

## PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF FORMATION OF BASES OF SUBJECTIVE IDENTITY OF THE STUDENT

Galia Kamilyvna Biserova<sup>\*</sup>, Natalia Gennadievna Gaifullina<sup>\*</sup>,  
Gallia Mikhailovna Ldokova<sup>\*</sup> and Alexey Nikolaevich Panfilov<sup>\*</sup>

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**Abstract:** The article examines the topical problem of a qualitative change of a student in the process of obtaining higher education. Additionally, this paper discusses the formation of student's personal subjective identity as determinants in the formation of future professional identity. Against this background have been formalized the psychological and pedagogical conditions, which directed to formation of subjective identity in the process of training and on the development of norms and values of their future profession. Moreover, we distinguished three components that determine the Maturity of subjective identity. These components related to professional motivation, activity in chosen profession, in the sense of professional adequacy. The authors of the article analyze the current foreign and domestic scientific literature on the problems of identity, subjectness and subjective identity. The analysis of approaches to the problem of the formation of the subjective identity in the learning process at the university shows that the subjectness is the main characteristic of the student's individual, which as a result determines the identity of the profession, professional competence and quality of the active subject of activity. According to the purpose of our study, we found the effectiveness of psychological and pedagogical conditions of formation of bases of the subjective identity of the students. Consequently, the formation of bases of the subjective identity as a future proficient will be more successful if there are special psychological and pedagogical conditions. These conditions help the graduate be a competitive person, ready to effectively implement professional features and demonstrate personal qualities identical to the profession.

**Keywords:** Subjectness, identity, subject identity, professional education, training and professional activity, psychological and pedagogical conditions.

### INTRODUCTION

Training of qualitatively new generation of experts is the leading tendency in development of education training today. They should be competitive and socially competent personalities. Modern society expects from university graduates of a capability to perform professional functions effectively and to show the personal qualities identical to profession. There are sufficiently favorable conditions for implementation of this strategy in higher education institutions. Complex formation of professional qualities of the personality, which qualitatively change the subject (student), is particularly of current interest today and acts as an ultimate goal of the process of Educational and professional Bachelor's training. This process will be more effective in the presence of the psychological and pedagogical conditions. These conditions are oriented to the formation of student's bases personal identity in

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<sup>\*</sup> Kazan Federal University, 423604, Russia, Yelabuga, Kazanskaya Street, 89

the course of professional training and based on a subject orientation of the student for development of regulations and values of future profession. What we mean is that the subject orientation can promote to development of professionally significant personal qualities of the student and will provide his/her subject inclusiveness in learning process and in successful adaptation in a profession.

A great deal is being written and said about the importance of Educational and professional Bachelor's training, their further professional development and identification with a profession (Zeer, 2013; Klimov, 2004; Markova, 1996). N. V. Kovalyova, F. G. Mukhametzyanova, V. A. Petrovsky, E. V. Starovoytenko, L. B. Schneider did a study of the mechanisms of development of the subject, subject and professional identity (Kovalyova, 2006; Mukhametzyanova, 2013; Petrovsky, 2015; Starovoytenko, 2013; Schneider, 2004).

However, the researches devoted to studying of a problem of development of student's personal identity of the undergraduates, are not enough now. There are also not enough researches about special psychological and pedagogical conditions for formation, development and self-improvement of subject identity of the student of the university. We can note the main contradiction between the objective need for formation of subject identity of the undergraduate and immaturity of these conditions. We have defined the conditions, which can resolve this contradiction.

The system of higher educational institutions has to help the solution of this problem. In the university the student, who is the subject of educational professional activity, can develop in himself subject identity. It is one of the main determinants of developmental growth of professional identity. It seems to us that the creation of favorable psychological and pedagogical conditions by teachers and psychological service of the university for supporting of education process make it possible.

On that basis, the purpose of our research is the theoretical underpinning and finding of the psychological and pedagogical conditions providing successful development of bases of subject identity of students.

We study the undergraduates of the Department of psychology and pedagogics of the Elabuga Institute of the Kazan Federal University, studying on the "Education psychology", "Preschool education and foreign language". Subject of studying is the formation of bases of subject identity of the bachelors in the process of Educational and professional Bachelor's training.

