DEVELOPMENT OF YOUTH IDENTITY AND I-CONCEPT

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ABSTRACT

The article is devoted to the psychological phenomenon of identity and self-concept, and the peculiarities of their development in early youth. An attempt was made to compare different interpretations of the concept of identity, and the main aspects and types of identity were considered. Various approaches of domestic and foreign scientists to the problem of identity formation are analysed. A psychological analysis of scientific approaches to the problem of identity during the period of personality maturation was carried out. The main mechanisms of self-identity development in the process of ontogenetic development of the personality are highlighted. The results of the study of social roles and individual characteristics (family, interpersonal, individual-age, educational-professional, personal-civic, personal-individual) are presented, and the ratio of types of personal identity and the level of awareness and acceptance of them is determined. It is shown that identity is an integral component of a person's personal development, the result of self-awareness and self-determination of one's "I". The result of these processes is a dynamic system of a person's ideas about himself, evaluations of his actions, thoughts, feelings, morality and interests, ideals and motives of behaviour, a holistic assessment of himself as a person, his place in life, a sense of the personal value of everything that is included in the sphere "I". The study of the psychological foundations of this concept is important for the self-development, and self-actualisation of the individual, which contributes to the formation of a mature, and later professional identity of the individual.

Keywords: identity; identification; self-concept; social and personal identity; self-identity; professional identity.

INTRODUCTION

In the social and psychological realities of our time, there is a need to develop the problem of identity, to understand the psychological changes in the processes of the formation of individuality, and the role of this phenomenon in the development of the individual as a participant in transformational socio-economic changes.

Constant transformations in society, and immersion in diverse social relations, stimulate people to continuous development, the desire to meet social expectations, and at the same time to preserve their personal uniqueness. This requires a deep knowledge of oneself and one's potential. This problem is especially relevant for youth.

Pezeshkian (1996), the founder of the method of positive psychotherapy, pointed out that a person is a mine full of precious stones. Therefore, one of the priorities of the educational process is the task of finding a hidden valuable treasure, raising it from the depths of the human soul and showing it to the world in the form of revealing natural gifts and talents, which ultimately leads to the development of a person's identity and self-realization.

PROBLEM STATEMENT

Identity is an internal, self-creating, dynamic structure that provides a sense of integrity, continuity and identity of the individual and is associated with a person having a clear self-definition, which includes the choice of goals, values and beliefs that a person follows in life.

The notion of 'identity' combines two meanings: the identity of a person with himself ("Who am I?"), and exclusive sameness with someone or something ("Whom, what I belong to? Or Whom am I similar with?"). Identity formation is a purely individual process, special for each person. To a large extent, it is determined by the internal characteristics of the individual and the influence of the social environment, in a particular family, school, and ethnic characteristics. Identity is an inseparable characteristic of a person, which is manifested in the recognition of one's uniqueness, on the one hand, and the feeling of belonging to a certain community, on the other.

A sensitive period for the formation of an adequate identity is youth, in which psychological readiness for self-determination is formed and awareness and evaluation of one's qualities, the level of harassment, and one's own self-image takes place. A sense of identity creates conditions for young people to meet their individuality, and personal and professional self-determination and growth are built on this.

The purpose of the article is to find out the composition of the concept of personal identity, to reveal the peculiarities of identity development in early youth, and to investigate the relationship between the types of personal identity and the level of their awareness empirically.

BACKGROUND

The analysis of fundamental research and publications reveals international psychologists who investigate this issue, e.g. A. Waterman, E. Erikson, E. Fromm, Z. Freud, J. Lacan, J. Miller, M. Klein, J. Tashfield, J. Turner, G. Tejfel, J. Piaget, R. Fogelson.

Among Ukrainian scientists, this issue was studied by V.S. Ageev, H.M. Andreeva, I.S. Kon, V.A. Yadov, who emphasized the study of self-awareness and self-identification of the individual.

Recent publications focus on youth's self-esteem (Minczanowska, 2019), self-development (Żmudzka, 2021), national identity (Ostrovska, 2020), cultural identity (Ahmed et al., 2022), and sexual and gender identity (DiGuiseppi et al., 2022). Besides, the research objectives are youth shifting identities (Johnson & West, 2022), and preventing aggression in youth (Chmielewska, 2020). Moreover, scholars investigate various methods of developing youth in educational institutions, e.g. the cognitive-behavioural coaching method (Koc, 2021).

