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DIGITAL DIMENSIONS OF PERSONALITY IN PROFESSIONAL DEVELOPMENT

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Abstract. The relevance of this study arises from the rapid digitalization of professional activity, while its psychological consequences for personal development remain insufficiently explored. This article examines personality changes in the context of digital professional development, affecting the cognitive, identification, motivational, and social-adaptive spheres.

An analysis of the degree of development of the problem shows that the theoretical foundation is based on the concepts of professional development (E. Zeer, V. Tolochev), digital professionalism and metacognitive mechanisms of adaptation (A. Karpov, S. Lenkov, et al.), theories of digital socialization (O. Karabanova, T. Martsinkovskaya, et al.), and models of hybrid identity (A. Koneva).

The study aims to identify and systematize structural changes in personality within the context of digital professional development.

The article offers a detailed analysis of changes in key personality areas. It highlights the dual nature of digitalization: on the one hand, it broadens professional opportunities, and on the other, it introduces risks of maladaptation, such as clip thinking, identity crises, and professional disunity. Its theoretical importance lies in developing an integrated four-component model of professional growth, including: 1) cognitive skills (thinking flexibility and digital competence), 2) identification (the evolution of the professional “I”), 3) emotional-motivational aspects (digital resilience), and 4) social factors (network interaction).

The study’s practical importance is supported by empirical data showing the connections between strategic thinking and digital adaptation, as well as conflicting effects, such as the cognitive-motivational paradox. Practical suggestions include metacognitive control training, hybrid communication formats, and professional development monitoring systems. The need to balance digital innovation with the maintenance of key professional factors is highlighted.

Keywords: *digital professional development, personality, cognitive flexibility, professional identity, digital resilience, digital adaptation*

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Professional development in the 21st century occurs amid fundamental changes driven by the digitalization of all areas of human activity. The introduction of artificial intelligence and modern information systems not only alters the nature of professional tasks but also significantly reshapes the professional's personality. Although there are many works on digital transformation (E. Zeer, O. Karabanova, A. Karpov, T. Martsinkovskaya, V. Tolochek), comprehensive studies of changes in personality structure during professional growth remain scattered. The survey of new personality aspects formed through digital professional development is becoming increasingly important.

To identify key personality changes caused by digitalization, it is assumed that digital professional development enhances personality structure by introducing new content, including cognitive, identification, motivational, and social components, each with both adaptive and maladaptive potential. To analyze these changes, it is recommended to rely on the following theoretical and methodological foundations.

The methodological foundation of the study includes concepts of an individual's professional development (E. Zeer, V. Tolochek, et al.); research on digital professional development, socialization, and identity transformation (O. Karabanova, S. Lenkov, N. Rubtsova, et al.); and theories of digital professionalism and metacognitive mechanisms of adaptation (A. Karpov, et al.). Specifically, E. Zeer considers professional development a dynamic process affected by technological changes, which is particularly relevant in the context of digitalization [1]. V. Tolochek emphasizes the role of adaptive mechanisms in shaping a professional career in modern conditions [2]. From a historical and psychological perspective, necessary studies examine the evolution of scientific traditions amid technological transformation (V. Mazilov, Yu. Slepko) and the new phenomenology of personality in the digital world (T. Martsinkovskaya). Analyzing the dynamics of professional development has revealed stable structural components that, within the context of digitalization, acquire new qualitative content.

The authors of the article have developed an integrative-typological model of digital professional development, which includes four interconnected components: 1) cognitive (interaction of flexible thinking and digital competence); 2) identification (dynamics of the professional "I" and digital self-esteem); 3) emotional-motivational (balance of

digital resilience and the meaningfulness of activity); 4) social-adaptive (network interaction and digital culture). The model has been verified and has demonstrated predictive validity [3–5].

The study's relevance stems from the need to revise traditional concepts of professional development in the context of digitalization. Contemporary research confirms that digital transformation requires new approaches to understanding professional development. In this regard, analyzing new facets of personality arising from changes in behavioral patterns, social interactions, cognitive processes, and emotional states under the influence of digital technologies requires clarifying the theoretical basis and integrating classical and modern approaches.