The authors of more recent studies have proposed that the special psychological and pedagogical conditions supported the education process can help the students to develop their subject identity. Subject identity can develop student's professionally significant personal qualities, provides his subject inclusiveness in learning process and further his successful professional adaptation.

The theoretical relevance of the research consists in addition to theoretical provisions of vocational education and training about the Bachelor's training and

students development of subject identity in the course of educational professional activity. It was found a significant correlation between subject and professional identity: subject identity influences further formation of professional identity. Results of our study can help to expand scientific ideas of an identification phenomenon as one of integrated components of vocational training. Besides, results can be important additions for expansion of scientific beliefs and capabilities and their innovation in Educational and professional Bachelor's training.

The practical relevance of the research is the orientation on intensification of process of Educational and professional Bachelor's training by introduction of psychological and pedagogical conditions for development of potential of subject identity.

We applied various approaches and methods to the fullest exploring the topic of our research: general scientific methods, system approach and analysis, that is studying of various documents on this subject. Besides, we used structurally functional, sociological, statistical, logical and comparative methods and others.

By empirically examining the process of Educational and professional Bachelor's training, we hope to produce that the using of psychological and pedagogical conditions in the process of Educational and professional Bachelor's training can help the students to develop the bases of subject identity. It allows the students to act as the active subject of professional training, encourage self-realization and cultural evolution. It helps to develop bases of subject identity and the positive relation to the chosen profession; to endorse its regulations and values.

Studying a phenomenon of subject identity, we came to conclusion that there is not the unique concept of identity in psychological and pedagogical literature. This concept links with the concepts of "personality" and "subject". From this perspective, we might consider this phenomenon through these categories. Several explanations of these concepts have been offered. The identity of the undergraduate acts as the main subject and an object of system of professional training when the person should adapt to a new situation and be capable to change it and to change and develop most. V.A. Petrovsky and E.V. Grebennikova speak about the personality as a dynamic form of subject and role unity (Petrovsky, 2015; Grebennikova, 2013). The unity is a form where formation of subjectivity is a role, and removal of a role is represented as subjectivity. It means property and a capability of the subject to be the cause of itself and to be capable to show responsibility for the educational activities. It is the manifestation of internal features of the personality.

Identity as compliance of a self-image, its vital embodiment, a condition of man accessory to some superindividual total, which embrace subjective time, activity of the personality, national culture became one of the main subjects of many researchers (Coolley, 1964; Eriksson, 1968; Hohman, 2016; Kim, 2016; Antonova, 1997; Schneider, 2004; Yadov, 1994, etc.). The general frame of reference is that

the result of the active process reflects ideas of the subject of itself and own way of development. The person realizes the identity in the world of people and professions. It gives the chance to the subject to perceive the life as experience of duration and unity of consciousness, integrity of the vital purposes and daily acts, actions and their values, which allow to act consequentially.

Process of identification is defined as existence of psychological proximity, identity of semantic pictures of the world, similar perception of the world around, similar estimates of the professional phenomena (Kovaleva, 2006). Consequently, if we describe identity as uniqueness and originality of human nature, it is possible to see its various interpretations presented in various areas of the psychological theory: psychoanalysis, social psychology, interactionism, behaviorism, etc.

Behaviorists (Bandura, 2000) reduce identification to imitation, to an individual reproduction of the fixed acceptances.

According to G. Breykuell, identity is structured. Value component and estimative component are its baselines and are in cooperation and interrelation. (Breykuell, 1986).

According to A. Vatterman, identity forming is not a single act, but a series of the interconnected choices by means of which the person accepts the personal purposes, values, beliefs (Vatterman 1982).

L. B. Schneider examines identity as a difficult phenomenon and difficult mental reality. Identity includes mythological and modern levels of consciousness, the individual, collective, ontogenetic bases, and sociogenetic one. It is the mental component of self-comprehension, which forms and exists in the world of the person (Shnejder, 2004). All these explanations complement each other and help to illuminate the phenomenon of identity.

