

Identization

An article from Wikipedia (France), the free encyclopedia.

Identization is the [process of](#) construction, [development](#), and evolution of identities ([personal identity](#) and [collective identities](#) such as gender and sex, ages, professions, cultures, etc.).

Etymologically, [identity emphasises](#) above all the "same", the permanence, stability or balance of [representations](#) (of oneself, of us). Identization, on the other hand, introduces the hypothesis of a paradoxical dynamic between two or more processes likely to harmonize or conflict ([identity crisis](#)). It therefore implies both the constant effort to [differentiate](#), assert and value oneself in one's behaviour and practices in relation to others (self-promotion), and the construction of an [interiority](#), a [subjectivity](#), a tendency to give meaning and value to oneself, one's life, beliefs, commitments and projects (self-identification). It is therefore particularly important not to confuse identization and [identifications](#), but to try to understand how they oppose, harmonise or coexist in parallel.

Contents

- [1 Implications](#)
- [2 Background](#)
- [3 Evolution of the concept](#)
- [4 Identization as a paradoxical process](#)
- [5 Applications](#)
 - [5.1 Identity crisis of adolescence](#)
 - [5.2 Young immigrants](#)
 - [5.3 The construction of teachers' professional identity](#)
- [6 Bibliography](#)
- [7 Notes](#)
- [8 References](#)
 - [8.1 Pierre Tap](#)
 - [8.2 Other references](#)
- [9 External link](#)

Implications

It is therefore necessary to clarify and analyse the theoretical and practical links between identity, *identization*, identifications and identity tactics/strategies [\[ref. needed\]](#):

1. Identity (state) = representation/description; "I am, we are" (this, that: attributions/qualifiers): idem (being the same), ipse (being oneself).

2. Identization (process) = I become (movement, historicization, mutation, construction/deconstruction/reconstruction). Example: I meet someone after a long absence: "what are you becoming? "I become what I am (rooted identity, self-identification ... or I become another (transformed self or identification with another than myself).
3. Identification (process/state) = I become another, I become like some others (belonging), I become 'like everyone else'...
4. Identity tactics/strategies (procedures, means by which I seek to transform myself, to maintain myself, to defend myself, to achieve my objectives, .)

History

The term 'identization' was first proposed in psychology by Pierre Tap in a paper distributed before the colloquium in July 1979: *Production et affirmation de l'identité* [\[N 1\]](#).

In his synthesis *Identity and Social Change. Point de vue d'ensemble*, at the end of the colloquium, Carmel Camilleri takes up the notion:

"It has become clear to everyone that identity is a dynamic, which we will call [dialectic](#), the union of two opposing processes, which constantly repel each other in order to unite and unite in order to repel each other: a process of [assimilation](#) or identification by which the individual makes himself similar to the other, by absorbing his characteristics; a process of differentiation which P. Tap has called "identization" by which the individual distances himself from the other and grasps himself as distinct from him. »

In the introduction to the proceedings of the international colloquium held in Toulouse in September 1979 [\[T 1\]](#), [\[T 2\]](#), Pierre Tap returns to the complex relations between identification (with the other or identification with what the other expects of me) and identization (self-identification, affirmation and singularisation):

"The processes involved in identization are, in part, of the [cognitive](#) order... identity is constituted on the basis of a fundamental process of duplication, responsible for all mentalization. But... identity knowledge is not the result of a pure cognitive organisation, of an objective structuring of perceptions and memories. It emerges and develops during [interpersonal](#) and intrapersonal conflicts, jointly, during critical periods when the person is passionately involved. The socio-affective and imaginary aspects are thus mixed with adaptive action and objective knowledge [\[T 3\]](#). »

In the same book, [Philippe Malrieu](#) analyses the characteristics and phases of the "genesis of identity behaviours" and thus of identization [\[T 4\]](#).

Evolution of the concept

Pierre Tap has often taken up the notion of identization in order to clarify it using multiple examples in the various phases of life (childhood, adolescence, adulthood, old age), in particular in his [State thesis](#)^[T 5]. It is necessary to distinguish between collective identization (the process of constructing human identity, Occitan identity, professional identity, religious identity, etc.) and the construction of personal identity ^[ref. needed]. The latter involves the genesis and the practical and symbolic role of self-consciousness, of behaviours of independence and [empowerment](#), of the need to assert and singularise oneself, to oppose and to unify oneself ^[ref. needed]. But there is a great danger of falling into [psychologism](#), of giving way to an individualistic attitude, of reducing identization to the process of [narcissisation...](#) as there is, conversely, a sociological position based on the socio-deterministic hypothesis according to which our personal identity is only the product of what our culture and our society impose on us and which we internalise...

