

Professional Identity of English Teachers in Higher Vocational Colleges from the Perspective of Pedagogy

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Abstract: With the development of social economy, higher vocational education has also been rapidly popularized. In our country, higher vocational colleges (HVC) are a very special and irreplaceable profession. The students of HVC are in a very significant position in the education system of our country, and they have made great contributions to socio-economic growth and cultural construction, and teachers are the essential, most basic and most critical factor in the growth of the entire teaching activities. Higher vocational education has not fully realized its own value. Although some colleges and universities offer foreign language courses, they do not have enough knowledge and understanding of the actual needs of students. Therefore, it is particularly necessary to promote the professional identity of English teachers. For this reason, based on the perspective of pedagogy, this article has done an investigation and research on the professional identity of English teachers in HVC. This article first uses the data analysis method to understand and study the current English teaching situation in HVC in my country. Secondly, according to the current phenomenon, the questionnaire survey method is used to collect and sort out the professional attitudes and suggestions of English teachers in HVC, and finally use data analysis to draw conclusions. The survey results show that female teachers account for 56.5% of English teachers in HVC. Their lack of professional identity is mainly due to various pressures. There are significant differences in professional identity among higher vocational English teachers.

1. Introduction

From the perspective of the teaching of the new curriculum reform, the professional identity of teachers is the process and result of continuous interaction and negotiation between the teacher and the situation during the teaching practice. Young teachers in HVC are the main force of the faculty of HVC, and they are significant human resources responsible for cultivating high-quality skilled talents. The professional identity of young teachers in HVC directly affects the investment and quality of teaching activities and work, and also affects the professional development of teachers and the realization of their self-worth.

Based on the research on the professional identity of English teachers in HVC from the perspective of pedagogy, many people have explored. For example, Qian Lina analyzes the status quo of professional identity of young teachers in HVC from the perspective of positive psychology. On this basis, using relevant theoretical perspectives, four ways to improve the professional identity of young teachers in HVC are proposed: to cultivate positive self-awareness, emotional experience and good personality traits of young teachers in HVC, and to build HVC An active social support system for young teachers in the school [1]. In addition, some scholars say that teachers' professional identity and professional growth have become one of the current development trends and hotspots in teacher education research in various countries. The higher the teacher's professional identity, the stronger the subjective initiative of the work and the greater the work attitude he has. On the contrary, there will be a state of negative correlation, which seriously affects the teacher's own growth and professional growth [2-3].

The main research content of this paper includes the analysis of the problems and influencing factors in the English teacher industry in HVC, the problem of job burnout in HVC, and the analysis

of the reasons for the professional identity of English teachers in HVC and strategic research.

2. Professional Identity of English Teachers in Higher Vocational Colleges under the Background of Pedagogy

2.1 English Teacher Industry in Higher Vocational Colleges

(1) Main problems

1) Unreasonable knowledge structure.

Since industry English courses have been gradually developed in the past ten years, many teachers serving as industry English teaching have not experienced systematic professional training. The biggest knowledge advantage of industry English teachers who are transformed from public English teachers is that their linguistic knowledge is quite solid, but their professional knowledge related to the workplace is relatively weak, and they can organize language and classrooms well, but they have a little explanation of professional knowledge points. It is weaker, and the knowledge of instructing students is not enough; the part of the industry English teachers who teach industry English part-time by professional teachers with good English, the biggest advantage from the knowledge level is that they have a very thorough understanding of relevant professional knowledge. It helps students to demonstrate professional knowledge well, but the processing of language points is relatively weak. The organizational form of the classroom is relatively single, and the emphasis on knowledge explanations ignores language learning; this part of the industry is the largest English teacher from the front line of the company. The advantage is that they have first-line work experience, which is of great enlightenment to students' operational learning. They have both a certain language foundation and relatively proficient professional skills, but they may pay too much attention to the practical use of language in the course of teaching. Sexuality does not allow students to have a solid foundation from the knowledge level [4-5].

2) Asymmetric age and job title

Professional English teachers are basically between 30-45 years old and are in their middle age. Their daily teaching and work pressures are relatively high, and the pressures they face in various aspects of life are also relatively high. These teachers have grown up in higher vocational education. In the underdeveloped period, the teacher education at that time, such as English teacher education, involved relatively little special purpose English in various industries. During their academic education, they did not have a solid foundation of industry English knowledge, and relatively speaking, the experience was not particularly rich. However, experienced old teachers over 45 years old are basically not involved in the teaching of industry English courses, because they feel that it is already difficult to relearn some professional knowledge. There are few teachers under 30 years old. This situation may lead to industry English teachers. Fault development, after the 30-45-year-old group of professional English teachers become old teachers, there is a lack of supplements from young and middle-aged professional English teachers. This is a problem that needs attention. In terms of the title structure, the survey results show that most of the professional titles of teachers engaged in industry English teaching in various institutions are lecturers, while the proportion of associate professors and professors is very small [6-7].

