

FEATURES OF THE MANIFESTATION OF SOCIAL IDENTITY IN THE SELF- IMAGES OF FUTURE PSYCHOLOGISTS

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Abstract

Comprehension of identity, search for an answer to the question "Who am I?" is fundamental in the life of every person. Particularly acute in modern conditions - a situation of economic and political instability, with social changes and general dynamism of life - the question of the social identity of the individual arises. Finding social guidelines helps to overcome the loss of values, meaningful guidelines, to maintain stability and identity of the individual.

Introduction

The study of the problem of social identity originates in the works of E. Erickson and G. Tajfel and develops in the domestic works of such scientists as V.S. Ageev, G.M. Andreeva, E.P. Belinskaya, M.V. Zakovorotnaya, N.I. Ivanova, N.M. Lebedeva, V.N. Pavlenko, T.G. Stefanenko, L.B. Schneider, V.A. Yadov and others.

Theoretical analysis showed that social identity is a multidimensional integrative psychological phenomenon that provides the experience of belonging to different social communities.

Social identity is characterized by transformation processes that occur under the influence of age-related development, the activity of the subject of social changes in the surrounding reality.

In social interaction, group and intergroup relations, as a result of which there is an active construction of subjective social reality, social identity is constructed. There is an opinion [2] that social identity is the component of the self-image, which, under certain conditions, gives a person a sense of his own uniqueness, self-identity, inner harmony and self-satisfaction. A person seeks to search for groups and communities that will ensure the protection of his vital interests, basic needs for self-preservation, development and self-expression and

meaning [6]. According to T.M. Buyakas, the acquisition of identity will become a condition, a basic prerequisite for the formation of the inner unity of the individual, i.e. prerequisite for the formation of a singlevalue-semantic space of the subject and the integral “image of I” [1 , p.62]. At the same time, in the research of this author, the fact is given that there are certain difficulties in the identification process, as the students-psychologists of 1-3 courses have an unformed sense of their own identity. The most common situations of violation of the self-image: a rigid image or a completely unformed image of eclectically connected different aspects of the self .

Professional identity is one of the categories of social identity. Successful entry into the social environment in the minds of students is associated with the acquisition of social (including professional) identity, awareness of their important qualities, acquisition of social, professional prospects, positive self-perception , independence, self-esteem. We, following A.V. Gordeeva, consider the professional identity of a future psychologist as a set of ideas about oneself as a specialist. It is associated with a system of values, motivation for personal growth, orients the psychologist towards the development and improvement of professionally important qualities in accordance with professional attitudes [3].

Thus, the problem of studying and creating conditions for the development of social identity of future psychologists is relevant , in connection with the ever-increasing demands of society for the personality and professionalism of a specialist in the field of psychology.

It is known that cognitive , value-semantic and motivational components can be distinguished in the structure of social identity [2]. We assumed that psychology students have interconnections between cognitive identification characteristics, value-motivational features of the self-image, and life - meaning orientations .

Thus, the subject of our research is the manifestation of the social identity of psychology students.

The aim of the study is to determine the features of manifestations of social identity in the self-images of future psychologists in connection with life - meaning orientations .

In an empirical study of these relationships, methods of observation, conversation, content analysis, testing, and the “Who am I?” Method were used. M. Kuhn and T. McPartland; “Value orientations” by M. Rokich; “Life - meaning orientations” by D.A. Leontiev, “Questionnaire of terminal values” by I.G. Senin, the scale “Tenessian scale of the self-concept” in the adaptation of II Nagornaya, O.P. Kislyak. The research was carried out with IV year psychology students. 32 people took part, including 26 girls and 6 boys aged 20-24 years.

Research results and their discussion.

The study revealed the following features of social identity.

