

FORMATION OF PROFESSIONAL IDENTITY OF FUTURE SPECIALISTS IN THE RUSSIAN LANGUAGE

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Abstract: The article examples the process of forming the professional identity of future specialists in the Russian language and literature in the context of modern higher education in the Republic of Uzbekistan. The author specifications the concept of “professional identity of a future Russian language specialist”, highlights its structural components (individual-personal and socially-oriented), and definitions the levels of its formation and crisis periods during the university study. The concept of an “identity-consistent educational environment” is introduced and justified, which contributions to the effective development of a philosophy student as a mediator of intercultural dialogue.

Keywords: future specialist, professional identity, individual and personal components, structural components, identity-consistent educational environment, philological education, Russian language

Introduction

Currently, the training of specialists in the system of higher philological education of the Republic of Uzbekistan is focused on training highly qualified personnel who are able to freely navigate the global information and cultural space. Proficiency in the Russian language as a means of interethnic communication acquires special significance. Successful mastery of the profession of a philologist and teacher is measured not only by a set of competencies, but also by a deep internal process - formation professional identity. It is this that allows the student to realize himself as a full-fledged representative of the professional community, a bearer and translator of linguistic culture.

Theoretical foundations of identity research

Psychological research on identity is based on conceptual principles Z. Freud and K. Jung (who considered identity not only in the form of the process of identifying an individual with «the image of another» (Z. Freud), but also as a result of the influence of society on the individual (K. Jung).

The concept was further developed in the works E. Erickson, who explored identity as a complex problem of thought, physical and social forms of activity, passing through a system of life crises. In turn, the J. Marcia, J. Mead and E. Fromm they proved that identity is a self-organizing system beliefs, values and roles, acting as an integral condition for the harmonious development of the individual as a whole.

Applied to philological education, professional identity - is a dynamic system involving the acceptance of the values of the philological community, love of the word, understanding of one's sociocultural mission, and readiness for pedagogical or research activities.

Structural components of the professional identity of a Russian specialist

In the context of building student identity in the educational environment of the university, we identified two key blocks of macrocomponents:

1. Individual-personal components:

○ *Motivational*: interest in the Russian language and literature, desire for constant speech and intellectual self-improvement.

○ *Reflexive*: ability to assess one's own level of literacy, communication skills and readiness to teach.

○ *Value-semantic*: perception of the Russian language not just as an educational subject, but as the most valuable phenomenon of world culture.

2. Socially oriented components:

○ *Activity*: willingness to apply linguistic knowledge in practice (in teaching practice in schools and lyceums, in editing texts, in intercultural communication).

○ *Adaptive*: ability to respond flexibly to changes in the educational environment (for example, digitalization of education, introduction of AI tools).

Dynamics of formation and crisis periods

The process of forming the identity of a future specialist at a university is not linear and goes through three levels: low (diffuse), medium (moratorium/search) and high (identity achieved).

During four years of study at a university, a student faces periods of crisis

1st year crisis («Crisis of Unjustified Expectations»): a sharp transition from school («everyday») perception of the Russian language to complex academic (study of the Old Church Slavonic language, historical grammar, etc.).

• 3rd year crisis («Practical crisis»): first teaching practice. The student is confronted with a real school audience, which can cause fear of inconsistency between the roles of «Teacher» and «Expert».

Identical vocational educational environment

To minimize crises and successfully establish a future Russian scholar at a university, it is necessary to create identically appropriate vocational educational environment. By this concept we mean a university space that projects the real conditions of the philologist's future work into the educational process.

In the conditions of the Namangan branch of TMUK, such an environment is modeled through:

- Integration of interactive teaching methods (project method, linguistic discussions).
- Participation of students in international and republican scientific and practical conferences, volunteer language projects, days of Russian literature.
- Digitalization of philological education (working with dictionaries, text corpora, creating educational podcasts and blogs).

Conclusion

Formation of the professional identity of a future specialist in the Russian language - this is the core process of the entire period of study at the university. Creating an identically appropriate environment that takes into account both individual and socially oriented characteristics of the student allows us to release from the walls of the university not just a certified personnel, but a mature, self-confident linguistic personality, ready to develop philological science and education in Uzbekistan.

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