The author mentions identization in 1982 in the article *identity-psychology* of the [Encyclopædia Universalis](#) in which he proposes several characteristics of the identization process. He had to defend the maintenance of the [neologism](#) to avoid its replacement by the processes of identification or "s'identification" proposed by the editors, but the concept is constantly taken up in the following editions^[1].

Identization as a paradoxical process

Subsequently, many authors have analysed the contradictory and yet articulated relationships between identifications and identization, but the paradoxical character evoked takes many forms: identity and [otherness](#), internal and external, differences and similarities or solidarities, [legitimacy](#) or masks and masquerades, etc. Identization is both a process of construction, affirmation and differentiation of the self (or us) from the other (others), but it is also a constant effort of conservation (being the same/being oneself, maintaining, defending) and [conversion](#) (personification, becoming oneself, changing, overcoming). This struggle between conservation and conversion takes place in the paradoxical effort of identization, which is then defined as the constant process of [regulation](#) and compensation, conquest and defence, anchoring and commitment, of maintaining personal identity in spite of or through changes, while at the same time mutating through crises to be overcome, without losing the meanings or values that serve as the foundation of one's own history.

Applications

Identity crisis in adolescence

Glynis Breakwell distinguishes two processes: [assimilation-accommodation](#) (according to [Jean Piaget](#)'s conception) and [evaluation](#) (the introduction of [values](#) and meaning^[2] into the dynamics of engagement).

importance of the action of self-development and engagement processes in identity management^[3].

Immigrant youth

"Identity is not a given, but an incessant dynamic, a series of operations to maintain or correct a [self](#) in which one accepts to situate oneself and which one values"^[ref. needed]. "There is nothing more collective than personal identity^[4]", which can be contrasted with [Jean-Paul Sartre](#)'s "for-itself": "only individual practices (free-for-itself) exist (and) are constitutive". But this opposition between the [individual](#) and the collective is not productive. The important thing is to show that practices, like [representations](#) and values, individual and collective, necessarily interstructure each other.

The opposition between [ontological](#) (or [normative](#) or value) identity and [pragmatic](#) (or [instrumental](#), factual) identity.

Sartre differentiates and links between the "in oneself", the "for oneself" and the "for others". These young people have to find a balance between different demands and values from different and sometimes conflicting [cultures](#), between "the pragmatic need to adapt to the dominant culture and the ontological need for loyalty to oneself"^[5].

The construction of the professional identity of teachers

According to Christiane Gohier and her team^[6], teachers participate directly in the construction of their professional identity through their [interactions](#) with others. This construction involves two complementary processes: identification and identization^[7]. The teacher uses identification when he/she adopts characteristics and practices of the [profession](#). He/she uses identization when he/she recognizes himself/herself as being in the practice of the profession. These two processes complement each other and contribute to the [construction of the teacher's identity](#)^[8]. Professional identity is therefore developmental and evolving in nature. Although it is largely developed during initial training and during the first years of teaching, it remains in a state of continuous flux.

Bibliography

Documents used as a source for this article.