3) Insufficient scientific research ability

As most of the professional English teachers who are called lecturers, both publishing papers and conducting scientific research projects are subject to various restrictions. The number of papers published in core journals is very small, and scientific research projects above the department level are also very few. It was found in the survey that conditions are not due to the fact that these teachers have no enthusiasm for work and enthusiasm to actively carry out scientific research, but because such a title structure will be subject to qualification restrictions when applying for scientific research projects at or above the department level, which hinders higher vocational education to a certain extent. The scientific research of English teachers in colleges and universities, especially teachers without senior professional titles [8-9].

4) Lack of development planning

Some teachers are unable to adapt to the curriculum structure in the reform, and are unwilling to actively learn and promote the knowledge and abilities needed to teach industry English courses; second, from the management level of HVC, it is necessary for the construction of the teaching staff. In the absence of planning, the survey found that the average class hours of industry English teachers in most colleges are more than 12 class hours per week. Coupled with the time for guiding practical training and conducting scientific research, the time available for training and further studies is very limited. However, various colleges and universities are also helpless in this situation, because the number of industry English teachers is very limited. In addition, the college lacks scientific guidance and overall arrangements for professional English teacher training. Sometimes due to changes in professional enrollment, the supply of some professional professional English teachers exceeds supply, and it is too late to conduct systematic professional training for all teachers on duty. Teachers are basically in a state of learning while teaching, and teaching while learning [10-11].

(2) Influencing factors

1) Social environment

The lag of teacher education. At present, the training of English teachers in many normal schools is more embodied in the level of language knowledge and educational theory, but there is no English teacher training specifically set up for a certain profession and profession. The more specific ones will have "English education". But there is no "industry English education".

Limitations of on-the-job training. Some deficiencies in pre-employment education can be supplemented by post-employment pre-employment training or on-the-job training. However, many on-the-job trainings currently have certain limitations, such as the lack of unified training for some industry English teachers, and there is no unified organizational coordination. Guidance, there is no uniform industry training standard, etc. In addition, judging from the current social environment, pre-employment education and post-employment education are almost out of touch. Pre-employment education is implemented by colleges and universities that specialize in teacher education. Post-employment education is often unsystematic and temporary short-term. Industry training, which will make the on-the-job training of industry English teachers subject to many restrictions.

2) Teachers themselves

First of all, from the perspective of the quality of teachers who have been engaged in industry English teaching, the industry English teachers who have been transformed from public English teachers lack the overall system industry knowledge, and the professional teachers who teach industry English part-time lack systematic English language theoretical knowledge. They come from the front line of the company. Professional English teachers lack relevant theoretical knowledge of pedagogy and psychology, which means that the current professional English teachers need to be strengthened at the level of knowledge literacy; secondly, from the perspective of the overall English teacher group, the mentality of job burnout is in certain. It is widespread among teachers of different age groups, which leads to the lack of self-improvement enthusiasm of professional English teachers, which has a negative impact on the professional growth of teachers to a certain extent [12].

3) Evaluation of incentives

Through research, it is found that the lack of evaluation incentives is reflected in two aspects: form and content: from the formal point of view, the evaluation form of teachers is relatively single, so many colleges and universities attach importance to the pass rate of passing exams to judge the comprehensive ability of teachers. This has a great impact on industry English teaching, because industry English teaching requires relatively high practical training, and there is currently no scientific standard to make a measurement of the students' practical training ability and level. Correspondingly, the teaching ability of industry English teachers cannot be truly evaluated; from the content point of view, teachers of some other subjects can pass some professional examinations and obtain certain professional qualifications, which proves the teachers' abilities and qualities, and some professional teachers can help students through tutoring participate in some provincial and

national industry competitions and obtain certain honors to prove the teachers' abilities. Some teachers can participate in some lecture competitions by themselves to achieve good results, gain growth and at the same time prove their own abilities. In addition to the affirmation of their quality through these methods, these teachers will also receive some substantial rewards or policy support.