1. According to the cognitive parameter:
 - The most significant for psychology students are identifications with small social communities - family, friends, lovers and leading educational and professional groups.
 - For psychologists in general, identifications are characteristic that correspond to all three levels of self - categorization - individual, group and personal. At the same time, some students lack the highest individual level of identification (I-human).
 - The total number of identifications professional and civil identification occupy a small space (only 9% of the total self-descriptions)
2. According to the value-motivational parameter:
 - It was also revealed that future psychologists are characterized by *value-motivational* aspirations for a high material status, for self-development and spiritual satisfaction. And also the values of love, family, friendship, self-confidence, freedom, wisdom and interesting work. The most significant sphere of life in the 4th year is study, however, professional and family spheres of life are also of high importance.
 - Students have a purpose in life and focus on the future

In the process of examining the manifestations of social identity in the images of the I, we managed to establish the following.

In the image of students' I, social (and especially family) identity at the cognitive, evaluative and behavioral level has a connection with life - meaning orientations : life goals, locus of control. A high level of significance of the connection between self-identification with a wider society and the image of the self-future, manifested in goals ($r = 0.53, p = 0.01$). Identification with society also correlates with the locus of control-I ($r = 0.44, p = 0.05$). Identifying oneself with society means the successful entry of future psychologists into society. Consideration of this parameter in connection with the focus on the future allows us to conclude that future psychologists will strive to realize themselves in social reality, to be socially useful and socially active members of society. Building a successful interaction with others is associated with an internal locus of control, that is, it depends on the person himself.

The presence of significant correlations between the categories of social identity and meaningful orientations in our study confirms the assumptions of NM Lebedeva [4]. This author believes that along with many factors of identification, the striving for meaning (meaningful orientations) induces the individual to identify with differentiated groups. The revealed connection with the locus of self-control coincides with the results of the study of self-esteem and self-confidence motivation [5].

The correlation between self-identification with the "Social I" and the value of preserving one's own individuality exists at the level of tendencies ($r = 0.37$). The importance of preserving your own self and personal boundaries when interacting with the social environment is obvious.

A significant connection ($r = 0.39, p = 0.05$) of the self-social image with the professional life sphere was revealed. The adequacy and value of interaction with a wide range of people is realized primarily in the professional field to which students are directed.

The presence of a significant correlation ($r = 0.42, p = 0.05$) between the category of "Microsocial identity" and life goals was revealed. In the life plans of psychology students, an important place is given to the presence of friends and loved ones.

Identification, manifested in the images I am a friend, I am a beloved, significantly correlates with an orientation toward cravity ($r = 0.44, p =$

0.05). There is a fact that there is a tendency towards a reliable connection ($r = 0.35$) with the value of active social contacts and the sphere of hobbies ($r = 0.36$). Creative behavior, the presence of interesting hobbies and the desire for active social contacts expand the opportunities for students to enter microgroups united by spiritual ties.

The study revealed an inverse relationship ($r = -0.4$, $p = 0.05$) between the assessment of oneself as a family member and social prestige. Probably, with satisfaction with oneself as a family member, the value and motivation of one's own prestige decreases, and with dissatisfaction with oneself in relations with loved ones, the tendency to search for ways to increase prestige in society is actualized.

Correlation analysis showed the presence of significant feedbacks ($r = -0.4$, $p = 0.05$) between civic identity and the value of creativity. The category of civic identity is poorly expressed among psychology students, which indicates a small aspiration to endow national identity with positive characteristics, while along with this, personal values of creativity and independence are becoming more significant.

Conclusions:

The most significant for psychology students are identifications with small social communities (family, friends, loved ones) and leading educational and professional groups.

In the image of students' I, social (and especially family) identity at the cognitive, evaluative and behavioral level has a connection with many life-meaning orientations: life goals, locus of control, creativity and social activity; with a professional life sphere.

Understanding what are the features of identifying oneself with society will make it possible to predict the successful entry of future psychologists into society. The adequacy and value of interaction with a wide circle of people is realized primarily in the professional sphere with which students identify.

The obtained results can be used for further research of the problem of self-identification of young men at the stage of professional development.

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