It is important to emphasize that identity is synthesis of all characteristics of the person in unique structure is under our study. This structure changes as a result of adaptation and subjective perception in constantly changing of environment. (Biserova, 2015; Shagivaleeva, 2015, Bil'danova, 2015).

Thus, the identity problem shows at realization of vital and professional ideology of the personality and at realization of vocational training.

Identity is subjective by the nature, for that reason subject identity describes as one of components of personal identity. Identity shows in sensation of uniqueness and singularity of the activity potential, achievement and realization of meaning of life and a way of activity, purposes and tasks. At the same time, the self-identity is the basic premise for searching and making decision on a way of actions (Starovoytenko, 2013). The structure of the generalized self-image of the student includes knowledge of his appearance, of his personal qualities, conceptualization of meaning and purpose of life, and about such personal properties, which are professionally important (Shnejder, 2001). The self-identity extrapolates in the

vocational activity and mission. They concentrate meaning and purpose of life in themselves. They are indicators of the individual characteristic of subjectivity of the personality. The intrinsic motive, intensity of activity and its form, which represent the interrelated steady structure of behavior, are indicators of his subject identity (Slobodchikov, 2013; Isaev, 2013).

E.A. Sergienko, V.A. Petrovsky believe that subjectivity represents qualitatively certain way of self-organization, accumulation and using of own capabilities, self-control and activity. Consequently, subject identity is a qualitative and substantial component connected with problems of activity and image of themselves to others and yourself for yourself. It develops contemporary with will and will regulation. Thus, subject identity possesses integrality, i.e., comprises the essential core mental characteristics. They regulate degree, orientation and the resource of the subjectivity shown by self-control an internal, mental and external subject activity of the personality (Petrovskiy, 2015; Sergienko, 2013).

As a result, agency of the student (the subject of educational professional activity) as the subject of his own life and activity shows the personality identification with initiative, own activity, reflection, and also self-identification with the purpose and process of activity (Kovaleva, 2006).

The purpose of our research is the theoretical underpinning and approbation of the psychological and pedagogical conditions, which help for development of the bases of subject identity of the student.

## **MATERIALS AND METHODS**

In our study, we use a complex of the procedure and research methods developed and approved within subjective-activity approach. We considered subject identity as the integrative capability of the personality who aimed at providing to each subject of educational professional activity identity with future profession and success in mastering bases of professional activity (Biserova, 2015).

We believe that formation of subject identity of the student is not one-stage process; it conducts in three interconnected and intertwined stages:

The 1st stage is the insight stage, the most unstable stage when the first-year student has a process of identification with student community, the process of acceptance of a new social role and adaptation in it, the first conscious and intelligent understanding of the future professional activity, and, as a result, joins process of anticipation of future profession.

The second stage is the share of the second and third year when the bachelors perceive themselves as subjects of educational professional activity. There is a supraliminal process of self-development, understanding of own opportunities and abilities, identifications with future profession.

The third stage – the senior acts as rather supraliminal subject of educational professional activity. He identifies himself with future profession. However, the researchers believe this stage unstable because the students pinpoint and reinterpret versions of their future and professional self-development (Shnejder, 2004)

Subject identity is an integrative capability of the personality. The student acts as the subject of educational professional activity and subject identity should provide manifestations of self-identification, participation in professional activity and success in mastering bases of professional activity at all three stages of study. Subject identity is determined at three levels: motivational, activity and emotional. These levels show in professional motivation of the bachelor, in his activity relation to the chosen profession, in feeling of professional adequacy. Therefore, it is possible to speak about their influence on development of subjectivity. The psychology and pedagogical terms offered by us will allow the student to develop the personal qualities and competences providing him the maximum development of bases of subject identity. They will allow to create at themselves a steady orientation to development of regulations and values of future profession.

To confirm in practice the hypothesis of our research, we made a forming psychological and pedagogical experiment on the basis of the Yelabuga branch of the Kazan Federal University. This experiment lasted from September, 2014 to November, 2016. First-year students (intake 2014/2015 year), present juniors have participated in this research. We studied 52 respondents.