(3) Application of association rules in teaching evaluation

With the rapid growth of teaching management data and higher-level analysis requirements, the existing teaching management system is powerless in some aspects. Most of the existing teaching evaluations use a quantitative evaluation method, which partially reflects the teaching situation through quantitative calculation and analysis, but it is difficult to find out whether the data still contains significant information that cannot be analyzed from the surface, and it is difficult to be effective. Provide better decision support for teaching managers. Therefore, this article uses association rules to discover the influence of teachers' behavioral characteristics on teaching quality in the teaching process.

People usually use the form of $A \Rightarrow B$ to express association rules. Support ($A \Rightarrow B$) is the number of transactions that contain both A and B in the entire database, which can be expressed as (1) by the formula:

$$\text{Support}(A \Rightarrow B) = \text{Support}(A \cup B) = Q(A \cup B) \quad (1)$$

In association rules, we call the collection of data items an item set, denoted by A. The support formula of the data item set is as (2):

$$\text{Support}(A) = \frac{A.\text{count}}{|C|} = Q(A) \quad (2)$$

If the final result is greater than the given minsup, the item set is a frequent item set. If Confidence ($A \Rightarrow B$) is less than minconf at the same time, then they are weak association rules.

2.2 Burnout of English Teachers in Higher Vocational Colleges

(1) Burnout

Occupational burnout is a dynamic process of development. This phenomenon will initially appear in the form of stress. At this time, due to individual differences, some individuals will be aware of this stress, and some individuals will not be aware of it at all. After this situation lasts for a long time, the individual will gradually become aware of a state of emotional fatigue, which will lead to some changes in the treatment of the surrounding environment and the people and things that they come into contact with at work, and ultimately lead to job burnout.

Emotional exhaustion is also called emotional exhaustion. This phenomenon occurs because the individual's emotions are in a state of extreme fatigue, resulting in extreme consumption of emotional resources, resulting in symptoms such as listlessness and low work efficiency.

Dehumanization is specifically manifested as an individual's attitude toward clients in a negative and overly isolated manner, often accompanied by cynicism and coldness.

The decrease in personal accomplishment is manifested in the inability to do the work or the inability to feel the sense of accomplishment brought by the work, which denies one's own value.

The teacher profession has the characteristics of heavy workload, heavy social responsibility, and high expectations of the teacher and the society for the profession, which often leads to the teacher's inability to smoothly deal with many pressures in the work, which leads to the mentality of job burnout.

(2) Reason

Work load. The workload of teachers not only includes usual classroom work, but also integrates all academic activities such as teaching, scientific research, and service. The heavy workload often prevents teachers from having enough time and energy to cope with it. In the long run, teachers' mental and physical stresses have been under tremendous pressure and there is no way to release them.

Role conflict and role ambiguity. Teachers play multiple roles. When individuals face various situational conflicts but are expected to make specific role responses, role conflicts will appear. When individuals lack a clear and consistent understanding of their professional rights, obligations, responsibilities, etc., they feel unable to when you are competent for your current job; your role will be blurred.

Social support system. The so-called social support system is mainly manifested in the support from colleagues, which to some extent is more significant than administrative support. The verbal support of colleagues can bring spiritual and emotional comfort to individual teachers, and the technical support they provide related to work can promote the good growth of individual teachers.

Freedom and autonomy. If individual teachers feel that they have more freedom and autonomy in pedagogy; they have the right to participate in school decision-making; when there is a corresponding reward and punishment incentive mechanism in the teaching process, the teaching profession will be greatly reduced Burnout.

2.3 Professional Identity

(1) Current situation

With the growth of the industrial age and the proposal of the “Belt and Road” national top-level strategy, higher requirements have been put forward for Chinese enterprises, manufacturing industries, and the quality of talents. Higher vocational education plays a significant role in meeting the optimization and upgrading of economic industries and the needs of enterprises for talents. As the main training place for higher vocational education, vocational colleges and young teachers have now become the main force of teachers in HVC, and their own professional identity has the most direct relationship with talent training.

At present, English teachers in HVC lack professional feelings. Most teachers choose the profession of teachers because of the stability of their professions. They have a negative attitude towards the profession of teachers and have a low sense of professional identity. Studies have pointed out that, as far as the profession of English teachers is concerned, earning a living must not be the only purpose. Teachers in HVC should take on the historical mission and seek the realization of self-worth while obtaining their own interests and enjoying the corresponding rights and interests.

(2) Influencing factors of teacher professional identity

Personal environmental factors (family environment, personality, psychological quality, etc.) and organizational environment (educational internship opportunities, etc.) are key factors that affect prospective teachers' professional identity.

