Professional Self-image Modelling (on the material of psycholinguistic experiment)

Belousov K.I., Erofeeva E.V., Leshchenko Y.E.

Perm National Research University, Perm, Russia

belousovki@gmail.com; elenerofee@gmail.com; naps536@gmail.com

Research of a profession image/image of professional activity is of great scientific interest as its results possess both theoretical and practical value (Kaler et al., 1989; LeCroy & Stinson, 2004; Scherz & Oren, 2006). Attention to the professional activity of a teacher is characteristic for pedagogues who focus their attention on methodical aspects of pedagogic discourse, as well as for psychologists and sociologists who consider relationship between a teacher and students from the point of view of their psychological attitudes and social practices.

The array of research questions in these spheres is singularly wide, although practically all of them ignore the fact that a university teacher is to be a scientist at the same time, and one’s educational activity is often determined by scientific notions. Moreover, educational activity is closely connected with certain social institutions (universities, faculties, chairs etc.), the place of its realization, emotions accompanying the activity and so forth. Professional activity in general, and especially that of a university teacher, finds its reflection in the whole personality structure, and in attitude to life as such. Our research task is to reconstruct a complex self-image of professional activity of a university teacher of linguistics.

The research material includes the results of a directed chain associative test with multiple reactions. The informants were Russian university teachers of linguistic subjects and master students of linguistics. Experimental data processing implied semantic classification of the reactions and their statistical analysis. The research was carried out in the “Semograph” information system at the stages of gathering the experimental data, classification of reactions, and compiling statistical tables.

The research results demonstrate that the nucleus of the profession self-image is formed by the EDUCATIONAL ACTIVITY and SUBJECT DOMAIN semantic fields. However, the structure of professional activity image rearranges depending on the informants’ qualification. The usage of Correspondence Analysis gave an opportunity to specify configurations of semantic fields which create the profession image for each of the three qualification groups considered. It was discovered that semantic fields are distributed in two-dimensional feature space which the following axes: OX - the qualification axis (masters, associate professors and professors) and OY - the subjectivization/objectivization axis which registers the informants’ reactions from subjective emotions/interpretations/evaluations to their objectivization in activity and, further, in this activity results (articles, textbooks, monographs etc.). In this case intellectual activity is understood beyond the scope of final objectivization (e.g., in form of scientific articles). It is much wider and encompasses not only scientific activity as such, but can be interpreted as a certain LIFESTYLE.

**Keywords:** self-image of profession, linguist, educational activity, subject domain, semantic analysis, statistical analysis.