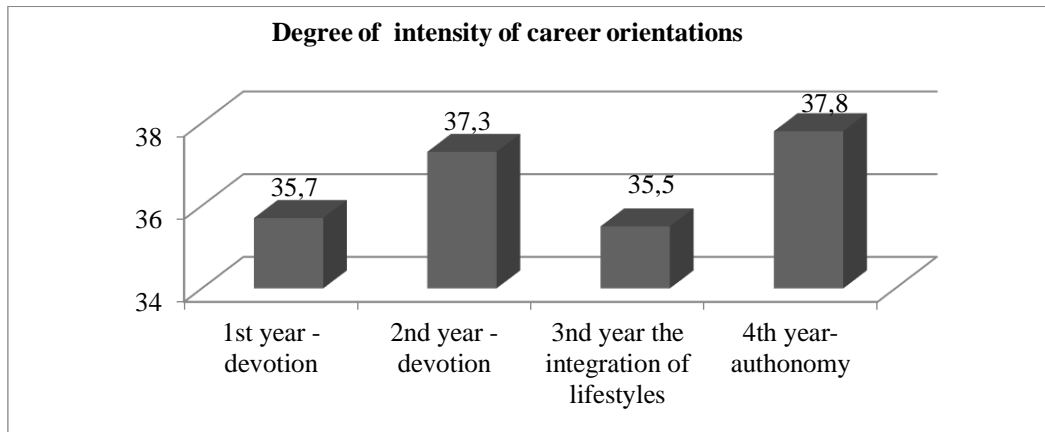


Figure 1. The results of diagnosing psychology students' value-based career orientations

As can be seen in Figure 1, the leading value-based career orientation for the first-year and the second-year students is devotion, for the third-year students – the integration of lifestyles, and for the 4th year students – autonomy. Such a change of psychology students' career values in their different years of study is associated with a shift from the value of the socially important goal for professional activity to the career freedom

and independence, which reflects students' self-awareness as subjects of their own professional activity and the professional self-identity development.

The results of studying the sample psychology students' achievement motivation parameter are presented in Figure 2.

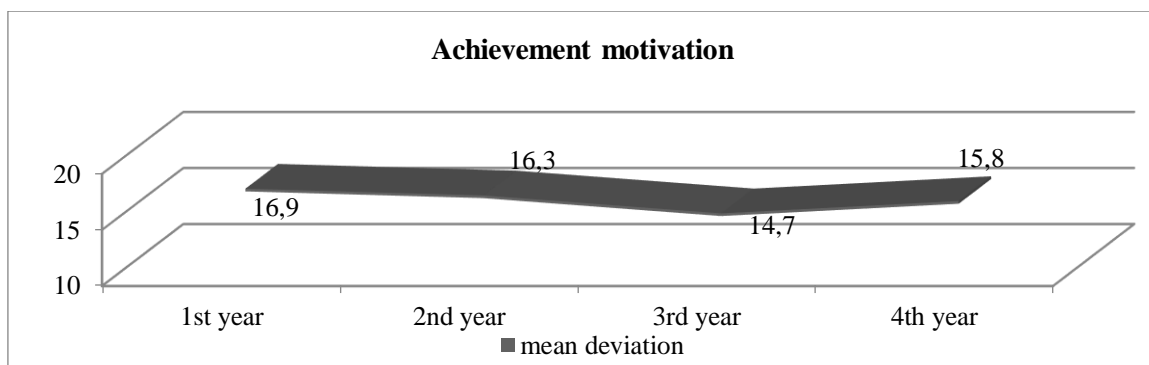


Figure 2. The results of diagnosing psychology students' achievement motivation

As can be seen in Figure 2, the achievement motivation of students of all four years of study, according to the methodology norms, is at the average level on the whole, which reveals first of all some stability of this parameter (with growth potential), which may be explained by the students' continuing cognitive and social reflection about their future career in the current constantly changing social and professional environment – the limitations of the labor market, the requirements of potential employers, the expected sources and sizes of material well-being, etc. Some decrease in the motivation level

by the third year of study and its increase by the fourth year of study reflects the so-called classical “third-year crisis of motivation” (Rean, Kolominsky, 2000) caused by doubts about the career choice, anxiety about the professional self-realization, the gap between expected and real content and organization of the learning process at university, etc.

Figure 3 presents the results of diagnosing psychology students' positive self-attitude in four groups.