(3) Strategy

1) The teacher himself

Correct your mentality and establish the correct professional expectations. As a teacher, you must first correct your mentality and correctly understand the role of a teacher. As a higher vocational English teacher, you must not only impart cultural knowledge to students, but also the cultivation of practical ability and professionalism. They should deeply understand the difference between vocational school students and other types of education, and understand their own responsibilities. Many teachers don't know enough about the role of teachers because they have never walked into the middle area of students, have not really walked into the front line of vocational education, and have not realized their own importance. Although teachers are with students, they are actually two groups with little communication. Many teachers, especially teachers of basic courses, come in get out of class and leave after class, making a clear distinction between life and work. In addition to communicating with students, as teachers of vocational education, you should also go deeper into the company, learn more about the current forms of technical skills growth, and learn more from technical backbones. Only with these perceptual understandings can you understand teachers better. Role positioning, understand the importance of oneself.

Strengthen learning and promote one's own professional ability. Nowadays, higher vocational education is half of our country's higher education, and higher vocational English teachers are

particularly significant for the growth of higher vocational English education. The sense of accomplishment brought about by the improvement of teachers' professional ability can make teachers more confident and perseverance to complete the tasks of teachers, and invest in teachers' jobs with enthusiasm. First of all, teachers must establish the concept of life-long learning, and they should not have the idea of getting a stable job once and for all. In daily work and life, we must have an enterprising heart and actively participate in various training activities to promote ourselves. In addition, higher vocational English education focuses on the cultivation of students' ability to apply knowledge, technology and skill practice, and professionalism. You can learn about the development status of the professional industry through various channels such as the media and the Internet, understand the latest international growths, and broaden your professional horizons. Secondly, as a vocational teacher, theoretical knowledge is far from enough. Teachers in HVC can only teach subjects, inculcate knowledge, and "turn on the machine on the blackboard", which is far from enough. Teachers must promote their practical ability. In addition to professional learning platforms built in schools or industries, training is also needed to practice in companies.

Set goals and plan teachers' careers. Most English teachers in HVC have a strong sense of professionalism and desire to realize their own value in life, but they are younger, have little experience, lack teaching experience, and are not yet psychologically mature, coupled with uncertainty about the future and insufficient knowledge of themselves, it is easy to appear inaccurate self-positioning, blind obedience to goals, etc., which affect teachers' working status and professional identity. Professional career is a dynamic process of continuous growth and change. Teachers should correctly understand their own personality traits, existing and potential resources, and find their professional growth direction when carrying out career planning. Secondly, we must combine our own development goals with school development goals, so that it not only conforms to the school's development plan, but also finds a sense of professional belonging.

2) External environment

If we want to change the public's understanding of vocational English education, we must first vigorously promote vocational English so that the general public can understand vocational education and correctly understand vocational education before they can participate in vocational education. For example, let the public understand the employment situation of higher vocational graduates, the country's guidelines and policies for vocational education, and so on. Second, we must increase funding and strive to run higher vocational education. On the basis of increasing government investment, it is necessary to speed up the establishment and reform of the school-running system and quality of higher vocational education, cultivate talents in accordance with the needs of regional economic growth, and adjust professional settings in a timely manner. The improvement of school conditions and school quality will inevitably enable the public to transform vocational education.

The social environment and the role of teachers are constantly interacting, and changes in the social environment will directly affect teachers' sense of professional identity. As a higher vocational teacher, the nature of his work is closely related to social and economic growth, so it is very necessary to construct a policy environment that adapts to the healthy growth of higher vocational education. Due to the social atmosphere of the growth of vocational education and the needs of the growth of higher vocational education, appropriate adjustments and innovations must be made to the policies of higher vocational education.

Salary is the material return of industry organizations to employees for their work, and it is also an significant basis for people to choose a career. The salary level of teachers is not only an affirmation of teachers' hard work by the school organization, but also an significant way for HVC to attract, motivate and stabilize talents, and it is related to the quality of HVC. For young teachers in higher vocational schools, most of them face expenses such as housing, children's education, support for the elderly, social entertainment, daily consumption and other expenses. Teachers not only have to undertake most of the teaching tasks, but also the daily affairs of the students. Apart from teaching, they have to be responsible for skills competitions and some scientific research tasks. However, class allowances are limited, and many teachers go out part-time to earn money as

a living allowance. When the income level cannot meet consumer demand, the teaching enthusiasm and professional identity of young teachers in HVC have been seriously reduced, and the teaching order and quality of HVC have also been affected. The first is to increase the government's financial investment in higher vocational teachers. Financial investment is a significant part of teachers' salaries. First of all, it is necessary to regulate and guarantee the increase of financial investment in higher vocational teachers by various subjects in legal form. Second, it is necessary to establish an input distribution system based on the consumption level of local residents and social indicators. Second, a flexible compensation and reward system can be formulated reasonably based on the psychological contract.

