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## A Profession has Essential Influence on a Person's Character

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### ABSTRACT

A profession has essential influence on a person's character. Choosing profession is connected with personal characteristics. When people of certain profession have common features, there specifics can be conditioned not only by a secondary influence of a professional role but the fact that a certain profession is chosen by people with originally similar inclinations.

Stereotypes are harmful for professional activity as do not promote to refreshing knowledge and mastering professional skills. Knowing the stereotypes of memory, perception and mind formed with representatives of certain professions, gives them opportunity to avoid professional deformation having negative impact on work and society.

### Keywords:

Profession, professional stereotypes, professional deformation, professional position, influence of a profession.

A human being, as a biological individual, has congenital features but he is formed as a person through the influence of social contacts and his/her acknowledged efforts. A person is considered as unity of his/her individual characteristics and role functions. **Role** – is a set of behaviours, performing of which is obligatory for a person as a member of a certain social group. Performing this or that social or professional role, especially if it is personally important and lasts for a long period of time, has distinctive impact on mood, value orientation, behaviour motives, attitude to the other people.

It is to be pointed out that too close connection of one's self with a certain role, makes a person depended on concrete conditions of his/her life. When those conditions change (e.g., a teacher quits job), it is inevitably followed by confusion and sometimes despair. It can be stated that a profession is reflected in one's character, ideas, views and attitudes. Thus, **professional stereotypes** are formed.

To take it generally, professional stereotypes are high level expression of the achieved mastership, it is not only expression of knowledge but automatic skills too, directed by subconscious and conscious is not involved. These stereotypes, as a rule, are developed from the most useful characteristics of the given profession. If the stereotypical behaviours and specific disposition appear in a non-professional field, it means, that **professional deformation** is taking place, which has negative impact on work and society. Not adequate self-estimation also increases professional deformation. Why are too many stereotypes harmful for professional activities? Stereotypes create a mechanical circle and it complicates mastering new methods and approaches, their need is not sufficiently acknowledged. One of the results of the deformation is that wrong impression is created as if accumulated stereotypes can ensure the necessary speed of action, preciseness and success without refreshing knowledge and information.

Approaches become stencilled; problems are perceived unilaterally which decrease level of qualification. Another side of the deformation is that professional habits are moved on relationships with friends and family members. Everyday typical professional tasks promote not only perfection of professional knowledge but formation of professional habits, way of thinking and style of relationship.

It should be emphasised that **professional position** defines not only not the style of comprehension and behaviour but the surroundings' expectations as well.

According to role expectations, a private person can leave a city, where cholera epidemic is spread, with a clean conscience but a doctor or a priest can not do that. It is not compatible with their sense of obligation. Relationship of a teacher and a student at an exam, a journalist and an interviewee during an interview, a doctor and a patient during a medical examination are conditioned by their professional positions. Though until their first meeting the participants do not know anything about each other, they can form the right communication if the roles are traditionally distributed.

When role positions are spread over non-professional fields as well, a person's behaviour is not adequate anymore and his/her education does no longer comply with politeness. Communication with such a person becomes difficult. The following phrases are the illustrative examples of professional deformation: "Why are you talking to me with a prosecutor's tone", "Don't lecture me like a teacher", "Use the right tone, you are not at your work" and so on. There can be other examples.

Let's start with a school teacher. A teacher's professional deformation is resulted in authoritarianism and ambition, conformism and formalism and conservatism as well which increases along with years of working. First of all, didactic, mentor tone of speech is catchy. Such a tone is useful at school but unfortunately, it is often accompanied with forced sonority of voice. This kind of forcing is not desired to be used for maintaining discipline in a class.

However, outside the classroom it can be perceived as impoliteness.

It should be noted that too much severity from a teacher causes neurosis and non-adequate self-appraisal in students. In teachers themselves, it gradually reduces sense of humour. The characteristic features of a teacher's character can hinder them not only outside school ( in their families, with friends) but they can gradually make negative impact on the working process as well. Relationships become formal and a student is not perceived as a person. These kinds of teachers perceive certain students as representatives of a typical group- talkative, lazy, hard-working, etc. A student is no more perceived as a concrete person- Anna, Giorgi, etc.

One of the reasons of a teacher's professional deformation can be that teaching materials at the lessons are repeated systematically and it causes many semantic and speech dogmas. From one point, it makes a teacher's work easier during years but from the other point, it blocks development of the style and contents of the lessons. It is inevitably followed by decrease of the lesson's prestige and teachers' self-appraisal.

In such cases, teachers don't any more feel respect from their students and they also express the same towards them – make them wait, threaten them, insult a student's personality using inappropriate expressions, instead of answering all their questions calmly, they put contra-questions and can even make offensive comments like "It is not in the program", "No need to know this" or "Even an idiot could understand it and why not you?".

A teacher's situation can become worse if they are chronically "busy". It is clear, that "busy" teachers can't keep their friends without meeting and talking with them. They read less, watch less films and plays and gradually they lose good taste. Students consider this kind of teachers outdated and this disposition is transferred on the subject taught by that teacher. Thus, gradually, students' loss interest towards novelty and generally, science.