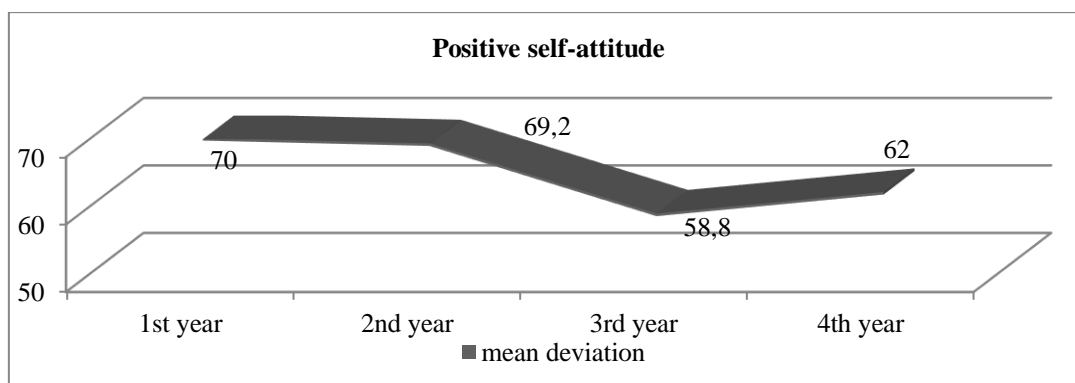


Figure 3. The results of the students' self-attitude diagnosing

As can be seen in Figure 3, on average, from the 1st to the 4th year of study, the mean deviation of psychology students' positive self-attitude remains the same. This indicates that psychology students are quite self-confident, are able to be interesting to themselves, to accept and understand themselves, to trust themselves, which is one of the principal professionally important conditions to succeed in future career. In Figure 3 above one can see a slight decline in self-attitude parameter by the 3rd year of study and its increase by the 4th year of study, which can indicate the students' doubts in their professional competence and knowledge on the

threshold of their professional activity. Although in the 4th year of study this tension decreases due to students' growing accustomed to the career practical aspects through the students' participation in work experience internship, deep insight into special professional knowledge, communication with working psychologists – potential employers, which altogether gives students confidence in their further professional self-realization.

The results of students' academic motivation diagnosing are presented in Figure 4.

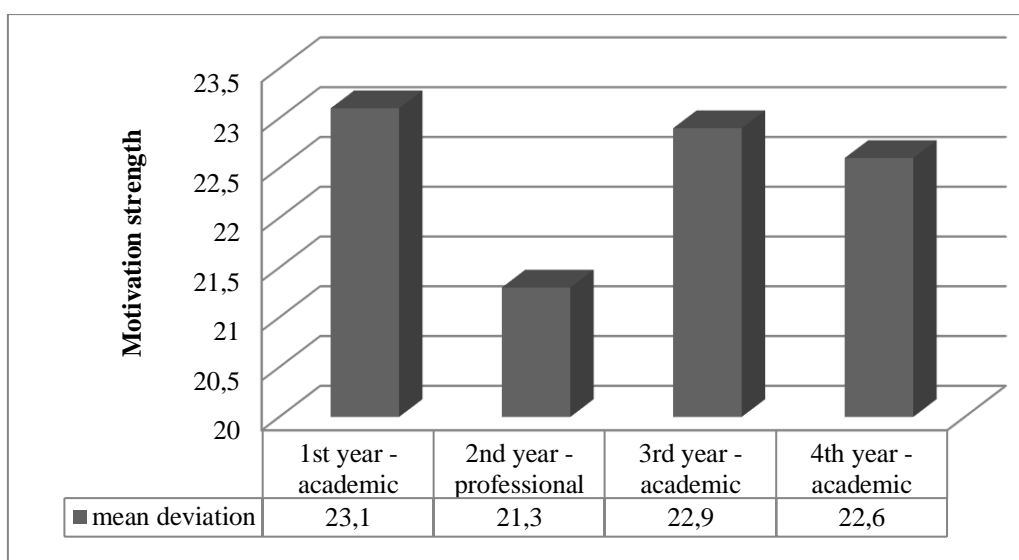


Figure 4. The results of diagnosing students' academic motivation strength

As can be seen in Figure 4, the highest academic motivation is observed in the 1st year of study, when everything is new and interesting for students. In the 2nd year of study professional motives dominate, since students, having received primary knowledge of the profession, seek to learn as much as possible about the professional activity itself, about its aspects, details, to participate in scientific forums, seminars, they begin to attend psychologist's consultations. Further, in the 3rd and 4th years of

study, the academic motive becomes dominant again, as psychology students learn more and more about their future career, and naturally more and more questions and challenges about future professional activity arise, and they require answers and solutions.

