

PSYCHOLOGICAL DETERMINANTS OF PROFESSIONAL IDENTITY AND RECRUITING PROCESS IN AN INTEGRATIVE EDUCATIONAL ENVIRONMENT

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Abstract

This article analyzes the process of professional identity formation and the psychological determinants of the recruiting system in an integrative educational environment from both theoretical and practical perspectives. In modern educational settings, the process of professional development is not limited to acquiring knowledge and skills but also involves self-recognition as a professional, forming the concept of the professional “Self,” internalizing professional values, and preparing psychologically for competition in the labor market. The integrative education model aims to develop cognitive, affective, and conative domains of a person as a whole, which facilitates the successful formation of professional identity. At the same time, in the recruiting process, a candidate’s motivational orientation, socio-intellectual competencies, personal traits, and emotional stability emerge as important determinants. The article highlights the interrelationship between professional identity and recruiting processes, as well as mechanisms for their psychological optimization.

Keywords: *integrative education, professional identity, professional “Self” concept, recruiting, psychological determinants, motivation, competence, personal development, labor market, professional adaptability.*

The integrative educational environment in modern pedagogy and psychology is based on viewing personal development as a complex, systemic, and multi-factorial process. In such an environment, education is interpreted not only as knowledge transfer but also as a process of self-recognition in professional and social contexts. Professional identity is the process through which an individual links themselves to a particular profession, internalizes its values, and integrates the professional role into their “Self” system. This process is directly related to the identity stage in Erikson’s psychosocial development theory and is particularly important during adolescence and early adulthood.

The professional identity formation process in an integrative educational environment is multi-stage and dynamic. In the first stage, a person familiarizes themselves with the world of professions; in the second stage, they analyze their interests and abilities; and in the third stage, they begin to envision themselves as a professional subject. Within this process, the cognitive component – knowledge about the profession, the affective component – attitudes and emotional attachment to the profession, and the conative component – aspiration and readiness to act in professional activities – play an essential role.

The social environment, particularly the educational setting, is a key determinant in professional identity formation. The integrative education model, through interdisciplinary approaches, practical exercises, project-based learning, reflective analysis, and mentoring, helps students consciously choose

Ta'lim jarayonida integrativ yondashuv: nazariya va amaliyotasosida hayotiy ko'nikmalarni rivojlantirish

their professional path. In such an environment, students acquire not only theoretical knowledge but also practical experience close to real work processes, which strengthens professional self-recognition.

The interrelation between professional identity and recruiting is such that a strong professional identity increases success in recruiting, and successful recruiting further strengthens identity. The integrative educational environment develops a person not only as a knowledgeable specialist but also as a conscious professional subject. This forms the psychological basis for preparing socially responsible and competitive professionals suitable for modern societal demands.

Table 1. Psychological Determinants of Professional Identity and Recruiting Process in an Integrative Educational Environment (with empirical measurement)

Determinant	Description	Role in Integrative Educational Environment	Measurement/Test Method
Cognitive potential	Candidate's knowledge and reasoning skills related to the profession	Develops understanding of profession and ability to solve complex tasks	IQ tests
Emotional intelligence	Ability to perceive and manage own and others' emotions	Success in teamwork, adaptability under stress	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)
Motivational orientation	Directing activity through intrinsic and extrinsic motivation	Strengthens professional identity, increases engagement	Self-assessment scales
Social competencies	Communication, leadership, collaboration	Effective work in integrative projects, mentoring benefit	Comprehensive competency assessment centers
Reflective ability	Analyzing and improving one's behavior	Develops professional "Self" concept and conscious career choices	Self-reflection and insight scales
Stress tolerance	Effective performance under pressure	Success in recruiting tests, ensures professional stability	Stress level scales
Personal values	Individual beliefs and interests toward profession	Enhances understanding of profession, source of intrinsic motivation	Rokeach Value Survey
Professional experience	Participation in practical activities and projects	Adapts to real work conditions, strengthens competencies	Practice assessment logs, mentor evaluations, portfolios
Self-assessment	Awareness of personal abilities and potential	Determines likelihood of success in recruiting	Professional self-assessment tools
Adaptability	Appropriate and rapid adjustment	Competitiveness in a rapidly changing labor market	Adaptability scales

In an integrative educational environment, the psychological determinants of professional identity and recruiting processes are systematic and interconnected, allowing the understanding of professional development as a complex process. These determinants reflect not only individual psychological characteristics but also the interaction between educational settings and labor market demands.

Cognitive potential reflects the ability to consciously understand professional activity, solve problems logically, and apply knowledge in practice. Interdisciplinary approaches and problem-based learning in integrative education develop this potential. High cognitive potential accelerates professional identity formation, while in recruiting, situational tasks and competency tests help predict professional suitability.

Professional experience integrates theoretical knowledge with practice. Practice-based learning strengthens professional identity. Students with practical experience perform more confidently in recruiting.

Self-assessment and adaptability determine the stability and flexibility of professional identity. Adequate self-assessment supports professional growth, while adaptability ensures alignment with labor market changes. Integrative education develops these traits to prepare competitive specialists.

Overall, these determinants function in a systemic, interconnected way, and integrative education creates psychological conditions for their development. Professional identity and recruiting processes complement each other, ensuring professional success. Professional identity formed through integrative education enhances recruiting success, and successful recruiting further consolidates professional identity, creating psychological continuity between education and labor market demands.

In conclusion, the integrative education model provides an effective psychological mechanism for developing flexible, emotionally stable, and consciously professionally identified individuals. Developing psychological determinants of recruiting during education should be a strategic priority in workforce preparation.

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