We used a complex of the procedure and research methods. To study the motivational component, we chose the technique “Motives of choice of profession” (the author is R. V. Ovcharov) and the technique “Motivation of success and fear of failures” (the author is A. A. Rean). These techniques helped to reveal formation of students’ professional intentions, an achievement motivation in educational activities, and to reflect the level of a motivational component of subject identity in a stage of the first and third training courses.

We study the activity component in realization of an active subject position and use for it the tentative questionnaire of V. Smekal - M. Kucera. This questionnaire allowed tracing dynamics of transformation of the student’s identity orientations in the course of realization of psychological and pedagogical conditions of development of subject identity of the student.

Progress of an emotional component of subject identity was researched by means of Kettell sixteen personality factor questionnaire. We studied students before realization of psychological and pedagogical conditions of development of bases of subject identity on the following factors: C – emotional stability, G – force “Super I”, H – courage, Q4 – frustration. Checking of dynamics of components formation of bases of subject identity was carried out by means of Student’s t-test for coherent selections.

## RESULTS

Results of a research on the technique “Motives of choice of profession” (author R.V. Ovcharov) shows that the first-year students have external positive motives; there are internal individually significant motives on the second place; the internal socially important motives are on the third place; they have the external negative motives on the fourth place. We did repeated study in November 2016 and found the following hierarchy of motives in the same students: there were on the first place the internal individually significant motives; on the second one were the internal socially important motives; on the third place were the external positive motives; on the fourth one were the external negative motives. Statistically reliable distinctions on average values have been revealed only for internal individually significant motives of choice of profession ( $p = 0.0324$ ). We did not reveal distinctions for other motives.

Results on technique “Motivation of achievement of success” (author A. A. Rean) at the first-year students turned out the following: with the low level of motivation of success – 38.5 % of respondents, with an average – 42%, with high – 19.5%. The repeated measurement, with juniors showed: with the low level of motivation of students there were 37%, with the average level of motivation – 43.7% and with high – 19.3% of respondents. We did not reveal the statistically reliable distinctions between coherent selections. Taking into account the statistical data, we can surmise that the offered psychological and pedagogical terms of development of bases of subject identity did not exert positive impact on motivation of achievement of success. In our opinion, it is connected with the fact that this motivation is created at the person at earlier stages of ontogenesis. It needs more time for development of this motivation.

The results on diagnostics of orientations of the personality on the questionnaire V. Smekal - M. Kucera at the first-year students demonstrate: “The orientation on oneself” amounts 36.68%; “The orientation on communication” is 40.24% and “An orientation on business” is 23.08%. The educational experiment intends putting in the psychological and pedagogical conditions to educational process (at the second stage) at students of a third year. We got the following results: “An orientation on oneself” amounts to 24.8%; “The orientation on communication” is 56.2% and “An orientation on business” is 19%.

By Student’s *t*-test for coherent selections we have received statistically reliable distinctions at the level of a tendency ( $p = 0.0442$ ) only on orientation on communication. We have not revealed statistically reliable distinctions on other orientations. The numbers show the students’ increase of improvement of aspiration to maintain the relations with people, to aim at joint activities due to putting in the psychological and pedagogical conditions to educational process at the level of a tendency. Orientation to oneself and to business stays the same.



In parameters of Kettell sixteen-personality factor questionnaire, we have revealed the following results. The factor of C represents emotional stability; at first-year students average of walls was 5.3. At repeated measurement of these students on a third year average of walls became equal to 6.27.

On G factor – force “Super I”, at first-year students average of walls is 4.8; researches on a third year have shown result 5.62.

H factor – courage, has shown at the first year average of walls is 4.3, and on a third year became equal to 7.1.

Q4 factor – frustration; first-year students on average value a wall has accepted value 7.3, on a third year of walls has gone down to 5.1.

We have found statistical distinctions at the level of a tendency between the factors influencing formation of bases of subject identity at students since the period of the first year study on a third year one by using statistical criterion Student's *t*-test to coherent selections (a factor of “C” have been found ( $p = 0.038$ ); factor of “G” ( $p = 0.041$ ); factor of “H” ( $p = 0.039$ ); factor of “Q4” ( $p = 0.049$ ).

