

A Study of Strategies for Improving the Professional Identity of Higher Education Students

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Abstract. The purpose of this study is to explore effective strategies to enhance the professional identity of higher vocational students. Relevant experimental data were collected through questionnaires and interviews with students in Chongqing Hailian Vocational Technical College. The results of the analysis show that factors such as teaching methods, practical teaching, career planning guidance and campus culture have an important impact on the professional identity of higher vocational students. Based on this, a series of targeted enhancement strategies are proposed to improve the professional identity of higher vocational students and promote their professional learning and career development.

Keywords: higher education students; major recognition; data analysis.

1. Introduction

1.1. Background of the study

With the rapid development of higher vocational education in China, the issue of professional identity of higher vocational students has received increasing attention. Professional identity refers to the degree of students' acceptance, recognition and love for their majors, which has an important impact on students' learning motivation, career planning and future development[1]. However, at present, the professional identity of higher vocational students is generally not high, which not only affects students' learning motivation and learning effect, but also is not conducive to the quality of talent cultivation and sustainable development of higher vocational colleges and universities[2]. Therefore, it is of great practical significance to study the strategies for improving the professional identity of higher vocational students[3].

1.2. Significance of the study

The current academic research on “professional identity” focuses on undergraduate students, but there are few studies on the group of higher vocational students. In this paper, we select senior vocational students as the research object, explore the status quo of their professional identity, and scientifically attribute the influencing factors of senior vocational students' professional identity[4]. This not only broadens the research object of “professional identity” to the group of professional degree students, but also enriches and supplements the theory related to the education of higher vocational students, which helps to improve the related policies and system design of China's higher vocational education[5]. Higher vocational education cultivates high-level applied talents with strong practical problem solving ability, and “vocationality” is its outstanding characteristic, and students' majors are closely related to their post-graduation careers. can really be proved. In this regard, exploring the professional identity of higher vocational students is of more practical significance than that of ordinary students[6]. A higher level of professional identity can help promote students to strengthen their learning commitment and promote the realization of the cultivation goals of higher vocational graduate students[7]. Through the investigation and research on the teaching process of higher vocational students, the influencing factors of higher vocational students' professional identity are clarified, which can provide a basis for colleges and universities to rationally adjust the course

objectives and teaching methods during the teaching process, and promote the healthy development of China's higher vocational students' education. [8].

2. Research Methodology

2.1. Questionnaires

A Questionnaire on Professional Identity of Higher Vocational Students was designed, which included students' basic personal information, their knowledge of their majors, their interests in their majors, their satisfaction with the teaching of their majors, and their views on their career prospects. College students from 17 higher vocational colleges and universities in Chongqing Municipality were selected, and questionnaires were distributed by questionnaire star in the form of random sampling. 4,381 copies were retrieved, 293 invalid questionnaires were deleted, and 4,088 valid questionnaires were obtained (validity rate 93.31%).

2.2. Interviews

Some students with higher and lower major identification in the questionnaire survey were selected for interviews to understand their knowledge of the major, learning experience and career planning. At the same time, some professional teachers and counselors were also interviewed to listen to their suggestions and opinions on improving students' professional identity.

2.3. Data analysis

The data from questionnaires and interviews were statistically analyzed, and descriptive statistics, correlation analysis, and analysis of variance were used in order to understand the current situation of professional identity and the factors influencing it among higher vocational students. SPSS20.0 and AMOS 17.0 were used to statistically analyze the data of this study, AMOS 17.0 was used to test the reliability and validity of the questionnaire, and fit the professional identity model and the model of influencing factors of professional identity, and SPSS20.0 was used for in-depth analysis of the statistical results, to construct the linear between the degree of professional identity and the prospect of employment, the process of teaching and the social recognition regression equation.