Figure 5 shows the results of diagnosing the experimental sample students' level of aspiration.

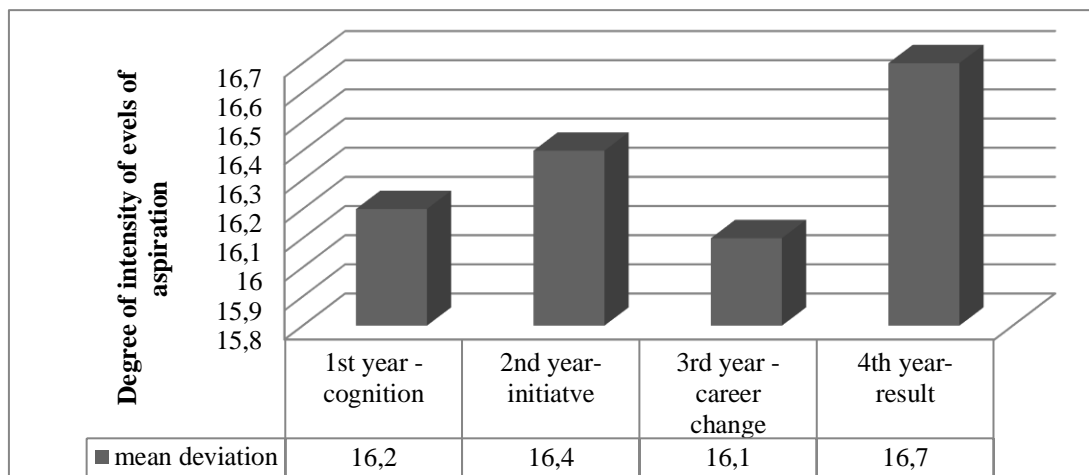


Figure 5. The results of the students' level of aspiration diagnosing

As can be seen in Figure 5, the cognitive motive characterizing students as individuals interested in the results of their activities is a pronounced component of the 1st year psychology students' level of aspiration. This component constitutes the core of the personality motivational sphere; it is a factor directly encouraging the individual to a certain type of activity, which causes the irresistible interest of first-year students to learn about their future career as much as possible. In the second year of study, initiative dominates, which expresses the individual's search activity and ingenuity in solving tasks. Having "adjusted", students are ready for bold, creative steps in learning and mastering their profession, realizing their own ideas. Most 3rd year psychology students have a motive for changing their current career, which reveals their doubts about the career choice. We have mentioned the reasons for these doubts while describing the "third-year crisis of motivation". In the 4th year of study, such a component of level of aspiration

as the regularity of the results prevails, this expresses the individuals' understanding of their own capabilities in achieving their goals. Now, being on the threshold of independent living, psychology students clearly understand where they are going to work, what they will do, and how they will carry out their professional tasks. At this stage, students are able to assess their career perspectives taking into consideration all its attractive aspects and difficulties adequately. Thus, now students begin to choose the ways of fulfilling their professional potential; improve their professional knowledge and skills; evaluate the process and results of their professional activities adequately, taking the responsibility for their realization, which results in forming and strengthening of students' professional self-identity.

The results of diagnosing students' life-purpose orientation parameter are presented in Figure 6.

