

## Research on Teaching Strategies to Improve the Professional Identity of Students Majoring in Editing and Publishing in Local Colleges and Universities

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**Abstract:** Professional identity is very important for students in local universities. Choosing a total of 278 students majoring in Editing and Publishing as research objects, 278 questionnaires were distributed and recovered. The results show that female students' professional identity is significantly higher than male students, students of different grades have significant differences in professional identity, the order from high to low is: senior, sophomore, freshman and junior, students with different internship experience have no difference in professional identity, there is no significant difference in professional identity among students with or without relatives working in the media. Teaching Strategies: First, the learning situation analysis should be done well. Secondly, the practice mode should be innovated. Finally, the cultivation of professional identity needs to run through four years of university.

### 1. Introduction

Professional identity is an individual's affirmative evaluation of the profession he is engaged in. From the individual point of view, professional identity is the starting point of career development. From the social point of view, professional identity determines the overall quality of career groups in the future[1]. Local colleges and universities aim at cultivating applied talents, and emphasizing the skills and professionalism of talents. Therefore, the professional identity training is particularly important.

In the 1970s, American scholar John Stone and others conducted a survey of journalists across the United States. They found that demographic variables such as gender, length of service, education and so on can have an impact on job satisfaction of practitioners[2]. The study of media workers in China began in the 1990s and has undergone a transition from focusing on their living conditions to studying their mental state. Lu Chongshan's "Research on the Current Situation and Development of Chinese Women Journalists" described the job satisfaction of female journalists earlier, and found that there was no significant gender difference in job satisfaction of media[3]. Zhang Zhian and Shen Fei, taking investigative journalists as subjects, concluded that the motivation of investigative journalists in choosing jobs was more "value rationality" and was influenced by factors such as age and experience[4]. As the reserve force of media industry talents, the professional identity of students majoring in Journalism and other related disciplines in colleges and universities has attracted much attention from scholars. According to a survey conducted by Xia Yan on 500 journalism students in Jiangsu, students' professional identity is generally on the upper middle level, and a conclusion is drawn that professional identity is related to personal factors, media environment and journalism education[5]. Through the investigation of journalism, communication and other media majors, Xiong Hui found that students' professional identity was at a medium level, which was related to personal factors and media environment[6].

The students majoring in Editing and Publishing in local colleges and universities are responsible for the transformation and upgrading of the local publishing media industry, and the cultivation of their professional identity is crucial. For the previous related studies, one is that the number of studies is small, and the other is that the conclusions are inconsistent. It is also necessary to verify whether the results obtained by the sample of students from research-oriented or

teaching-research-oriented universities are applicable to local universities. In this paper, on the basis of the above research and by means of questionnaire survey, the overall situation of professional identity of students majoring in Editing and Publishing in local colleges and universities, as well as the difference of demographic characteristics in professional identity is analyzed. Based on the survey results, some teaching strategies are proposed to improve professional identity, which can provide suggestions for the reform of relevant professional education in colleges and universities.

## 2. Research Method

### 2.1. Research Objects.

A total of 279 questionnaires were distributed to students majoring in Editing and Publishing in two provincial universities in Jilin Province. The recovery rate was 100%. After eliminating one invalid questionnaire, 278 valid questionnaires were obtained. Among them, there were 40 boys and 238 girls, and the ratio of male to female was 1:6, in line with the major gender ratio. There were 103 freshmen, 58 sophomores, 34 junior students, and 83 senior students. There were 235 students without media practice experience, 28 students with practice experience of less than half a year, 9 students with practice experience of half a year to one year, and 6 students with practice experience of more than one year. There were 48 students with relatives working in the media and 230 students without relatives working in the media.

### 2.2. Research instrument

In this study, Xiong Hui's "Professional Identity Scale for Media Personnel" was used. The questionnaire consists of three dimensions, reflecting students' professional values, career expectations and career attribution respectively, with a total of 10 measurement items. The questionnaire was scored by Likert Scale (1 stands for "very inconsistent", and 5 stands for "very consistent"). The higher the score, the higher the professional identity. After test, the Cronbach  $\alpha$  coefficient of the total scale was 0.866, and the questionnaire had good reliability.