Investigating identity of youth, Burns (1986), Erikson (2006), Marcia (1980), and Plaza et al. (2013) emphasize in their works that identity is the goal of personality development, its creative direction and productivity, which is especially important for self-realization not only of individuals but society as well. They drew attention to the problem of balancing social and personal identity.

The concept of 'identity' first appeared in psychiatry in the context of studying the phenomenon of 'identity crisis', which describes the state of mental patients who have lost their idea of themselves and the sequence of events in their lives. Erikson (2006) transferred it to developmental psychology, showing that identity crisis is a normal phenomenon of human development. He singled out eight age stages of human development and considered adolescence and youth to be the most important in the formation of identity. An important neoplasm of youth is personal self-determination and identity.

The formation of personal identity, that is, the feeling of individual self-identity, continuity and unity, is the central psychological process of youth. Adolescence is the age of growth of "I" power, the ability to express and preserve one's individuality. The identity crisis characteristic of student age is connected with this - a special moment of development, when vulnerability and the potential of the individual develop equally dynamically. There is a basis for overcoming the fear of losing one's self in the conditions of group activities, intimacy or friendship. At the same time, "I" tests its strength, and through confrontation with other people, young men find clear boundaries of their psychological space, which protect them from the danger of the destructive influence of others.

According to Erikson (2006), the main task faced by the individual in early youth is the formation of a sense of identity, in contrast to the role of the uncertainty of the personal "I". The formation of identity is a consequence of the individual's separation of himself from the surrounding environment and is manifested as a sense of wholeness, and self-identity.

Erikson (2006) is considered the founder of the theory of identity, which is vividly and in detail revealed in the work "Identity, Youth and Crisis." The author indicated that

the awareness of the identity of the subject to himself, the search for an answer to the questions: "What am I?", "What would I like to become?", "Who do I take for?", understanding the continuity of one's own personality over time is called identity. The scientist describes identity as a core in the structure of the self, as a subjective and inspired feeling of identity and integrity, as a process of organizing life experience into an individual self, and as a very complex connection between the individual and the social. Identity determines an individual's ability to assimilate personal and social experience, and to maintain one's own integrity and subjectivity in the changing external world.

The psychologist considered the central core of the personality to be the so-called 'psychosocial identity', which is based on the individual's acceptance of a holistic image of himself in combination with his social connections and is experienced as a feeling of compliance with the requirements of society.

Erikson (2006) indicated that three signs indicate a sense of identity:

1) a sense of internal identity and integration in the time of the past and future, which are closely related to the present;

2) a sense of internal identity and integration in space, i.e., regardless of location, a person perceives himself as a whole and considers his own actions and decisions as internally conditioned;

3) identity is experienced among significant others when a sense of individuality is maintained and developed in relationships.

Therefore, the mechanism of identity formation in ontogenesis is identification, which is understood as the process of self-identification with another person, group and values that exist in society, and as a mechanism of socialization of an individual, the formation of his personality, which affects the development of self-awareness. Thus, Erikson (2006) saw the function of identity as the ability to distinguish oneself from the world of others and to reflect a person's internal acceptance of social ideals and norms. He called this structure social identity.

In psychological science, two main types of identity are distinguished: personal and social, as two large subsystems of the self-concept, which play the role of a regulator of self-awareness and social behaviour of a person.

Personal identity is considered as a person's feeling of his own inevitability, the uniqueness of his life experience, which gives a certain identity to himself. According to Kohn (1989), the personal identity of an individual is his awareness of his own self, "reflected in terms of his own biography", which is manifested in his "ability to maintain and continue his own narrative as the story of his Self, which preserves its integrity, regardless of changes of its individual components" (p. 6). Harmonious interaction and complementarity of personal and social identity ensure comprehensive personal development.

According to Burns (1986), the term 'identity' is fundamentally synonymous with the self-concept. Self-concept is a core formation of the ontogenetic development of a person, a central link of self-awareness, a relatively established dynamic and to some extent

conscious system of a person's ideas about himself, a complete image of his own self, which synthesizes his self-perception as he is, wants to be in the ideal and has must become This is a dynamic system of a person's ideas about himself, which includes awareness of his physical, intellectual and other properties, self-esteem, subjective perception by the individual of factors that affect him. Ii includes the following criteria:

1) 'Spiritual self' - the inner and subjective existence of a person, a set of his religious, political, philosophical and moral attitudes;

2) 'Material Self' - what a person identifies with himself (intellect,

activity, private property);

3) 'Social self' - recognition and respect that a person receives in society,

its social role.