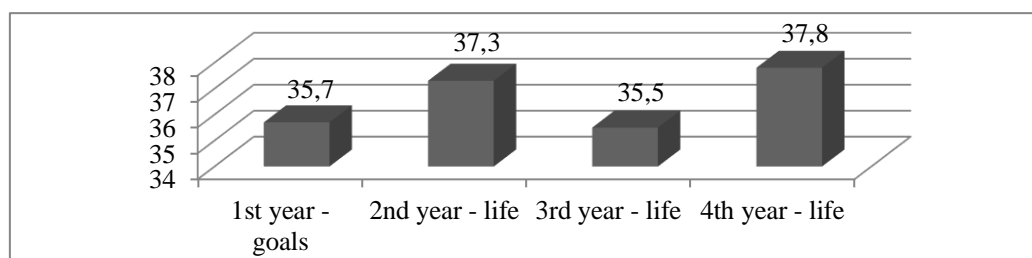


Figure 6. The results of diagnosing students' life-purpose orientations

As can be seen in Figure 6 above, first-year students' pronounced life-purpose orientation is their life goals. This scale indicates that the students have goals in future; these goals make life meaningful, provide focus and time perspective. Students of this group are determined; their plans are supported by personal responsibility for their realization. The first-year students under the first impression received from teachers and invited practical psychologists who participate in extracurricular activities, are fully devoted to the learning process and reflection on future professional activities. Further, the 2nd, 3rd and 4th year psychology students are characterized by "life" locus of control, or the controllability of life. The mean deviations are the evidence of students' conviction that a person can control their life, freely make decisions and put them into action along with the awareness that not everything depends on the individual, which reflects the ability of the individual to assess situations in the surrounding world adequately. However, there is a decrease in this parameter in the 3rd year of study, which again indicates a crisis period full of doubts about the right career choice, during which students may come to the conclusion that they have little control over the freedom of choice, and predicting the professional future is not always justified. The challenges of this period full of reflection of life-long perspectives, based on the data obtained, are successfully overcome in the 4th year of study, when students are on the

threshold of their career, which clarifies the validity of professional plans and reflects, ultimately, the formation of professional self-identity.

The presented findings and their description allow us to speak about ongoing changes in parameters of psychology students' professional self-identity structure when students complete one year of study and start the subsequent year of study. To support the first empirical hypothesis of our research on the specific character of multi-level links between self-attitude, academic motivation, level of aspiration, career and life-purpose orientations for psychology students of different years of study, we conducted a correlation analysis of students' self-identity parameters for each year of study separately. According to the obtained correlation matrices, we combined the results into tables (Tables 1–4). They show the significant links between the enlarged groups of parameters of the professional self-identity, and present the most significant links between these parameters.

The results for the first-year students are given in Table 1.

As can be seen in Table 1 below, the links have not been identified for all professional self-identity parameters – there are no links with achievement motivation parameter.

Table 1. The characteristics of the links between the professional self- identity parameters for the first-year psychology students

Scales		Self-attitude	Academic motivation	Level of aspiration	Life-purpose orientations
Career orientations	ρ	.541	.613	.518	.621
	p	.000	.000	.000	.000
Academic motivation	ρ	.428	1	.467	
	p	.003		.001	
Level of aspiration	ρ	.572		1	.725
	p	.000			.000

A more detailed analysis of the links between the parameters of the professional self-identity components reveals the intercorrelations between the scales. So, for the first-year students, the greatest amount of links are observed in the life-purpose orientation parameter (the number of links is 11) and the level of aspiration parameter (the number of links is 12), followed by career orientation parameter (the number of links is 7), academic motivation parameter (the number of links is 7), and self-attitude parameter (the number of links is 3). This fact, reflecting the specific character of the links between the professional self-identity parameters, from our

point of view, allows to define the conditional type of the first-year students' professional self-identity as "becoming" or "basal" ("conditionally professional-oriented"). This is due to the fact that students don't associate the professional success with career strategies and the academic and professional motivation, but they have a focused attention on general life plans and the formulation of personal development objectives. Table 2 shows the results of the correlation analysis of the professional self-identity parameters for the second-year psychology students.

Table 2. The characteristics of the links between the professional self-identity parameters for the second-year psychology students

Scales		Achievement motivation	Self-attitude	Academic motivation	Level of aspiration	Life-purpose orientations
Career orientations	ρ	.652	.474	.653		.438
	p	.000	.001	.000		.003
Achievement motivation	ρ	1	.528		.523	
	p		.000		.000	
Self-attitude	ρ		1		.620	
	p				.000	
Academic motivation	ρ			1	.711	.677
	p				.000	.000
Level of aspiration	ρ				1	.522
	p					.000

As can be seen in Table 2 above, there are intercorrelations between all parameters in the links of the professional self-identity parameters for the second-year students. The following parameters have the largest amount of links: the level of aspiration (the number of links is 41), the achievement motivation (the number of links is 37) and career orientations (the number of links is 34). In addition, academic motivation becomes an important parameter of the students' self-identity (the number of links is 27). It is followed by life-purpose orientations (the number of links is 12) and self-attitude (the number of links is 3). As can be seen, the structure of links between the psychology students' professional self-identity

parameters has changed both qualitatively (new parameters have been added) and quantitatively (the number of links has increased substantially). For the second-year students, therefore, conditionally, the type of professional self-identity can be called as "developing" ("academic and professional oriented"), primarily due to the increasing role of career orientations along with the level of aspiration and achievement motivation.