3. Experimental data and analysis

3.1. The current situation of professional identity of higher education students

The results of the survey showed that only 45.3% of the students knew their majors very well, 32.1% knew their majors to some extent, while 22.6% knew less or nothing about their majors. This indicates that the level of understanding of higher education students about their majors needs to be improved. Only 36.8% of the students are very interested in their majors, 38.5% have some interest in their majors, while 24.7% have little or no interest in their majors. This shows that senior students are not interested enough in their majors. Only 56.3% of the students were very satisfied with the teaching of their major, 22.5% were quite satisfied with the teaching of their major, while 21.2% were dissatisfied or very dissatisfied with the teaching of their major. This shows that the satisfaction of higher vocational students with their specialized teaching needs to be improved.

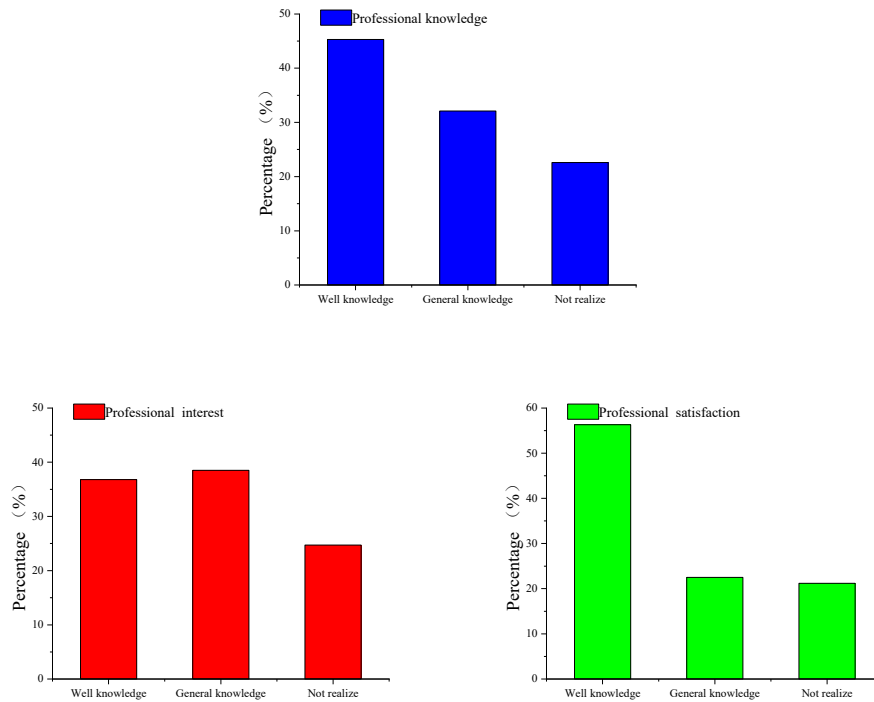


Fig. 1 Current status of professional identity of higher education students

3.2. Project analysis

Item analysis is an analysis of item discrimination, which refers to the ability of a test item to discriminate between the psychological characteristics of the subjects. If the questionnaire has good item discrimination, it will be able to distinguish subjects with different levels of proficiency, which means that subjects with higher levels of proficiency on the item will have higher scores and subjects with lower levels of proficiency on the item will have lower scores. The purpose of item analysis is to verify whether the questionnaire is prepared with discriminatory power, and there are two methods of item analysis: extreme grouping method and correlation method. Since the extreme grouping method has a large error, this study decided to use the correlation method for item analysis. That is, the correlation coefficient between the item and the total score of the dimension to which it belongs is used as a criterion for determination. If the correlation coefficient is less than 0.4, the item is considered to have unsatisfactory correlation with the total score of the questionnaire and should be excluded. The correlation coefficients between the items of the two questionnaires and the total scores of the dimensions to which they belong are shown in Table 1.

