
PERSONAL REFLECTION AS A MECHANISM OF FORMING FUTURE PSYCHOLOGIST'S SOCIO-PROFESSIONAL IDENTITY

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The article studies the identity mechanisms of a psychologist-to-be. In the article, the author analyzes personal reflection as one of the mechanisms of forming a psychologist's professional identity.

Key words: personal reflection, identity, socio-professional identity.

The modern society needs a new education and new specialists capable of timely responding to the public and sociocultural changes including those in the psychological service system. A *new* psychologist is ready to comprehend and reexamine his or her professional activity, and do the same in regard to himself or herself as a professional; to project and modify the strategy of professional growth in accordance with the society needs.

With all the variety of theoretical and empirical research on professional socialization, formation of professional mentality, consciousness, tolerance and empathy, etc. there is still a lack in studying one of the key mechanisms of professional self-development, i.e. the psychologist's professional self-reflection and his or her major role in it. In this respect, there arises an issue of *professional identity* development and mechanisms of its formation.

Analyzing the notion of "identity" in philosophic writings, we connect it to the notion of "sameness". The classical philosophic works by I. Scott, M. Sheller, G. Leibniz state the concept of realizing singular as diverse. Among the works of non-classical philosophy it is necessary to mention the input of M. Heidegger who viewed identity as an allness of being, and those by Lock, who associated the notion of "identity" with that of "responsibility", implying the responsibility of a person for his or her deeds based on the memory of them letting to identify the deeds as his or her own [2].

The modern psychology of identity has socio-philosophic roots, which formed the ideas of identity as sameness, wholeness, and the oneness of personality in space-time continuum. This idea in its various interpretations is tracked in the majority of scientific approaches to this phenomenon.

The study of identity forming process makes researchers find out sources, mechanisms and ways to develop social and personal identity. As such ways and mechanisms, they highlight the mechanisms of social interaction [5], the mechanisms of social comparison and identification. In a number of works, the value-based mechanism is defined as the most important mechanism of developing identity [3].

In modern study, there exists a methodological approach to the interrelation of self-reflection and identity. For instance, in the works by E. Giddence [3. P. 40] self-

reflection is viewed not as a means of developing identity, but as its separate mode — a reflexive identity, which lets a personality to reflectively ponder over its nature and social world, find out and realize itself and project its development [2]. Self-reflection is one of the means of realizing and internally accepting the social position of an individual, his or her role and behavioral peculiarities of his or her interaction with the social environment, realizing how other agents view his or her position in the social space, which provides for the development of a personality social identity.

In her thesis S.A. Drozdova [2. P.14] provides a notion of reflexive identity meaning a new personal dynamic formation, which includes personal, cognitive, emotional-regulatory, social and professional components. These components develop under the influence of operational, functional and content modes of reflection, providing a person with a positive self-perception and adequate self-esteem, having complex differentiated system of self-images and steady structure of values and life senses, as well as the capabilities of self-organization and self-development [2. P. 11]. That is why self-reflection and identity are interrelated and interdependent psychological phenomena.

Modern educational approaches and stages of a psychologist's professional development are studied in the works by A.A. Bodalev, S.E. Borisova, B.S. Bratus', E.A. Klimov [5]. It is necessary to pay a thorough attention to a consulting psychologist's personality and its forming during the continuous educational process. The formula of psychologist's activity is defined by V.M. Rozin as "the maximum of reflection and culture of thinking, the maximum of caution, and the maximum of responsibility" [7. P. 123].

The most important part of a psychologist's work is communication, and, naturally, the ability to communicate is considered the basic quality of a psychologist's professional integrity. To communicate effectively, a psychologist should discern two realities: the outer and the inner ones, that is, to have self-reflection. In communicative process it means that while releasing one's projections outward, it is vital to check their veracity by perceiving the feedback. The level of professionalism depends, first of all, on the specialist's personal growth, his or her development as a human-being, acquiring the practical wisdom, the depth, the knowledge of himself or herself, governing his or her opportunities, resources and abilities.

In the thesis by E.V. Dmitrienko [1. P. 56] it is shown that socio-professional identity of a psychologist integrates personal qualities, professional skills, value- and sense-based, and motivational spheres [1]. This type of identity manifests itself in professional activity. E.V. Dmitrienko showed the dynamics of changes in the structure of socio-professional identity at various stages of a consulting psychologist's professionalization (increase of value- and sense-based sphere significance, coherence of personal and professional motives, decrease of professional skills significance). In its development, the socio-professional identity of a psychologist at the stage of university education has a consistent pattern [1. P. 136]:

— a differentiation of a professional group, when an ability to identify with one of the groups is formed;

- a professional personalization, that is, the identification with one's community and insulation from other communities;
- professional self-orientation: when successful, it can be finished in a general form, with the beginning of a professional self-organization;
- socio-professional identity formed in full amount.

Each stage of continuous education — pre-professional, professional and post-thesis, is different from the other, brings its own doubts and requires individual solutions. Self-reflection is one of the means to realize and internally accept the social position of an individual, the role and behavioral specifics of his or her interaction with the social environment, the understanding of how other agents view their position in social environment, which provides for the development of a person's social identity.

T.T. Rybakova proves that self-reflection is an important mechanism of development and self-development of a psychologist as an agent of professional activity. Such types of psychology students' self-reflection as assuming (the general idea of a psychologist's image), comparing (comparing oneself with others), and defining (correlation of one's abilities with the professional requirements) are represented as their reflective activities [6. P.48]. Getting to a *synthesizing* type of self-reflection lets a student undergo a personalization process of study and professional activity, which is one of the development stages of a socio-professional identity.

Understanding the essence of self-reflection as a mechanism of socio-professional identity is proven by means of socio-psychological training and other methods of professional self-reflection organized development.

The development of practicing psychologists' training, establishing their professional identity can be treated not as a change in the educational direction, but as a perfection of its quality, widening the repertoire of opportunities and enhancing the education resource bank. The studies of and forming of the functional self-image and professional identity of practicing psychologists during university studies encourages the further correction of faults, and initiates the search of new landmarks in their education, goals and opportunities.

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ЛИЧНОСТНАЯ РЕФЛЕКСИЯ КАК МЕХАНИЗМ ФОРМИРОВАНИЯ СОЦИАЛЬНО-ПРОФЕССИОНАЛЬНОЙ ИДЕНТИЧНОСТИ БУДУЩЕГО ПСИХОЛОГА

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Статья посвящена изучению одного из важнейших механизмов формирования социально-профессиональной идентичности будущего психолога — личностной рефлексии.

Ключевые слова: личностная рефлексия, идентичность, социально-профессиональная идентичность.