For the third-year students, the features of the links between the professional self-identity parameters are shown in Table 3.

Table 3. The characteristics of the links between the third-year psychology students' professional self-identity parameters

Scales		Achievement motivation	Self-attitude	Academic motivation	Level of aspiration	Life-purpose orientations
Career orientations	ρ	.652	.474	.653		.438
	p	.000	.001	.000		.003
Achievement motivation	ρ	1	.528		.523	
	p		.000		.000	
Self-attitude	ρ		1		.620	
	p				.000	
Academic motivation	ρ			1	.711	.677
	p				.000	.000
Level of aspiration	ρ				1	.522
	p					.000

As can be seen in Table 3, the third-year psychology students' structure of links between the professional self-identity parameters has changed. So, the links for the achievement motivation parameter disappeared, negative links between the self-attitude parameter and academic motivation parameter were formed ($\rho = -0.443$). In addition, the total number of links and intercorrelations has decreased: the career orientation parameter has the largest number of links and intercorrelations – 29, followed by the life-purpose orientation parameter (the number of links is 23), the level of aspiration parameter (the number of links is 21), and academic motivation parameter (the number of links is 13). Such a change in the structure of links as compared to that of second-year students' is

explained by the mentioned above third-year crisis of motivation, but it must be said that the third-year students have a clear definition of professional self-identity, a kind of specification due to the enriching ideas about future professional activity. So, career orientations are now linked with life-purpose orientations and self-attitude, and the level of aspiration is linked with academic motivation and achievement motivation, these links were not clearly expressed in the first- and second-year students' professional self-identity. In this sense, the third-year students' type of professional self-identity can be conditionally called as “growing” (“advanced professional-oriented”).

Table 4 shows the results of the correlation analysis of the fourth-year psychology students' professional self-identity parameters.

Table 4. The characteristics of the links between professional self-identity parameters for the fourth-year psychology students

Scales		Achievement motivation	Self-attitude	Academic motivation	Level of aspiration	Life-purpose orientations
Career orientations	ρ	.652	.474	.653		.438
	p	.000	.001	.000		.003
Achievement motivation	ρ	1	.528		.523	
	p		.000		.000	
Self-attitude	ρ		1		.620	
	p				.000	
Academic motivation	ρ			1	.711	.677
	p				.000	.000
Level of aspiration	ρ				1	.522
	p					.000

As can be seen in Table 4, the structure of the correlation links between the fourth-year psychology students' professional self-identity parameters is formed on career orientations,

which have the largest number of links (49). This parameter is followed by the level of aspiration (the number of links is 44), academic motivation (the number of links is 36), self-attitude (the

number of links is 27) and life-purpose orientations (the number of links is 26) according to the number of links and their importance for the professional self-identity. It is obvious that the fourth-year students, when they get out of the crisis of professional self-identity, and narrow the subject field of professional reflection, fundamentally associate their professional development with career strategies against the background of high academic and professional motivation. For the fourth-year students, thus, the type of professional self-identity can be called as “reflexive” (“career-oriented”).

To sum up the correlation analysis results, the following conclusion can be drawn: with each subsequent year of study at university, the links between the psychology students’ professional self-identity parameters such as career and life-purpose orientations, achievement motivation, self-attitude, academic motivation and level of

aspiration become more complicated, enriched and specified which reveals their interaction, coexistence and mutual influence, and proves the dynamics of the investigated phenomenon – psychology students’ professional self-identity – in the sample.

To support the second empirical hypothesis on the existence of fundamental distinctions between the professional self-identity parameters for psychology students of different years of study, we conducted the comparative statistical analysis.

The results of this analysis are given in Table 5. As can be seen in Table 5 below, there are differences in some parameters of professional self-identity between groups of psychology students, which indicates the change of parameters at different stages at university. In Table 5 only the significant differences are given.