A. Pfetzer's study shows that the digital educational space creates new conditions for professional self-determination, forming a unique interaction between traditional mechanisms of professional socialization and innovative digital development formats [6]. The theoretical significance of this approach lies in rethinking classical concepts of professional development through the lens of digital transformation. The digital educational environment is not just a technical tool but also a new socio-professional space where profound changes are taking place: a restructuring of the spatiotemporal parameters of professional development, the emergence of new mechanisms of professional identification, and the emergence of original forms of professional reflection.

As T. Martsinkovskaya notes, traditional models of professional development require significant adjustments in the context of the emerging hybrid digital-analog reality. This theoretical approach provides a methodological basis for analyzing key aspects of digital professionalism, revealing new trends in personal development in the context of a VUCA (volatility, uncertainty, complexity, and ambiguity) and BANI (brittle, anxious, nonlinear, and incomprehensible) world [7].

Cognitive transformation in the digital age is acquiring new characteristics, as N. Carr's research confirms (Carr, 2010). The author identifies the emergence of a specific type of clip thinking, manifested in the following aspects: 1) fragmentation of cognitive processes, leading to a loss of perceptual integrity; 2) increased speed of switching between heterogeneous information flows, which reduces the depth of information processing; 3) the predominance of superficial analysis strategies that limit critical understanding of content [8]. These transformations are particularly significant for professional development, as they directly affect the fundamental mechanisms for

applying professional skills. The listed characteristics conflict with traditional analytical strategies of professional thinking, which require deep concentration, systematic analysis, and sustained cognitive engagement [9]. The resulting cognitive dissonance is prompting the development of new strategies for adapting to the digital environment.

Analyzing cognitive changes in professional activity requires considering the dialectical nature of digital innovations, which simultaneously represent both a rupture and a new stage in the continuum of scientific traditions [10]. This dichotomy creates new challenges for professional development in the digital age, requiring the creation of adaptive models of cognitive activity that combine the advantages of digital technologies with the preservation of depth in professional thinking [11].

Research by A. Karpov and colleagues shows that effective professional activity in digital environments requires the development of conscious control over cognitive strategies, flexible attention management, and the ability to restructure thought processes [12] quickly.

Of particular interest is the phenomenon of “digital amnesia” (Sparrow et al.), a decline in the ability to memorize information due to habitual reliance on digital devices [13]. This phenomenon leads to changes in memorization strategies, the plasticity of professional knowledge structures, and the development of expanded cognition [3]. These changes are dual in nature: while expanding cognitive capabilities, they simultaneously require the development of new self-regulation mechanisms to maintain the depth of professional thinking [14].

In the context of digitalization, professional identity is undergoing significant changes, acquiring new characteristics reflected in modern concepts. The concept of hybrid professional identity, proposed by A. Koneva and A. Ayanyan, reveals the synthesis of traditional professional values with new digital competencies [15, 16]. This hybrid nature is evident in two key aspects: the ability to integrate diverse professional roles and adaptive flexibility in the context of rapidly changing digital environment requirements [17].

Modern studies of professional identity in the context of digitalization (E. Zeer, Yu. Slepko, V. Tolochev, and others) reveal the complex dynamics of its transformation: on one hand, new competencies are being formed (digital reflexivity and metacognitive flexibility), ensuring the stability of the professional “I” [18]; on the other hand, the conflict between traditional professional values and the demands of the digital environment is intensifying, highlighting transprofessionalism as a way

to integrate heterogeneous experience [1]. At the same time, crises of self-determination are observed, associated with the erosion of professional guidelines and the need for constant rethinking of career trajectories [2], which requires the development of new adaptation mechanisms that combine identity stability with flexibility amid digital uncertainty and ongoing change.

