

## Exploring the Specificity of Professional Identity in Chinese Higher Vocational Colleges

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With the rapid economic development and the transformation and upgrading of the industrial structure in China, higher vocational colleges, as a crucial component of vocational education, shoulder the significant responsibility of cultivating high-quality technical and skilled talents for society. Currently, the scale of students enrolled in higher vocational colleges accounts for 40% of the total higher education enrollment [1]. However, in the context of building a “skills-based society,” the level of professional identity among vocational college students is significantly lower than that of students in ordinary universities, a phenomenon that has attracted attention. professional identity, as individuals’ recognition and sense of belonging to their professions, has a crucial impact on the career development, career satisfaction, and employment stability of students in higher vocational colleges. For students in higher vocational colleges, professional identity not only influences their learning attitudes during their school years but also has far-reaching implications for their future career development.

Our future study aims to delve into the particularities of professional identity in Chinese higher vocational colleges by systematically reviewing and analyzing relevant literature, revealing its current status, characteristics, influencing factors, and its correlation with employment, and subsequently proposing effective strategies to enhance professional identity.

Existing research has explored various aspects of professional identity among students in higher vocational colleges, including its current status, characteristics, influencing factors, and its relationship with employment. For instance, studies have examined the correlation between perceived social support and professional identity [2], the connotation and enhancement strategies of professional identity [3], the status quo and influencing factors of professional identity among students in higher vocational colleges [4], and the empirical relationship between professional identity and employment among vocational graduates [5].

Despite the significant progress made in vocational education in China, students in higher vocational colleges face numerous challenges in terms of professional identity. These include vague career positioning, a wide gap between career expectations and reality, and decreased career loyalty. These issues not only affect students’ career growth but also limit the effectiveness of vocational education. The particularities of professional identity among students in higher vocational colleges are manifested in multiple ways, influenced by various factors such as individuals, families, schools, and society. Consequently, there is an urgent need to conduct in-depth research on the particularities of professional identity among students in Chinese higher vocational colleges in order to propose targeted strategies for enhancement.

This study employs multiple research methods to comprehensively and deeply reveal the specificity of professional identity in Chinese higher vocational colleges. Firstly, through literature review, it systematically organizes domestic and international theories and research findings on professional identity to establish a solid theoretical foundation. Secondly, interdisciplinary approaches are utilized, combining perspectives from education, psychology, and sociology to analyze the complexity and specificity of professional identity. Furthermore, qualitative and

quantitative analyses are integrated, including questionnaires, in-depth interviews, and data analysis, to collect and synthesize primary data. Qualitative analysis focuses on revealing the intrinsic mechanisms of professional identity formation and development, while quantitative analysis validates and quantifies the specificity and influencing factors of professional identity. Through these methods, this study strives to achieve innovative theoretical and practical outcomes.

In conclusion, the particularities of professional identity among students in Chinese higher vocational colleges are the result of a combination of multiple factors. Through the implementation of targeted strategies, the professional identity of students in higher vocational colleges can be effectively enhanced, thereby improving the effectiveness of vocational education. This study contributes to a deeper understanding of the particularities of professional identity among students in Chinese higher vocational colleges and provides a scientific basis for enhancing professional identity and improving the quality of vocational education.

### **References**

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