Table 5. The differences between the professional self-identity parameters between the groups of the 1st, 2nd, 3rd and 4th year psychology students

Parameter	Professional competence	Autonomy	Job stability	Permanent residence	Internal motive	Cognitive motive	Avoidance motive
Chi-square	9,010	9,581	14,256	11,329	16,101	10,433	9,524
p-level	,029	,022	,003	,010	,001	,015	,023
Parameter	Motive for career change	The significance of results	The assessment of the level of the results achieved	The planned level of results	The expected level of results	The regularity of results	Life goals
Chi-square	21,760	9,427	23,338	9,878	33,594	12,099	7,427
p-level	,000	,024	,000	,020	,000	,007	,059

The distinctions in professional self-identity parameters can be arranged in the following groups:

- Around the career orientations parameter – the differences are identified by professional competence, autonomy, preference for job stability and permanent residence;
- In the level of aspiration parameter have been revealed differences in the internal, cognitive motive, the avoidance motive, motive for career change, the significance of results, the assessment of the achieved results level,

the planned level of mobilizing efforts, the expected level of results, regularities of results;

- In the life-purpose orientation parameter (the source of life meaning) significant differences were found in the “life goals” parameter. This parameter characterizes the presence or absence of future goals in the individual’s life, making life meaningful, providing focus and time perspective.

Differences in the psychology students’ professional self-identity parameters indicate self-identity dynamics in the process of the

vocational education. However, in such professional self-identity parameters as achievement motivation, academic motivation and self-esteem level, no significant differences have been identified.

Summarizing the arguments for a meaningful interpretation of the causes of these differences, we formulate the following theses:

- The specific ideas about future career are typical for psychology students of different years of study at the professionalization stage – from conditionally “enthusiastic and romantic” to critical and reflective;
- There is an influence of the age-psychological features typical for adolescence and youth as especially sensitive for the development of cognitive processes and the formation of interpersonal relationships, and in terms of the genesis of the processes and results of professional self-identity;
- In the learning process at university, the ideas about future professional activity are developing and this results in the formation of students’ attitudes towards their future professional activity due to cognitive reflection about the insight into the modeled content of this future professional activity;
- Moving through the professionalization stages when students complete one year of study and start the next year of study, students as subjects of educational and professional activity undergo the process of identification (disidentification) of the personal and professional spheres, which exponentially changes their attitude towards their future career.

Thus, summing up the results obtained in two parts of our empirical research, we can say that the first-, second-, third-, fourth-year psychology students have fundamental distinctions in their professional self-identity structure, appeared in specific links between professional self-identity parameters and different levels of their formation in different years of study at university.

Conclusion

The specific character of the dynamics of the individual’s professional self-identity is inevitably related to a particular professional activity. In general, this dynamic is determined by the quantitative and qualitative complication

of the content components of the individual’s learned and transmitted activity. In the process of professional development, professional self-identity is transformed meaningfully, qualitatively changing the criteria of the individual’s assessing their professional capabilities.

Self-attitude, academic motivation, level of aspiration, career and life-purpose orientations play a key role in the formation and development of the psychology students’ professional self-identity. The empirical test of this general assumption is connected with the proof of the specific character of the links between the psychology students’ professional self-identity parameters in different years of study.

The results obtained due to the specific character of the links between the psychology students’ professional self-identity parameters in their different years of study let us define the types of professional self-identity: for the first-year students, this is a “becoming” or “basal” (“conditionally professional-oriented”) type. This is due to the lack of a clear association of professional success with career strategies and academic and professional motivations, but focused attention on general life plans and the formulation of personal development objectives. For second-year students, this is a “developing” (“academic and vocational oriented”) type, because of the increasing role of career orientations along with the level of aspiration and achievement motivation. For the third-year students, this is a “growing” (“advanced, professionally-oriented”) type when career orientations are linked with life-purpose and self-attitude, and the level of aspiration is linked with academic motivation and achievement motivation. For the fourth-year students, this is a “reflexive” (“career-oriented”) type, when students narrow the subject field of their professional reflection and associate their professional development with career strategies on the base of high academic and professional motivation.

When psychology students complete one year of study and start the next year of study, the links between the professional self-identity parameters, represented by career and life-purpose orientations, achievement motivation, self-attitude, academic motivation and level of aspiration, become more complex, enriched and specified, this proves the dynamics of the phenomenon under study.

The differences between the psychology students' professional self-identity parameters are in terms of the following parameters – professional competence, autonomy, preference for job stability and permanent residence; internal, cognitive motive, avoidance motive, motive for career change, the significance of results, the assessment of the achieved results level, the planned level of mobilizing efforts, the expected level of results, patterns of results; in terms of life purposes as a reflection of life-purpose orientations. These differences are explained by students' specific ideas about their future career, the influence of age and psychological characteristics, students' insight into the modeled content of the future professional activity, students' identification of personal and professional spheres of life in order to complete educational and professional tasks.

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