The digital transformation of the professional environment creates a paradoxical dynamic in the emotional and motivational sphere of the modern specialist: on one hand, it opens new opportunities for professional growth and self-realization; on the other, it generates persistent psychological tension, described by S. Lenkov and N. Rubtsova as digital professional imbalance [4]. At the same time, a profound restructuring of the motivational system is occurring – internal incentives for professional activity, such as meaningful work, opportunities for self-realization, and creative expression, are coming to the forefront, reflecting global changes in professional values in the digital age [4]. These interconnected trends are shaping a new configuration of psychological factors in professional development, in which classical approaches to motivation and emotional stability require a fundamental rethink.

The phenomenon of professional disengagement presents a significant challenge. Despite the apparent hyperconnectivity of the digital world, many professionals experience a lack of genuine communication and are losing their sense of belonging to a professional community. Virtual communication often fails to provide the depth and richness of face-to-face professional interaction. These changes require new approaches to supporting professionals' psychological well-being. Developing emotional intelligence and self-regulation, and creating new forms of professional support and communities, are becoming increasingly important.

Theoretical propositions about changes in professional identity in the digital age require empirical verification. To address this, a special diagnostic tool has been developed that incorporates both established components of professional development and new digital parameters. Particularly important is the combination of the modernized “Integrative-Typological Professional Orientation of the Individual” (IPOI-2) methodology, adapted to digital realities [5], and the new “Engagement in Artificial Intelligence” (EIAI) questionnaire, which assesses the depth of engagement in the digital professional environment [3].

A modified version of the IPOI-2, validated on a sample of 903 respondents, demonstrated satisfactory reliability (Cronbach's alpha

0.648–0.797) and explained 54–67% of the total variance. The EIAI questionnaire, tested on 425 participants, demonstrated high reliability (0.812–0.935) with a comparable level of explained variance (38–68.7%). A key result of the study was the identification of typical patterns of digital adaptation. The most common was the debating type (41% of the sample), characterized by a contradictory attitude toward digitalization. The involved type, demonstrating active acceptance of digital changes, was identified in 23% of respondents. Anxiety (tension) was observed in a significant proportion (36%) of specialists with a maladaptive response type.

For the “People” scale (see Table 1), the inverse relationship indicates that lower scores (less attention to real-life communication) are associated with more severe identity problems. Therefore, an imbalance on this scale requires adjustments to communication practices. For the “Objects” scale, optimal scores are mid-range (a balance of digital and real-life interactions), and scores on this scale should be monitored to prevent social maladjustment. The “Strategies” and “Efficiency” scales are key predictors of cognitive adaptation, while the “Management” scale serves as a protective factor against identity crises. The “Execution” scale reflects motivational resilience in the digital environment.

Overall, the results in Table 1 show that, due to the identified relationships, the IPOI-2 methodology enables assessment of all components of an individual’s digital professional development.

Analysis of the “Involvement in the field of AI” scales (see Table 2) also revealed characteristic patterns in the manifestation of the analyzed personality facets within the context of digital professional development. The cognitive aspect shows a direct relationship between cognitive engagement and professional effectiveness; however, if uncontrolled, this process can lead to the development of clip-based thinking.

Professional identification is characterized by a nonlinear relationship between affective and general involvement, where both insufficient and excessive emotional involvement disrupt the integrity of professional self-determination.

In the motivational sphere, there is a consistent trend toward intrinsic motivation over extrinsic incentives among the most successful professionals. The social adaptation component of personality exhibits an inverse U-shaped relationship between behavioral engagement and social adaptability, with both insufficient and excessive activity in the digital environment correlating with manifestations of professional loneliness.

Table 1

Relationships between the facets of digital professional development of personality and the scales of the IPOI-2 methodology

№	The Boundary of Personality Development	Scale methods IPOI-2	Correlation coefficient (r)	Character connections	Interpretation
1	Cognitive	Strategies	0.58*	straight	The better developed the strategic thinking, the higher the digital competence
		Efficiency	0.62*	straight	Reaction speed in a digital environment is associated with cognitive flexibility.
		Information	0.51*	straight	The ability to work with information flows determines adaptability
2	Identification	Management	0.44*	straight	The ability to self-regulate strengthens professional identity
		People	-0.39*	reverse	A lack of live communication provokes an identity crisis
3	Motivational	Execution	0.47*	straight	The quality of digital task performance is associated with intrinsic motivation.
4	Social	Objects	-0.41*	reverse	Excessive reliance on digital objects reduces the quality of social adaptation.

