

A Study on the Professional Identity of College English Teachers in Newly-built Undergraduate Colleges

Xiaogang Hu, Yi Deng

Xinyu College, Xinyu, Jiangxi 38000

Abstract: Identity is an internal change process of emotion, attitude and even cognition. In recent years, teacher professional identity has become an important research topic in related fields. Based on the analysis of the importance, meaning and main characteristics of teachers' professional identity. It conducts a professional identity survey of some newly recruited English teachers in five local newly-built undergraduate colleges in Jiangxi province, and puts forward the path to improve the professional identity of English teachers in undergraduate colleges according to the survey results, with a view to helping to improve the professional identity of college English teachers in undergraduate colleges.

Keywords: Newly-built undergraduate colleges; College English; Professional identification

Fund Project:

A Study on the Professional Identity of University English Teachers in Newly Established Undergraduate Institutions (21JY29) .

1. The main characteristics of teachers' professional identity

1.1 Dynamic

Giddens, a famous social theorist and sociologist, believes that "identification is a dynamic and endless process created by human beings". Based on this, teachers' professional identity can also be seen as a spiraling process of development and change, and this has basically been recognized by researchers. To a certain extent, teachers' professional identity is not static and fixed. It may not only change from low level identity to high level identity, but also change from high level to low level. At the same time, teachers' professional identity will be restricted by a variety of factors, which may cause teachers' professional identity to fluctuate at a certain stage, and lead to changes in the quality and effect of education and teaching.

1.2 Autonomy

Teachers' professional identity has autonomy, which is mainly reflected in the fact that under the humanistic social background, teachers are also an independent individual while undertaking the work of teaching and educating people. Autonomy is the basic quality of an independent individual. It refers to the ability, characteristics or motivation of the actor to act according to his own will. Its content includes independent thinking, the ability to make decisions independently and the ability to promote daily activities by himself. It is the premise for teachers to achieve professional identity.

1.3 Socialism

Vygotsky, a former Soviet psychologist, once put forward the socio-cultural theory, emphasizing that socio-cultural factors play a central role in the development of human cognitive function. As teachers, as independent individuals, also play the role of guide in the future development direction of students, teachers must consider the impact of social role on themselves in the process of forming professional identity. Once they are separated from social relations, they will have a bias awareness of professional identity, and ultimately affect the teaching effect.

1.4 Reflectivity

Based on the theory of learning community, reflection is the key link for teachers to form correct professional identity. First

of all, from the perspective of reflective subject, teachers need to have not only collective reflective ability, but also individual reflective ability in the process of professional identification. Specifically, teachers can achieve internal breakthroughs through reflection. Teachers' collective reflection can clarify the direction of action. Only by combining individual reflection with collective reflection can teachers form correct professional identity. Secondly, from the perspective of time, reflection not only points to the past, but also focuses on the future. Through reflection, teachers can effectively link the current situation of teachers' professional teaching level with the goal of improving their future teaching level, and help teachers form practical professional identity.

2. Research methods

2.1 Research objects and research tools

a. Research object and method

This research sample is selected from five newly-built local undergraduate colleges in Jiangxi Province, focusing on some college English teachers. Referring to the existing research^[1-3] and adopting qualitative research orientation, combined with quantitative survey, it explores the current situation of professional identity of new college English teachers, and puts forward treatment strategies. First of all, the research uses the initial questionnaire to survey the subjects, integrates the results of the questionnaire and carries out item analysis. According to the analysis results, the items set in the questionnaire are adjusted again to form the final version of the college English teachers' professional identity questionnaire. Secondly, the survey was conducted under the unified guidance of the researcher and the teachers of the school. The questionnaire was used to carry out the survey. The subjects were required to complete the test questionnaire questions within the specified time, and the authenticity of the answers should be maintained on this basis. Finally, questionnaires were distributed to new English teachers in five newly-built local undergraduate colleges in Jiangxi Province. After eliminating the invalid questionnaires, a total of 100 valid questionnaires were collected, and the basic distribution of the samples was obtained by descriptive statistical analysis.