SPSS24.0 was used for statistical analysis.

## 3. Result Analysis

### 3.1. General Situation of Professional Identity of Students Majoring in Editing and Publishing Majors in Local Universities.

Table 1 General situation of professional identity of students majoring in editing and publishing majors in local universities

	Professional value	Career expectation	Career attribution	Professional identity
Valid cases	278	278	278	278
Mean value	3.8046	3.0755	3.4185	3.3971
Standard deviation	.93500	.74269	.81916	.68379
Minimum value	1.00	1.00	1.00	1.00
Maximum value	5.00	5.00	5.00	5.00

Using descriptive statistical analysis, 278 students majoring in Editing and Publishing were tested for their professional identity. The results show that (Table 1) students' professional identity is in the upper middle level, with a mean value of 3.40. Among all the factors of professional identity, the highest score is professional value, with a mean value of 3.81, the second is career attribution, with a mean value of 3.42, and the lowest is the career expectation, with a mean value of 3.08. This indicates that students have a high recognition of the media industry itself, but are not optimistic about the career prospects.

### 3.2. Differences in Demographic Characteristics in Professional Identity.

1) Analysis of Gender Differences in Professional Identity:

Table 2 Analysis of gender differences in professional identity

		Sample capacity	Standard error difference	Mean value	t	Significance (two-tailed)
Professional identity	Male	40	3.16	0.81	-2.700	.007
	Female	238	3.48	0.66		

The independent sample T test was used to test the differences in professional identity between different genders of students. The results show that (Table 2) the gender has significant difference in professional identity(  $t = -2.70$ ,  $p < 0.05$ ), and the professional identity of female students is significantly higher than that of male students.

## 2) Analysis of Grade Differences in Professional Identity

Table 3 Analysis of grade differences in professional identity

		Sample capacity	Mean value	Standard deviation	Degree of freedom	Mean square	F	Significance
Professional identity	Freshmen	103	3.42	0.64	3	1.821	4.023	.008
	Sophomores	58	3.51	0.71				
	Junior students	34	3.07	0.72				
	Senior students	83	3.53	0.69				

One-way analysis of variance was used to test the differences in professional identity among students of different grades. The results show that (Table 3)the homogeneity of variance test is passed, and there are significant differences in professional identity among students of different grades(  $F(3,1.82) = 4.02$ ,  $p < 0.01$ ). The post-test shows that the professional identity of the junior students is significantly lower than that of other grades.

## 3) Analysis on the Differences of Different Internship Experience in Professional Identity

Table 4 Analysis on the differences of different internship experience in professional identity

		Sample capacity	Mean value	Standard deviation	Quadratic sum	Degree of freedom	Mean square	F	Significance
Professional identity	No	235	3.45	0.68	2.068	3	.689	1.482	.220
	Within half a year	28	3.47	0.75					
	Six months to one year	9	3.17	0.60					
	More than one year	6	2.92	0.98					

One-way analysis of variance was used to test the differences in professional identity among students with different internship experience. The results show that (Table 4), the homogeneity test of variance is passed, and there is no significant difference in professional identity of students with different internship experience ( $F(3, 0.69) = 1.48$ ,  $P > 0.05$ ).

## 4) Analysis of Differences of Students with or without Relatives Working in the Media in the Professional Identity

5) The independent sample T test was used to test the difference in professional identity of students with or without relatives working in media. The results show that (Table 5), the homogeneity of variance test is passed, and there is no significant difference in professional identity ( $t = 1.47$ ,  $P > 0.05$ ) among students with or without relatives working in the media.