Assist the school to investigate the local market demand and industrial structure in the professional setting, and do a "tracking investigation" for professional development. The school will formulate majors and courses around the needs of the enterprise, and build a group of new competitive majors. As far as the quality of teaching is concerned, we should start from the two aspects of curriculum setting and teacher construction, arrange courses based on the knowledge and ability required by the post, and conduct teaching based on the cultivation of students' practical ability. At the same time, as far as teachers are concerned, cultivating a group of high-level and high-quality teachers is also a significant way to promote the level of school development.

3. Questionnaire Survey

3.1 Questionnaire Design

The content of the questionnaire designed in this article is mainly based on English teachers in HVC. The purpose is to investigate the specific situation of current teachers' professional identity, including the following aspects:

- (1) Age, job title, etc. of the survey object
- (2) Occupational identity factors
- (3) Problems and reasons in higher vocational English
- (4) Factors of job burnout
- (5) Methods to enhance professional identity

3.2 Questionnaire Process

Online random selection of English teachers from a number of HVC as the survey subjects, to confirm the survey respondents' wishes in the questionnaire. Then designed the corresponding questionnaire content, distributed 100 questionnaires, and recovered 98 valid questionnaires, with a recovery rate of 98%. According to the recovered questionnaire, data sorting and analysis. Describe the overall situation of the professional identity of young teachers in HVC, and analyze the differences under different comparison standards. This paper uses Cronbach coefficient and Spearman-Brown split-half correlation coefficient to analyze the credibility of the data. Finally comes to the survey results.

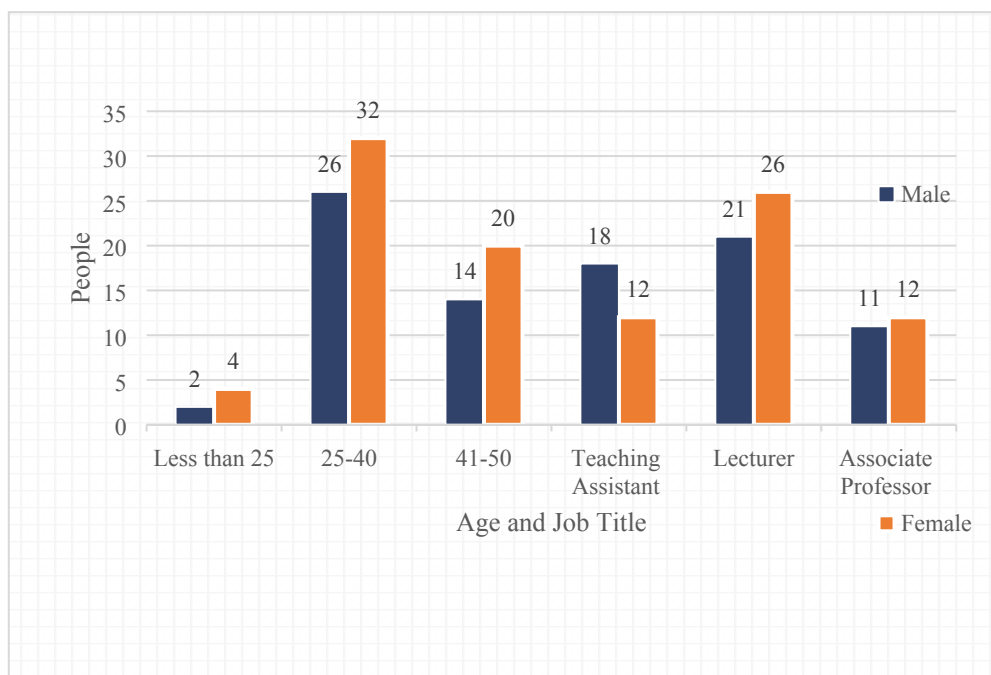
4. Analysis of Survey Results

4.1 Basic Situation of English Teachers in Higher Vocational Colleges

According to the results of the questionnaire survey, the age of English teachers in vocational colleges in this sample survey is mainly young and middle-aged. Among them, there are only 6 people under 25 years old, 58 people between 25 and 40 years old, and 41 years old. There are 34 people in their 50s. Among them, 23 teachers, 57 lecturers and 30 assistant professors have been awarded the title of associate professor. Most of them are lecturers. The specific situation is shown in Table 1:

Table 1. Basic Situation of English Teachers in Higher Vocational Colleges

		Male	Female
Age	Less than 25	2	4
	25-40	26	32
	41-50	14	20
Job Title	Teaching Assistant	18	12
	Lecturer	21	26
	Associate Professor	11	12

**Figure 1.** Basic Situation of English Teachers in Higher Vocational Colleges

As shown in Figure 1, overall, the number of male teachers among English teachers is less than that of female teachers, and female teachers are generally older than male teachers and have higher professional titles.

4.2 General Situation of Professional Identity

This paper makes a comparative study on the relationship between gender characteristics and the occupational identity and various dimensions of this research. Details are shown in Table 2:

Table 2. Gender Differences in Occupational Identity of Young Teachers in Higher Vocational Colleges

	Occupational Cognition	Self-Awareness	Professional Emotion	Professional Behavior	Social Support	Professional Identity
Male(M)	3.769	3.782	3.109	4.267	2.739	3.455
Male(SD)	0.965	1.076	1.012	0.764	1.004	0.647
Female(M)	3.832	3.911	3.417	4.428	2.839	3.689
Female(SD)	0.813	0.829	1.021	0.627	0.852	0.509

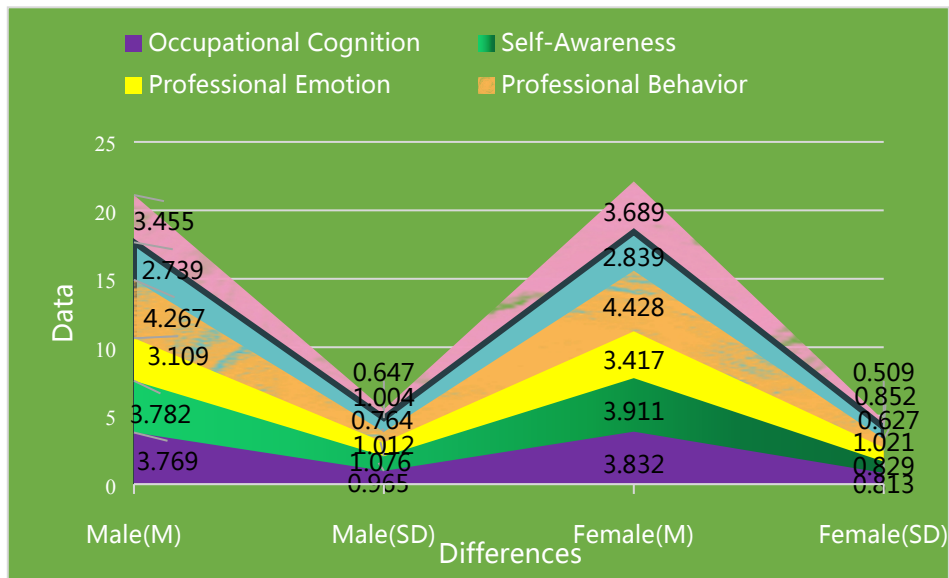


Figure 2. Gender Differences in Occupational Identity of Young Teachers in Higher Vocational Colleges

An independent sample test was conducted on the professional identity of English teachers in higher vocational schools on gender. It can be seen from the table that there is a significant difference in the professional identity of English teachers in HVC, and the average value of female teachers is significantly greater than that of male teachers. In addition, this article also conducts a comparative study on the relationship between age, job title and other characteristic variables and professional identity. The results of the study found that occupational identity does not fluctuate much in age, occupational cognition and occupational behavior scores increase with age, occupational emotion and social support dimensions fluctuate greatly, occupational emotion is present and social support dimensions are 25 years old and below the age is higher, and then it continues to decline.

5. Conclusion

The professional identity of young teachers in HVC directly affects the investment and quality of teaching activities and work, and also affects the professional growth of teachers themselves and the realization of their self-worth. Nowadays, the country pays more and more attention to the construction of teachers in HVC. The study of professional identity can provide references for the training of teachers in HVC and the establishment of a good professional identity mechanism, which is conducive to fundamentally improving the professionalism of young teachers in HVC. Professional quality, give full play to the strategic role of education in national development. The professional identity of young teachers in HVC differs in individual age, teaching age and individual dimensions.

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