4) 'Physical Self' - the human body and its primary physiological needs.

Self-concept is a collection of all the individual's ideas about himself and includes beliefs, evaluations and behavioural tendencies. However, the self-concept, like any subsystem of the personality, cannot be considered a one-dimensional entity, it should not be reduced to the sum of the individual's specific ideas about himself.

The self-concept is considered from the point of view of the content and nature of self-concepts, the complexity and differentiation of these concepts, their subjective significance for the individual, as well as the internal integrity and consistency, adequacy of the sense of one's own identity (Burns, 1986, 51).

The development of the self-concept is one of the main processes in a person's life, which actively manifests itself in adolescence and young adulthood and continues throughout life. Successes or failures that will occur in a person's life depend on the features of the formed self-concept. It also defines the scope of possibilities, that is, what a person is capable of doing. By expanding the boundaries of our own "I" we get to know ourselves, opening the sphere of the possible for ourselves, and forming our own identity. Being aware of an adequate and realistic idea of oneself, the self-concept seems to endow us with new abilities. The model of the world as a representation of oneself in it is the central part of mental life. Only in the mirror of our own picture of the world do we have the opportunity to see ourselves as a whole. The comparative image of the self, which characterizes the knowledge of oneself compared to other people, gives the individual a sense of his own uniqueness and provides the need for self-determination and self-realization.

So, a person's definition of his own essence, his own "I" by identifying himself with a certain group of people, which is perceived as his own, based on such criteria as beauty, truth, goodness, humanism, equality, and freedom, is called identification. Identification is a conscious process of combining an individual with a certain society, and identity is the result of this process.

Researchers point out that identity is a volatile characteristic. Its development is determined by many reasons, among which the factors of conscious regulation and personal choice occupy a large place. This is how the Canadian psychologist J. Marcia (1980) considered identity in the context of the problem of decision-making. He defined identity as an ego-internal structure that is formed through the choice of some specific alternatives that a person faces in life. Each solved problem strengthens the ego, fills it with content, reveals strengths and weaknesses, and contributes to the awareness of the purposefulness and meaningfulness of one's life. Personal history is formed as identity is formed, which has four typical variants of its formation:

1) Diffuse, not yet formed, blurred identity. It means that the individual has not yet made a responsible choice.
2) Preliminary identification, 'doomed variant of development'. The young man has already adopted a certain identity, having gone through a complex and painful process of introspection, he is already included in the system of adult relationships, but this choice was not made consciously, but under the influence of the outside or according to ready-made standards.
3) Deferred identity, or identification moratorium. This is the stage when a young person tries to develop an identity and is directly in the process of professional and world-view self-determination, but postpones the final decision for later.
4) Achieved, a mature identity. Indicates that the individual has found himself and entered the period of practical self-realization (Marcia, 1980, 159-187).

These stages reflect the general logical sequence of identity formation, but this does not mean that each of them is a necessary condition for the next one. Only the moratorium stage inevitably precedes the stage of identity achievement, since the search that takes place in this period serves as a prerequisite for solving the problem of self-determination.

Solving every, even minor, life problem is a certain contribution to the achievement of identity. As you make more and more diverse decisions about yourself and your life, the identity structure develops, awareness of your strengths and weaknesses, purposefulness and awareness of your life increase. Marcia emphasizes that identity development can include many other aspects, but his model is based specifically on the problem-solving aspect (Marcia,1980, 162).

In his publications, he also notes that identity develops throughout a person's life and is carried out in two ways:

1) gradual awareness of some data about oneself (name, citizenship, availability of abilities, etc.), this path leads to the formation of an appropriated or previous identity;
2) a person's independent decision-making about what to be; this path leads to the formation of an achieved identity (Marcia, 1980, 174).

The dynamics of identity consist of the constant identification of a person with objects of the external world, which turn out to be consonant with his deep mental life.

The position-approach to the definition of identity in the writings of Karikash (2008) plays an important role in the above-mentioned problem-solving. The author singled out identities that correspond to the levels of conflict in Pezeshkian's (1996) positive psychotherapy: 1) situational ("Who am I in this situation?"); 2) characterological ("Who am I? What am I?"); 3) basic, which involves self-identification based on such stable categories ('big figures') as gender, nationality, race, language, profession, age, religion, etc. Such self-identity provides greater stability, and structural completeness of the self-concept, creating a sense of integrity and confidence (Karikash, 2008, 18– 19).