As a result of professional deformation, teachers more harshly perceive others indifference towards their "subject". And the people, who express such indifference, become unbearable for them.

This kind of teacher considers his/her subject as the only important one and thinks that students must pay all their time to it.

Effectiveness of teaching is connected with a teacher's ability to simplify teaching material to make it easier for students understanding. People, who have been working as teachers for many years, not seldom acquire a skill to give another person more than necessary explanation. It looks like "lecturing". And it is known that nobody enjoys being "lectured".

When this kind of teacher is talking to his/her colleagues (not students), utters each word slowly and distinctively, trying to use simple words and expressions, repeats each opinion and explains from different angles and having a tolerant smile on the face all the time.

They see children in their interlocutors, who need to receive "chewed" information. It might be necessary in class but outside a professional field it is perceived as inflexibility and simplicity of mind.

It is useful to develop stereotypes at the beginning stage of independent career as they hasten the working process but when stereotypical behaviours become dominant, perceiving situation in simplified and belief in the universality of the used methods and overestimation of one's own abilities decrease analytical skills and make difficult to discuss the events from different positions.

Professional requirements form skills of observation, criticism, vigilance and analytical mind in lawyers. These characteristics mean concentrating on details and being systematic. The lawyers are systematic in answering a friend's question: "How was your summer?". The friend's situation can't be alluring in such a case.

As the investigators in their professional activities often deal with lies, treason, blandness – they can acquire sense of jealousy and extreme criticism. They often loss confidence in people,

become jealous towards everyone and everything. They see a criminal in every suspect. Jealousy is the most dangerous manifestation of an investigator's professional deformation. It causes tendentiousness which has a negative impact on his work.

An investigator always tries to hide and suppress personal emotions in stressful situations. Strict self-control becomes their habit and characteristic feature. In their everyday life it can express emotional coldness, pedantry.

A prosecutor's professional deformation makes fierce such personal traits as cruelty, inclination to blaming, putting the collector under psychological stress and indirect threats. The above-mentioned professional characteristics are expresses in relations outside workplace. In everyday activities they approach everything with so methodically and their usual scheme: in detailed, pedant way.

For a doctor it is important to listen to a patient, analyse the patient's condition, trying to calm him/her down. Only in this case a doctor can lead an effective treatment course. One of the productive ways of soothing a patient and reducing his/her anxiety, is mild and positive humour.

It is often important to relieve not only patients' tension but medical staff's as well, let's say before a serious surgery. That is why, sense of humour in very critical moments is a part of a surgeon's useful professional equipment, as it promotes relieving tension of the staff and successful outcome of an operation.

The habit of relieving tension in this usual way, sometimes pushes surgeons to specific jokes in less appropriate situations (e.g., at official events or at a funeral), which may complicate relations.

Deformation with doctors is revealed in their professional slang as well, which appeared with purpose of saving time. E.g., before taking a vacation, a doctor says to his/her replacement: 'there are three kidneys, two stomachs and one gall bladder'. This slang, from one point, saves time for the doctors but from the other point, the patients do not like when their personality is mentioned in such a way.

Sometimes, the patients receive their anamnesis, where their clinical diagnosis is given in details. Patient may become scared as they may think that their condition is hopeless as they have so many diseases. Professional terminology scares them. A doctor should explain them that all the details of the diagnoses are important and that is why the anamnesis contain description of even trifle defects.

While communicating with a patient, a doctor must avoid not only “scaring” a patient but annoying (from a patient’s point of view) diagnoses. Diagnoses like “Neuroses”, “Hysteria”, “Depression” are sometimes annoying for patients. In such cases some patients think that the doctor considers them as abnormal, “mad”. Much better sounds the term-“neural fatigue”.

Professional deformation in journalists appear in their sense of superiority and arrogance, which reduces sense of self-criticism. They not seldom think that freedom of word empowers them with more rights than the rest of the society has. It can cause improperness (tactlessness, impudence) in journalists’ behaviour, especially when there is no feedback - public control and criticism.

Simplicity in ordinary, human relationships is lost, a journalist seeks sensation, ‘something unusual’ even within a circle of his/her acquaintances. This tendency makes a journalist a tale-teller. As a result of professional deformation, journalists do not feel responsibility for the outcomes caused by their activities. They become oriented mainly on the form of their activity thus, doing harm to the contents. More than this, on order to strengthen the sense of their integrity, they conceal their activity under the cover of certain secretes. A journalist, who considers himself/herself as the only one who can “unhide the hidden” and “perform justice”, is deformed because he/she does not have anything except a personal “ego”. Thus, it is vain to appeal to their personal traits.

**Thus**, a profession can have essential influence on a person’s character. Choosing profession is connected with personal characteristics. So, when people of certain profession have common features, there

specifics can be conditioned not only by a secondary influence of a professional role but the fact that a certain profession is chosen by people with originally similar inclinations. Knowing the stereotypes of memory, perception and mind formed with representatives of certain professions, gives them opportunity to avoid professional deformation and have more objective approach to their vices.

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