

# Study on the Status Quo and Influence of Improving Vocational Identity of Foreign Language Majors in Higher Vocational Colleges

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**Abstract:** Vocational colleges are one of the important components of China's higher education, which mainly aims at cultivating application-oriented and technology-oriented talents, and vocational identity is one of the key factors affecting the learning motivation and employment of foreign language majors in higher vocational colleges. The higher vocational students' vocational recognition of this major, the stronger their daily learning enthusiasm will be, and they will naturally engage in this major after graduation. This paper studies and discusses the current situation and influence of improving vocational identity of foreign language major students.

**Keywords:** Higher vocational foreign language major; A student; Professional identity; Current situation and influence

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## Introduction:

Career identity refers to students' views on career goals, career social status and career value. Career identity has been included in the process of higher vocational education and plays a key role in students' career development. It not only affects students' career decision-making, but also has a close connection with students' career exploration, and also affects students' adaptation in the career environment. Therefore, higher vocational colleges should pay attention to students' professional identity, and take effective measures according to the actual situation to enhance students' professional identity.

## 1. Status quo of vocational identity of foreign language majors in higher vocational colleges

### 1.1 Students' occupational identity is uneven

The survey found that the vocational recognition of foreign language majors in higher vocational colleges is uneven, and the recognition of students who choose foreign language majors independently is higher than that of other students. These students have been carefully considered before choosing majors, and even have basic career planning. The other part of the students choose the major involuntarily, after entering the school, they will show a certain psychological rejection of English major courses, and their learning motivation is reduced. These students generally lack career planning, and rarely engage in the major after graduation.

### 1.2 The difference of professional identity in grade

With the improvement of vocational college students' grade, the difference of their career identity will also change. The junior students' career identity is generally higher than that of freshmen and sophomores, and the freshman's career identity is higher than that of sophomores, mainly because juniors face employment, they will have certain career planning and gradually form more mature career values. Freshmen have higher expectations for their future development, and their sense of identity with their major is higher than that of sophomore and junior students.

### 1.3 Student cadres have a high sense of professional identity

Through the investigation of student cadres and non-cadre groups in higher vocational colleges, the professional identity of former cadres is generally higher than that of non-cadre groups. The main reason is that student cadres have high enthusiasm in

daily learning and activities, and their learning ability, organizational ability and participation ability are generally higher. In various activities, they can get access to more high-quality enterprises and career resources, which will naturally affect the improvement of career motivation. Student cadres are only a small part of the whole students in higher vocational colleges, and for non-cadre students, the opportunity to contact high-quality resources will be virtually reduced.

## **2. Analysis of the factors affecting the promotion of vocational identity of foreign language majors**

### **2.1 Students' self-cognition deviation**

The foundation of vocational students is generally weak, and the entrance score and threshold are low. The label of high vocational students from all walks of life is mostly poor performance and insufficient learning ability, which will invisibly affect the mentality of vocational students. They are easy to suffer from inferiority, and self-cognitive deviation will also affect students' professional identity. Many vocational students will break the pot and break the situation, the motivation is not high, there is no scientific career planning, just to get a diploma.

### **2.2 General neglect of career guidance**

The survey found that most vocational colleges have ignored the career guidance of students, and the daily teaching is mainly to improve students' professional ability. For students majoring in foreign language, it is mainly to cultivate students' English learning ability. However, higher vocational colleges do not establish an effective connection between foreign language courses and career planning courses, but simply use lectures to carry out career science popularization. As a result, many foreign language majors have little idea about their career planning, and their awareness of career value is very weak.

### **2.3 Insufficient school-enterprise cooperation**

To improve vocational identity of foreign language majors in higher vocational colleges, the support of school-enterprise cooperation is needed first. Under the platform of school-enterprise cooperation, vocational skills of vocational students can be trained, the cutting-edge information of the industry can be timely mastered, and the intensity of professional identity can be enhanced. However, the school-enterprise cooperation system of many students is not perfect, most of them stay in the "paper talk" stage, and most of the schools only junior students can practice, freshman and sophomore students have no opportunity to practice, therefore, the school should completely open the situation of school-enterprise cooperation, broaden students' career vision, and enhance students' career awareness.

### **2.4 Lack of example and guidance**

From a psychological perspective, when students see others in their field succeed, it enhances their self-identity. In the vocational identity education, higher vocational colleges should give full play to the lead by example, and lay a strong foundation for students with the help of example. However, in practice, vocational colleges generally neglect the work of alumni and devote most of their energy to students. There is no sound platform for alumni exchange, and many successful alumni resources cannot be effectively utilized, resulting in the lack of exemplary guidance, which affects the promotion of professional identity of foreign language majors.