- (en) Glynis M. Breakwell, " Strategies adopted when identity is threatened ", *Revue internationale de psychologie sociale*, Paris, [American Psychological Association](#) (APA) PsycNet Database: PsycINFO, vol. 1(2), 1988, p. 189-203 ([résumé](#)).
- Jaan Valsiner and Kevin J. Connolly, *Handbook of developmental psychology*, London, Sage Publications, 28 February 2003 (reprint 2005 ([ISBN 076196231X](#) and [9780761962311](#)) [OCLC 123955962](#)), 682 pp, XXVII, gràf, 26 cm ([ISBN 978-1-4462-3990-2](#), [OCLC 803646576](#), [online presentation](#), [read online](#)).
- (en) John Widdup Berry, Ype H. Poortinga et Janak Pandey, *Handbook of cross-cultural psychology : basic processes and human development*, vol. 2, Boston, Allyn & Bacon, 1997, 2e^{éd.}, 439 p., 3 v. : ill. ; 24 cm. Online version: *Handbook of cross-cultural psychology* [OCLC 646956706](#) ([ISBN 978-0-205-16075-4](#), [OCLC 34545082](#), [présentation en ligne](#)).
- Carmel Camilleri, "Les stratégies identitaires des immigrés", *Sciences Humaines*, Auxerre, vol. 15 "Identity, identities: the individual, the group, society", December 1996, pp. 32-34.
- Carmel Camilleri, Joseph Kastarsztejn, Edmond Marc Lipansky, Hanna Malewska-Peyre, Isabelle Taboada-Leonetti and Ana Vasquez, *Stratégies identitaires*, Presses Universitaires de France - PUF, coll. "Psychologie d'aujourd'hui ([ISSN 0768-1623](#))", 1990 (repr. 1997 [BnF notice](#)^{no} [FRBNF37672339](#), repr. 2002 [OCLC 491672592](#)), 240 pp, 21.4 × 13.6 × 2 cm ([ISBN 978-2-13-042858-9](#), [OCLC 417596509](#), notice [BnF](#)^{no} [FRBNF35089967](#), [online presentation](#)).
- Fernando Gil, Nicole Sindzingre, Pierre Tap and [Annie Collovald](#), *Identity (Psychology)*, [Encyclopædia Universalis](#).
- Christiane Gohier, *L'enseignant, un professionnel*, Québec, Presses de l'université de Québec, 1999, 192 p. ([ISBN 2-7605-1025-5](#), [BnF notice](#)^{no} [FRBNF40209496](#))
- Jean Guichard, 'Se faire soi', *O.S.P., l'orientation scolaire et professionnelle*, [OpenEdition Journals](#) 'Travail biographique, construction de soi et formation',^{nos.} 33/4, 2004, pp. 499-533 ([DOI 10.4000/osp.226](#), [abstract](#), [read online](#) [PDF], accessed 21 February 2013).
- Saskia E. Kunnen and Harke A. Bosma (trans. F. Bariaud), "Identity development: A relational and dynamic process", *O.S.P., l'orientation scolaire et professionnelle*, [revues.org](#), Centre pour l'édition électronique ouverte (Cléo),^{nos.} 35/2, 2006, p. 183-203 ([DOI 10.4000/osp.1061](#), [abstract](#), [read online](#) [PDF]).
- Pierre Tap, *Identité individuelle et personnalisation*, Toulouse, [Privat](#), coll. " Sciences de l'homme ", 1980 (repr. 1986 [OCLC 715237668](#) 440 p.), 412 p.

([ISBN 978-2-7089-7415-9](#), [OCLC 7999000](#), notice [BnF](#) ^{no} [FRBNF34673164](#), [online presentation](#)).

- Pierre Tap, *Identités collectives et changements sociaux*, Toulouse, [Privat](#), coll. "Sciences de l'homme", 1980 (repr. 1986), 456 p. ([ISBN 2-7089-7414-9](#), [BnF](#) notice ^{no} [FRBNF36603614](#)).
- Pierre Tap, under the direction of [René Zazzo](#), *Identité, identification et représentation de sexe : approches pour une étude de la personnalisation de l'acteur social*, [Université Paris X](#), "Psychologie", 1981, doctorat d'État ([OCLC 490537014](#), [online presentation](#), [read online](#)).
- Pierre Tap et al., *La socialisation: de l'enfance à l'adolescence*, vol. Socialisation et construction de l'identité personnelle, Paris, [Presses universitaires de France](#) (PUF), 1991, 360 p. ([ISBN 2-13-043871-7](#), [BnF](#) notice ^{no} [FRBNF35492206](#)).
- Pierre Tap et al, *Child Psychology*, vol. La construction de l'identité personnelle chez l'enfant, Montréal, Gaëtan Morin, 2005, 559 p. ([ISBN 2-89105-916-6](#), notice [BnF](#) ^{no} [FRBNF41424853](#)), pp. 299-322.

Notes

1. ↑ "Production and affirmation of identity", September 1979, [Toulouse II-Le Mirail University](#)

References

Pierre Tap

1. ↑ [Pierre Tap 1980](#), *Collective Identities and Social Change*, pp. 11-15
2. ↑ [Pierre Tap 1980](#), *Individual identity and personalisation*, pp. 7-10
3. ↑ [Pierre Tap 1980](#), *Individual Identity and Personalisation*, p. 9
4. ↑ [Pierre Tap 1980](#), *Individual identity and personalisation*, pp. 39-51
5. ↑ [Pierre Tap, State thesis 1981](#), p. 852 et seq.

Other references[[edit](#)]

1. ↑ [Encyclopædia Universalis, 1984, 2^e éd. 1995, 4^e éd.](#), pp. 898-899 + 901
2. ↑ [GlynisM.Breakwell1988](#), p. 193
3. ↑ [JaanValsiner& Kevin J. Connolly 2003](#), pp. 450-488
4. ↑ [CarmelCamilleri1996](#), p. 33
5. ↑ [CarmelCamilleri1996](#), p. 55.
6. ↑ [Christiane Gohier 1999](#), p. 29.
7. ↑ [Christiane Gohier 1999](#), p. 45.
8. ↑ [Christiane Gohier 1999](#), p. 46.

External link

Pierre Tap, "[La psychologie au service des personnes et des organisations](#)", on [pierretap.com](#)