Note. * correlations are significant at $p < 0.05$.

Table 2

Relationships between the facets of digital professional development of an individual and the scales of the EIAl (Involvement in the field of AI) methodology

№	The Boundary of Personality Development	Scale methods ALL	Correlation coefficient (r)	Character connections	Interpretation
1	Cognitive	Cognitive engagement	0.67**	straight strong	The depth of work with AI tools directly affects the development of digital thinking.
		Behavioral engagement	0.49*	straight moderate	The frequency of use of digital solutions is associated with operational adaptation.

End of Table 2

№	The Boundary of Personality Development	Scale methods ALL	Correlation coefficient (<i>r</i>)	Character connections	Interpretation
2	Identification	Affective involvement	0.53*	straight moderate	Emotional acceptance of the digital self contributes to a hybrid identity
		Overall engagement	0.61**	straight strong	The integration of AI into professional activities strengthens digital identity.
3	Motivational	Motivational involvement	0.72**	straight strong	Intrinsic motivation is the fundamental basis for meaningful work with AI
4	Social	Behavioral engagement	0.38*	straight weak	Behavioral engagement in virtual communities creates a sense of belonging and strengthens interpersonal connections.

Note. ** $p < 0.01$, * $p < 0.05$.

Analysis of the results from the IPOI-2 and EIAI methods (Tables 1 and 2) revealed both positive and problematic aspects of digital professionalism. These results confirm L. Rulevskaya's conclusions on the need to modernize career guidance approaches, integrating both traditional mechanisms of professional self-determination and the new requirements of the digital environment [19]. The study demonstrates that digital professional development is a complex process of balancing innovative opportunities and potential threats, requiring a differentiated approach to identifying optimal development zones and critical risk points for each component of an individual's professional development in the digital age [4].

Cognitive performance reaches its peak with a harmonious combination of high strategic thinking (0.58), operational efficiency (0.62), strong cognitive engagement (0.67), and critical analysis. However, this carries significant risks, as excessive multitasking and fragmented information perception can lead to shallower professional thinking, fragmented cognitive processes, and increased fatigue.

Professional identity is most stable when the digital and traditional selves are balanced (0.61), self-regulation is sufficient (0.44), and live professional communication is maintained. Risks arise when emotional (affective) engagement (0.53) is not supported by management skills,

and virtual interactions predominate over real-life ones (-0.39), leading to conflicts between professional roles.

The motivational sphere demonstrates stability, with intrinsic motivation (0.72), high-quality task performance (0.47), and an understanding of the meaning of digital activities. Potential threats arise when external incentives outweigh internal ones, professional autonomy is lost, and value orientations erode.

The social adaptation component requires special attention to maintaining a balance between the optimal ratio of digital and real-life contacts ($60/40$), moderate behavioral engagement (0.38), and sustaining an emotional connection with the professional community. The main risks include digital loneliness due to excessive virtualization, professional isolation, a lack of online interactions, and a loss of social skills in real-life communication.

The identified combined effects of digital professionalism require a comprehensive understanding of contemporary professional realities.

1. The Cognition-Motivation Link ($r = 0.55$), commonly known as the cognitive-motivational paradox, reflects a bidirectional dynamic: on one hand, digital skills significantly enhance professional interest and cognitive activity; on the other hand, they foster superficial clip thinking, as confirmed by the research of N. Carr [8]. This paradox shows that while digital skills can boost professional interest, they require monitoring to prevent excessive “clippiness.”