b. Research tools

First of all, the research collected data through questionnaires, semi-structured interviews and classroom observation, and developed relevant items of English teachers' professional identity by combining quantitative research with qualitative research. On this basis, teachers and experts in relevant fields were invited to check and correct the items set in the questionnaire, and finally produced the Questionnaire on English Teachers' Professional Identity. The questionnaire adopts Likert's five-component scale and sets the score of the options to 1-5 points in turn. The score is positively correlated with the professional identity level of English teachers. The study preliminarily identified the professional identity of college English teachers into six parts: (1) professional emotional identity, that is, teachers' positive feelings about their occupation. (2) Professional perception identity can be defined as teachers' understanding, perception and evaluation of their professional knowledge and skills. (3) Professional image identification, that is, teachers' understanding and views on self-efficacy, professional image and other contents. (4) Professional environment identification, that is, teachers' perception and evaluation of the work environment. (5) The recognition of educational reform can be defined as teachers' understanding, perception and evaluation of professional teaching in the context of college English curriculum reform. (6) Professional behavior tendency refers to the behavior tendency of teachers in the process of education and teaching. Based on the above six parts, the items of the questionnaire were selected by three psychology doctors and six college English teachers (including four associate professors and two professors), and finally 33 survey items of college English teachers' professional identity were developed.

2.2 Research results and analysis

The following conclusions can be drawn from the study: (1) The overall level of professional identity of English teachers in undergraduate colleges is high. (2) Among the factors that affect the professional identity of English teachers in undergraduate colleges, the recognition of English teachers' professional perception is significantly higher than that of professional emotion, professional environment, educational reform and professional behavior tendency, while the recognition of professional image is the lowest. (3) The professional identity of female teachers is higher than that of male teachers, but there is no significant difference. (4) There is a significant degree difference in teachers' professional identity. With the improvement of degrees, the degree of professional identity of English teachers in undergraduate colleges will rise. (5) The professional identity of English teachers who graduated from "985" and "211" type colleges is higher than that of teachers who graduated from ordinary colleges.

3. Ways to improve the professional identity of English teachers in undergraduate colleges

3.1 Create a social environment of respecting teachers and valuing education

Relevant departments should strengthen the positive publicity for teachers, improve the social status of teachers, pay sincere attention to the physical and mental health of teachers, improve the basic supporting measures of education and teaching, establish scientific and systematic training, reward and other systems, and smooth the promotion and development channels for teachers. At the same time, the education department should actively promote the selfless dedication of teachers, establish a good image of teachers, help teachers gain social recognition, and promote the sustainable development of the teacher industry while supervising teachers' bad behavior and correctly criticizing negative stereotypes. Only then can they coexist harmoniously. In addition, governments and propaganda departments at all levels should vigorously carry out various forms of teacher respect activities, actively promote the excellent teacher respect culture, guide all sectors of society to pay tribute to teachers and respect teachers, and create a good social fashion of respecting teachers, understanding teachers, supporting teachers, caring for teachers, and caring for teachers.

3.2 Improve teachers' salary

All kinds of undergraduate colleges and universities should effectively improve the average salary level of teachers, ensure that the salary of teachers is not lower than the local average income level, optimize the structure of school financial expenditure, take the teacher salary expenditure as an important part of school financial expenditure, and adjust the proportion of teacher salary. At the same time, the undergraduate colleges and universities need to improve the long-term linkage mechanism of teachers' salaries in all majors, formulate reasonable performance salary assessment methods, and ensure that teachers' salaries can ensure teachers' daily living expenses. In addition, the school should continue to improve the reward mechanism. For some teachers who have achieved outstanding job performance and teaching tasks, the school should give appropriate incentives to improve teachers' sense of professional achievement, honor and satisfaction.

3.3 Strengthen teachers' professional identity

Teachers' high recognition of the profession can promote the continuous innovation of professional concepts and clarify long-term development goals. In the process of curriculum reform and teaching reform, English teachers in undergraduate colleges are not only knowledge imparters in the simple sense, but also "guides" in the process of students' English learning. On the basis of teaching English knowledge, English teachers' professional identity concept will imperceptibly affect students' future career choices and life development direction. Therefore, strengthening teachers' professional identity, building and improving the teaching system, and strengthening communication and learning with peers are conducive to teachers' re-evaluation and forming professional identity concepts. In addition, as an English teacher in an undergraduate college, he should actively understand the students' learning situation, school teaching direction and national employment direction, and flexibly use various teaching methods to improve the quality of education for different professional categories and training objectives. In this process, teachers will become organizers, participants and developers of teaching activities, enhance their sense of professional achievement, and form professional identity.

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About the author:

Xiaogang Hu, 1978.3.18, Male, Xinyu City, Jiangxi Province, Master, Associate Professor, Xinyu College, Research Interests: Second Language Acquisition, Teacher Development;

Yi Deng, 1986.7.18, female, Jiangxi Xinyu City, master, Xinyu College, lecturer, research direction: English teaching.