Table 1. Correlation coefficients between the items of the preliminary questionnaire on the status of professional identity of higher education students and their total scores

sports event	correlation coefficient	sports event	correlation coefficient	sports event	correlation coefficient
1	0.814	8	0.874	12	0.812
2	0.826	12	0.865	13	0.874
3	0.814	10	0.822	14	0.904
4	0.879	11	0.874	18	0.936
5	0.841	15	0.812	16	0.889
6	0.889	12	0.887	14	0.794

In order to further understand the reliability and stability of the questionnaire, the reliability test of the questionnaire is done here. Reliability can reflect the stability and consistency of the questionnaire measurement, the higher the reliability, the higher the reliability of the questionnaire. The reliability of the questionnaire with the help of Likert scale is usually measured by Cronbach's Q coefficient and folding coefficient. After data processing and reliability analysis of 150 preliminary questionnaires, the following results were obtained as shown in Table 2. For a questionnaire with good reliability, the overall reliability coefficient of the questionnaire should be higher than 0.75, and between 0.7 and 0.8 is acceptable; the reliability coefficients of the internal dimensions of the questionnaire should be higher than 0.65, and between 0.6 and 0.7 is also acceptable. If the internal consistency a coefficient of each dimension of the questionnaire is lower than 0.6, or the overall reliability of the questionnaire is lower than 0.7, then the content of the questionnaire should be considered to be revised in order to improve the reliability of the questionnaire. Table 2 shows that the overall internal consistency coefficient of "Questionnaire on the Status of Professional Identity of Higher Vocational Students" is 0.976, and the coefficients of the dimensions are between 0.957-0.968, which are higher than 0.8; "Questionnaire on Factors Influencing Professional Identity of Higher Education Students" is 0.961, and the internal consistency coefficients of all dimensions are between 0.895-0.956, which are also higher than 0.8. Therefore, it shows that the two questionnaires compiled by this research have high reliability, and the questionnaires are more stable.

Table 2. Higher education students' credibility test results

considerations	CronbachAlpha coefficient	discount factor	Number of questions
Overall reliability of the questionnaire	0.957	0.998	18
Professional Awareness	0.947	0.924	14
Professional Emotions	0.925	0.956	15
Professional behavior	0.944	0.921	15

4. Strategies to Enhance Higher Education Students' Professional Identity

4.1. Improvement of teaching methods

Adopt diversified teaching methods, such as case teaching, project teaching, group discussion, etc., to stimulate students' interest and enthusiasm in learning. Utilize modern information technology, such as multimedia teaching, network teaching, etc., to enrich the content and form of teaching and improve the teaching effect. Strengthen teacher-student interaction, pay attention to students' learning needs and feedback, and adjust teaching strategies in time.

4.2. Enhancement of practical teaching

Increase the proportion of practical teaching, so that students can master professional knowledge and skills in practice and improve their practical ability and professionalism. Establish stable off-campus internship bases to provide students with more practice opportunities and internship positions. Strengthen the management and guidance of practical teaching to ensure the quality and effect of practical teaching.

4.3. Provide guidance on career planning

Provide career planning courses to help students understand their career interests, career abilities and career values, and clarify their career goals and development directions. 2. Invite corporate experts and outstanding graduates to hold career planning seminars at the university to share career experiences and success stories, and to stimulate students' career enthusiasm and confidence. 3.

Provide students with career planning advice and guidance services. Establish a career planning guidance center to provide students with personalized career planning consultation and guidance services.

4.4. Create a good campus cultural atmosphere

Strengthen campus culture construction, create a positive and characteristic campus culture atmosphere, and enhance students' sense of belonging and honor. Carry out colorful campus cultural activities, such as professional skills competitions, club activities, cultural and art festivals, etc., to enrich students' after-school life and improve their comprehensive quality. Strengthen campus culture publicity, publicize professional characteristics and career prospects through campus radio, school newspaper, bulletin boards and other channels, and enhance students' sense of professional identity and professional pride.

5. Conclusion

This study collected experimental data related to senior students' professional identity through questionnaires and interviews. The results show that factors such as teaching methods, practical teaching, career planning guidance and campus culture have an important influence on the professional identity of higher vocational students. Based on this, enhancement strategies such as improving teaching methods, strengthening practical teaching, carrying out career planning guidance and creating a good campus culture are proposed. These strategies are targeted and operable, and can provide reference and reference for higher vocational colleges and universities to improve students' professional identity.

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