Table 5 Analysis of differences of students with or without relatives working in the media in the professional identity

		Sample capacity	Mean value	Standard error difference	T	Significance (two-tailed)
Professional identity	Have	48	3.57	0.62	1.474	.142
	No	230	3.40	0.70		

#### 4. Discussion

The gender difference in professional identity of editorial and publishing students, that is, female students' professional identity is significantly higher than male students, is consistent with the results of domestic scholar Xia Yan (2013), but is inconsistent with the results of Xiong Hui(2017). In this study, the conclusion that female students' professional identity is higher than that of male students is reasonable in theory and reality. In theory, the media industry has the nature of work with words, voices and images as carriers. Female students have innate advantages in these aspects, and they are easy to obtain higher career satisfaction, thus bringing about higher professional identity. In practice, women occupy an absolute advantage in the number of media industry, indicating that women have a strong intention to choose a career in this industry, and it is easy to bring about a higher professional identity.

In this study, students of different grades have significant differences in professional identity. The order from high to low is: senior, sophomore, freshman and junior. This is different from the conclusion of Xiong Hui (2017) that there is no difference in the professional identity of students in different grades, and the same as the conclusion of Xia Yan that there is difference in the professional identity of students in different grades, but the order from high to low is different. Based on the above results, this study believes that it is more important to recognize that the professional identity of students in different grades will fluctuate in the four years of college life and to cultivate the professional identity throughout the whole four years than to distinguish the order of the professional identity in different grades.

This paper draws the conclusion that students with different internship experience have no difference in their professional identity, which is the same as Xiong Hui and different from Xia Yan. Xia Yan's research shows that students with different internship experience have different professional identity. Students with more than one year's internship experience have the highest professional identity. The following order is: half a year to one year, no internship experience, less than half a year. Research on professional identity in other fields shows that the internship experience is the part of the personal social experience, and the social experience will affect professional identity. Contrary to the conclusion of this paper, further verification is necessary in the future.

There is no significant difference in professional identity among the students with or without relatives working in the media. This conclusion is consistent with that of domestic scholars.

#### 5. Enlightenment to Relevant Majors in Colleges and Universities

Good professional identity is the prerequisite for qualified professionals and can be used as one of the indicators to test the effectiveness of applied education in local colleges and universities[8]. Through empirical analysis, this study reflects the overall situation of professional identity of students majoring in Editing and Publishing in local colleges and universities, as well as the differences in professional identity of different demographic variables, which can provide suggestions for the education reform of media-related majors.

First of all, the learning situation analysis should be done well, and the pertinence of professional identity training should be improved. The importance of learning situation analysis in the teaching process has become a consensus in colleges and universities. However, most teachers use the

analysis of learning situation in order to cultivate students' professional knowledge or skills[9], which leads to the neglect of the analysis of learning situation in the cultivation of professional identity. In this study, students with different demographic variables show different professional identity. The enlightenment for educators is to cultivate students' professional identity on the basis of respecting the general learning rules of college students, accurately grasp the characteristics of students in this major, make a good analysis of their learning conditions, and fully consider the influence of media profession on gender, grade, internship experience and family members, so as to make the cultivation of professional identity more professional-oriented and easier to achieve practical results.

Secondly, the practice mode should be innovated and the cultivation of professional identity should be incorporated into the training objective of practical teaching. Practice teaching plays an important role in the process of talent cultivation in local colleges and universities. The conclusions about the influence of media internship experience on students' professional identity, including this paper, are very inconsistent, which on the one hand suggests us to do further research, and on the other hand also suggests that there may be problems in our existing practical teaching. Therefore, local colleges and universities should further innovate the link of media practice, formally incorporate the cultivation of professional identity into the target system of practical teaching, and shift from the past focus on professional skills training to the combination of skills and professional spirit training, so as to make professional practice produce greater educational benefits.

Finally, it should be uninterrupted, and the cultivation of professional identity needs to run through four years of university. At present, most colleges and universities put the cultivation of professional cognition and professional identity in the first year of admission education stage[10]. In addition, there is no special teaching link. The fluctuating trend of professional identity of students in different grades in this study indicates that the cultivation of professional identity is a long-term and complex process. On the one hand, teachers need to adjust the content and means of education according to the actual teaching needs. On the other hand, the cultivation should run through the university for four years without interruption so as to lay a good ideological foundation for students to enter the work position and occupational status.

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