The identity formed on the basis of age self-identification in the context of existential values is defined by the scientist as existential identity ("Who am I on this life path?"). Existential identity, in turn, is divided into five types ('vertices') that replace each other in the process of ontogenesis: I-son/daughter, I-man/woman, I-father/mother, I-person, and I-part of the universe. At the same time, the author notes that such existential periodization should not be considered a formal stage of development. After all, different identities can intersect, compete and complement each other at the same time. This approach allows us to imagine identity as a dynamic system of interaction with oneself and the world.

Establishing one's identity in close relationships with other people and developing one's professional identity is the most necessary task that a person faces in youth. Therefore, the stability of self-identity is the basis of optimal functioning and psychological well-being of a person, which is associated with a stable sense of internal integrity and harmonious integration with social requirements; it is a basic attitude towards oneself.

Karikash (2008) attributes professional identity to the so-called basic identities: "Professional identity is not what we possess as professionals, but what we are as professionals in essence." (p. 18-19). The path of professional maturity is not a linear process but passes through a series of successes and existential crises, the so-called "Five Peaks of Destiny", five levels of identity formation.

The formation of a person as an individual takes place in the youth, when a young person, having gone through a complex path of ontogenetic identification with other people, has adopted from them socially significant personality properties, the ability to empathize, to actively become moral towards people, towards himself and towards nature.

METHODOLOGY OF THE RESEARCH

When studying identity, such techniques as the "Who am I?" test are used. Kuhn-McPartland, D. Leontiev's value orientation research method, S. Pantileev's self-attitude research method, L. Shneider's "Personal Identity Study" method (MBOI).

The test "Who am I?" was chosen for the study. M. Kuhn and T. McPartland, aimed at studying the meaningful characteristics of a person's identity and is a free self-description followed by content-analytical processing. This technique refers to methods of non-standardized self-reports, which have their advantages (the ability to analyse self-description and self-attitude expressed in the subject's own language) and disadvantages (difficulty of self-description, the ambiguity of interpretation). Despite its shortcomings and apparent simplicity, the test of twenty statements is one of the most popular and sought-after methods for researching various aspects and types of identity.

In the content analysis of the answers, the method contains the following scales:

1) educational and professional characteristics (teacher, master's degree, manager),

2) individual age (gender, age, person, creature),

3) family (wife, husband, son),

4) personal-civic (personality, Ukrainian, citizen),

5) interpersonal (comrade, friend),

6) personal-individual (smart, cheerful, caring) (Bondarchuk, 2014, 125-126.).

By calculating the number of points for each group of characteristics, it is possible to determine their significance for a given personality. The availability of the test procedure makes it possible to use it not only for research and educational purposes, but also for psychotherapeutic and corrective purposes. Various modifications of the methodology are used in the practice of education, counselling, and work of correctional and training groups.

Let's analyse the demographic characteristics of the respondents. The survey was conducted among students of the Applied College "Universum". The average age of respondents is 15–18 years. The total number of respondents was 38: 20 girls and 18 boys. The parameters by which the respondents were grouped were: the origin of the respondents, and their plans for their future job. In total, 5 groups were conditionally formed: rural students, urban students; students from urban-type villages, rural working youth and urban working youth.

We used the following methods: "Identity statuses" by J. Marcia, "Identity protection strategies" by Breakwell, "Identity status interview", "Ego-identity test", "Interpersonal diagnosis questionnaire" by T. Leary.

THE MAIN RESULTS OF THE STUDY

According to the results of the survey, from the total number of questions, those that are indicators of the transformation of social identity associated with the migration of rural youth to the city were selected. In the space of these features, factor analysis was carried out, which allowed us to identify significant factors that, according to their semantic content, could be interpreted as psychological mechanisms of transformation of social identity: "idealization of one's own group", "de-idealization of one's own group", "group de-identification", "active involvement ", "idealization of self-image", "confrontation",

"de-idealisation of self-image" and "conformism". Next, we will analyse the specifics of the functioning of individual psychological mechanisms in different socio-demographic groups of young people and determine the specifics of the manifestation of the functional load of the mechanisms depending on the age, gender, origin and plans for the future place of residence of the respondents, and their level of education. In order to emphasize the effect of these mechanisms depending on the demographic indicators of the respondents, as well as to clarify the fact of statistical dependence between the selected mechanisms and the socio-demographic characteristics of the respondents, the method of two-dimensional analysis was applied.