## **3. Strategies for improving vocational identity of foreign language majors**

### **3.1 Enhance students' professional interest**

Interest is the best exception, which is also applicable in higher vocational education. Through the investigation of the development of vocational identity of foreign language majors in higher vocational colleges, the higher the vocational identity of students who are interested in foreign language majors. To this end, schools should pay attention to the cultivation of students' professional interests, especially for students who choose majors independently. First, expand the teaching staff, excellent foreign language teachers can attract students' enthusiasm in class, when necessary, the school can hire foreign teachers to create a daily foreign language exchange atmosphere for students; Second, innovative teaching methods, blindly carrying out cramming teaching, it is difficult to truly mobilize the enthusiasm of students, but will make students who choose foreign language majors by themselves lose interest, which requires teachers to build open classrooms, bring students a new learning experience, and ensure that students maintain interest in foreign language majors.

### **3.2 Strengthen students' professional confidence**

For higher vocational colleges, any professional setting matches the social needs. It is precisely because of the social needs that higher vocational colleges need to cultivate a large number of foreign language professionals. Therefore, foreign language students should realize the social value of their major. With the continuous advancement and development of the global community, every

country needs a large number of foreign language professionals, and with the development of international trade of local enterprises, foreign language professionals have become a social talent gap. Many foreign language majors think that their major is relatively weak and not very useful in the society, but in fact, after many foreign language majors enter the society, the occupation they engage in will not only affect their own development, but also affect the development of enterprises and countries. Therefore, vocational colleges should enhance students' professional confidence, so as to promote the improvement of students' professional recognition.

### **3.3 Attaching importance to vocational education**

In higher vocational foreign language education, schools also need to pay attention to career formation education, help students form correct professional behavior awareness and habits in daily learning, improve students' vocational practical operation ability, and ensure that they can quickly adapt to new positions and new environments after graduation, laying a solid foundation for later career development. On the one hand, vocational colleges can carry out "Formative education Week" activities, in which the class teacher and the teaching and research group jointly agree on the objectives and contents of the activities, and encourage classes to actively innovate the theme of formative education, such as "translation career" as the theme, in this formative education students will directly understand the work content of interpretation, translation, cultural translation and other work, as well as career requirements. In the activity, teachers should do a good job of supervision and feedback, timely find the existing problems and analyze the reasons, and optimize the next "formation education week" activity.

### **3.4 Carry out vocational cognition training**

In order to better enhance the vocational identity of foreign language majors in higher vocational colleges, schools should carry out vocational cognition training programs according to the development characteristics of students in different grades. First, in the freshman year, the school mainly focuses on the basic education of foreign language majors, so that students can have a solid professional foundation and cross-cultural awareness, so as to initially establish professional interests. Second, in the sophomore year, with the decrease of general courses and the increase of foreign language major courses, schools need to guide students to conduct in-depth professional cognition and deepen their understanding and recognition of foreign language major. Third, in the junior year, students are faced with the problem of employment. Vocational colleges need to further deepen the training of students' vocational cognition, closely combine professional knowledge with employment development, and provide students with directional professional guidance, so as to prepare for improving the professional identity of students majoring in foreign languages.

### **3.5 Deepen vocational guidance education**

If vocational colleges want to improve the professional identity of foreign language majors, they need to set up vocational guidance courses from the first year and include them in compulsory courses. If it is an elective course, students' learning enthusiasm will be greatly reduced, and their attendance rate will not be guaranteed. Teachers of vocational guidance courses should combine the professional characteristics of foreign language majors and career development prospects, provide students with theoretical guidance, enrich students' theoretical reserves, create a positive career and employment atmosphere, and let students know their future career development in advance. If some students of foreign language majors really do not like the job of the major, the school should help students make dual choices. On the basis of foreign language majors, I provide career guidance for other majors. In the long run, students will form a sense of professional from the first year, unconsciously will improve their professional identity.

## **Conclusion:**

To sum up, higher vocational colleges should pay attention to the status quo and impact analysis of foreign language major students' professional identity, enhance students' professional confidence and professional cognition in multiple ways, strengthen students' career guidance education, deepen school-enterprise cooperation, give play to high-quality alumni resources, and constantly improve the professional identity of foreign language major students, so as to provide more foreign language professionals for the society.

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