2. The combination of low control and high affective involvement ($r = 0.79$) causes the identification crisis, or dissonance. Identified in the works of L. Rulevskaya [19], identification dissonance reveals deep contradictions between emotional involvement in the digital professional environment and insufficient self-regulation skills, which becomes the leading cause of crises in professional self-determination.

3. Of particular concern is the social adaptation gap, where interaction in the digital space does not compensate for the lack of honest professional communication, leading to emotional burnout and decreased professional effectiveness [3] – an imbalance between behavioral engagement and live communication results in social maladjustment.

These interrelated effects highlight the need to develop comprehensive professional development programs that integrate digital competencies with the preservation of professional depth of thinking, emotional stability, and interpersonal skills in real professional environments.

To address the identified adverse effects of digital professionalism, a comprehensive system of measures is proposed, including: 1) the introduction of metacognitive control training to develop conscious regulation of thought processes and maintain professional depth of professional thinking; 2) the implementation of psychological support programs aimed at fostering emotional resilience and preventing professional deformation; 3) the development of hybrid communication models that balance digital and real-life professional interactions; and 4) the creation of a professional development monitoring system with regular motivation assessments and early detection of burnout risks. This approach combines the benefits of digital technologies while preserving the fundamental characteristics of professional activity.

Thus, the study confirmed that digital professionalization is a complex process of personal transformation, encompassing cognitive, identity, motivational, and social aspects. The identified duality of digital impact – the combination of new opportunities and the risks of maladaptation – underscores the need for a balanced approach to professional development in the digital age. The practical significance of this study lies in the development of diagnostic tools that assess not only the level of digital readiness of specialists but also predict risks and create personalized development trajectories. These results provide a scientific basis for adequate psychological support for professional development in the context of digital transformation, ensuring a harmonious combination of technological progress and personal growth.

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ПЕДАГОГИКА

ЦИФРОВЫЕ ИЗМЕРЕНИЯ ЛИЧНОСТИ В ПРОФЕССИОНАЛЬНОМ СТАНОВЛЕНИИ

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Аннотация. Актуальность исследования обусловлена стремительной цифровизацией профессиональной деятельности при сохраняющейся недостаточной изученности ее психологических последствий для развития личности. В статье исследуются изменения личности в условиях цифрового профессионального становления, затрагивающие когнитивную, идентификационную, мотивационную и социально-адаптационную сферы.

Анализ степени разработанности проблемы показал, что теоретическую основу составили концепции профессионального становления (Э.Ф. Зеер, В.А. Толочек и др.), концепции цифрового профессионализма и метакогнитивных механизмов адаптации (А.В. Карпов, С.Л. Леньков и др.), теории цифровой социализации (О.А. Карabanова, Т.Д. Марцинковская и др.), модели гибридной идентичности (А.В. Конева и др.).

Цель исследования – выявить и систематизировать структурные изменения личности в условиях цифрового профессионального становления.

В статье представлен комплексный анализ изменений ключевых сфер личности и раскрывается двойственная природа цифровизации, которая, с одной стороны, расширяет профессиональные возможности, а с другой – создает риски дезадаптации (клиповое мышление, кризисы идентичности, профессиональная разобщенность). Теоретическая значимость заключается в разработке интегративной четырехкомпонентной модели профессионального становления личности, включающей: 1) когнитивный (гибкость мышления и цифровая компетентность), 2) идентификационный (динамика профессионального «Я»), 3) эмоционально-мотивационный (цифровая резилентность), 4) социальный (сетевое взаимодействие) аспекты.

Практическая значимость исследования подтверждена эмпирическими данными, выявившими связи между стратегическим мышлением и цифровой адаптацией, а также противоречивые эффекты, такие как когнитивно-мотивационный парадокс. Практические рекомендации включают тренинги метакогнитивного контроля, гибридные форматы коммуникации и системы мониторинга профессионального развития. Отмечается необходимость баланса между цифровыми инновациями и сохранением детерминант профессиональной деятельности.

Ключевые слова: *цифровое профессиональное становление, личность, когнитивная гибкость, профессиональная идентичность, цифровая резилентность, цифровая адаптация*

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