38 second-year students of the "Universum" College took part in the psychological study. As a result, the following ratio of types of identities was obtained:

Table 1.

Results of Psychological Research

№	Scales	%
1	Personal-individual (intelligent, cheerful, caring)	33.08
2	Family (wife, husband, son)	16.08
3	Interpersonal (comrade, friend)	15.44
4	Individual-age (gender, age, person, creature)	12.90
5	Educational and professional characteristics (teacher, master's degree)	12.13
6	Personal and civil (Ukrainian, citizen)	10.37

Personal-individual qualities are the most manifested (33.08%), and personal-civic qualities are the least formed (10.37%), which is typical for early youth. For most students, the pace of personal identity development is ahead of the pace of professional identity development. The process of professional self-determination in youth is just beginning. According to the research results, it can be seen that the professional identity (12.13%) of college students is almost the same as the gender identity (12.9%). This indicates a certain level of self-determination, a conscious choice of profession and the gradual formation of a civic position.

The results of this study and the theoretical analysis of the literature on the problem of identity in early youth allow us to draw the following conclusions: the basis of identity development in early youth is personal self-determination, which has a value-semantic nature, in which ideas about oneself and the world and professional self-determination.

The relationship between the types of personal identity is directly related to the level of their awareness, and therefore the goal of the article has been achieved.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Identity is considered a complex, multidimensional phenomenon. The structure of identity remains an open question of psychological science, as it is a dynamic formation that is actively formed in youth, develops throughout a person's life and is the result of self-awareness and self-definition of one's "I". This development is carried out unevenly and non-linearly, passing through overcoming crises and forming different types of identities.

The main functions performed by identity are integrity, continuity and determination of the individual, ensuring similarity with some people and difference from others; ensuring the process of differentiation, which is manifested in the certainty of boundaries, integrity and independence of the self; recognition of social status, professional self-determination; integration of the Self, which is manifested in the subjective association of oneself with other people, as well as the choice of ways of this integration. Therefore, the most important functions of the identification process help young people find their place in the social structure, find meaning and systematize their experience.

Further scientific research in this direction should be directed to the development of a strategy of psychological support for the formation of gender, professional and civic identity in early youth.

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ФОРМУВАННЯ ІДЕНТИЧНОСТІ ТА РОЗВИТОК Я-КОНЦЕПЦІЇ У МОЛОДІ

Валентина Винар, викладач циклової комісії з педагогічної освіти Фахового коледжу «Універсум» Київського університету імені Бориса Грінченка. пр. Ю.Гагаріна 16, 02094 Київ, Україна, v.vynar@kubg.edu.ua

Стаття присвячена психологічному феномену ідентичності та Я-концепції, особливостям їх формування та розвитку в ранньому юнацькому віці. Зроблено спробу порівняння різних трактувань поняття ідентичності, розглянуто основні аспекти та види ідентичності. Проаналізовано різноманітні підходи вітчизняних та зарубіжних учених до проблеми формування особистості. Проведено психологічний аналіз наукових підходів до проблеми становлення та розвитку

особистості в період дорослішання особистості. Висвітлено основні механізми формування Я-ідентичності в процесі онтогенетичного розвитку особистості. Представлено результати дослідження соціальних ролей та індивідуальних характеристик (сімейних, міжособистісних, індивідуально-вікових, освітньо-професійних, особистісно-громадянських, особистісно-індивідуальних), визначено співвідношення типів особистісної ідентичності та рівня усвідомлення та прийняття вони визначаються. Показано, що ідентичність є невід'ємною складовою особистісного розвитку людини, результатом самоусвідомлення та самовизначення свого «Я». Результатом цих процесів є динамічна система уявлень людини про себе, оцінок своїх вчинків, думок, почуттів, моралі та інтересів, ідеалів і мотивів поведінки, цілісна оцінка себе як особистості, свого місця в житті, почуття особистої цінності всього, що входить у сферу «Я». Вивчення психологічних основ цього поняття є важливим для саморозвитку, самоактуалізації особистості, що сприяє формуванню зрілої, а згодом і професійної ідентичності особистості.

Ключові слова: ідентичність; ідентифікація; самоусвідомлення; соціальна та особистісна ідентичність; самоідентичність; професійна ідентичність.