These personal changes reflect an emotional component in developing of basics of subject identity. We can surmise that students became more emotionally steady. It was promoted by rather successful adaptation to training in higher education institution. Without a doubt, juniors more easily cope with the difficulties connected with communication and training. At the same time, they are not afraid of finding their shortcomings. It shows the starting to emerge perception on oneself the subject of educational professional activity (on factor “C”).

By results of diagnostics (factor of “G”) and according to many teachers, we can note that juniors show more discipline and aspiration to demonstrate themselves before teachers and fellow students as the equal subject of educational activities. We can explain it with the beginning of process of identification of with future profession and acceptance of its regulations and values.

It is possible to note that senior students more often and easier come into contacts with new people. They are more relaxed in case of public statements and open discussions, actively participating in role-plays, trainings, submitting for public discussion personal difficulties in communication, conflict situations, in assessment of itself (factor of “N”).

By development of bases of subject identity, the level of a general frustration at students (a factor of “Q4”) went down. This fact witnesses about existing reality awareness of by subjects of educational professional activity.

Thus, our research shows that specially organized psychological and pedagogical conditions promote successful formation at students of bases of subject identity of future professional (factor of “N”).

We refer close interaction of teachers with students to the psychological and pedagogical conditions promoting development of bases of subject identity. This



interaction materializes in process of training in the University and in the student's health and fitness camp on summer educational practice and in coordination with some organizations of the city. We deliver trainings to help students in adaptation to conditions of educational professional activity and in perception themselves as subjects of this activity, in identification themselves with students and understanding of own opportunities and abilities, a gradual identification of them with future profession. There were life coaching, adaptation trainings, training of creation of the professional future and acceptance of it, training of development of professionally important qualities, trainings on development of Communication. It were held meetings with experts, people with creative abilities in Library of the Elabuga state memorial estate. Our students work with children in the Republican rehabilitation center for children with limited opportunities "Aster" (Elabuga), in student's volunteer psychological service "Aelita" (Elabuga) and in Regional public organization of disabled youth and children "Kindness planet". Students had an opportunity to improve professional skills in the trainings and master classes organized by teachers of department of psychology in the sports student's Petrel camp on summer educational practice.

## DISCUSSIONS

As predicted, this work has made education process aimed at providing social and professional development of future expert, updating of individual and psychological potential, satisfaction of need for social and professional self-determination. Introduction of additional psychology and pedagogical conditions to process of education leads us as much as possible bring closer training environment to conditions of professional activity as much as, promotes optimization of social and psychological potential of students, development of bases of their subjectivity and professional identification and consequently, promotes formation of bases of subject identity.

The results of our research lead us to the conclusion that it is necessary for developing of bases of subject identity of the bachelor student to consider such professionally important personal qualities of the motivational sphere as an orientation on success in educational professional activity; aspiration to self-updating; high level of social responsibility.

The arguments given above prove that motivational readiness for educational professional activity predetermines a subject embeddedness in professional and personal identity, which developed in training process in case of correlation of three components: motivational, activity, emotional. The hypotheses were tested with data covering by entering of psychological and pedagogical conditions in Educational and professional Bachelor's training. Our study serves as a window to an understanding that the development of these components was performed more effectively in the presence of the certain psychological and pedagogical conditions.

These conditions promote to orientation of students to developing of subject identity on the bases of subject orientation of students on regulations and values of future profession in the course of professional training. Professionally significant personal qualities and competences develop at the same time; adapts subject inclusiveness to process of professional education.

## CONCLUSION

To draw the conclusion, one can say that in case of implementation of these psychological and pedagogical conditions of developing of bases of subject identity the bachelor student reshapes to the real subject of professional training. Perhaps we should also point out the fact that in the course of Educational and professional Bachelor's training students develop the bases of subject identity, which determines steady positive relation to the chosen profession, acceptance of its regulations and values, self-satisfaction as the subject of educational professional activity. All of this points to the fact that the results of our research prove efficiency of subject and activity approach to training process and education of students by means of above the listed psychological and pedagogical conditions.

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