

# *Pragmatic Identity and Discourse Construction of Higher Vocational English Teachers from the Perspective of Establishing Morality and Cultivating People*

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**Abstract:** As a professional group in higher education, vocational English teachers' pragmatic identity and discourse construction have an important impact on students' growth. This article studies the connotation and construction of pragmatic identity of vocational English teachers from the perspective of cultivating morality and cultivating people, and explores the problems and impacts of teacher discourse. Research has found that vocational English teachers should establish a correct pragmatic identity, guide students' learning through reasonable discourse construction, and avoid inappropriate verbal or linguistic discrimination in discourse to promote students' growth and development.

## 1. Introduction

In the current social context, cultivating morality and cultivating talents has become an important guiding ideology in contemporary Chinese education. Its core idea is to cultivate students' moral literacy and comprehensive abilities through education, thereby making them become talents with a high sense of responsibility and social responsibility. Under this educational philosophy, vocational English education, as an important component of it, teachers should not only impart language knowledge, but also focus on cultivating students' comprehensive qualities and guiding them to correct moral and values. In this process, pragmatic identity is an important concept. It refers to the role and identity of individuals in the communication process, and is an important factor that affects teachers' discourse behavior and communication style. The construction of pragmatic identity and discourse behavior of vocational English teachers have an important impact on the growth and development of students. Therefore, vocational English teachers must establish a correct pragmatic identity to effectively guide students and promote their growth and development [1-5].

This article will explore the connotation and construction of pragmatic identity of vocational English teachers from the perspective of cultivating morality and cultivating people, and analyze the problems and impacts of teacher discourse. This article aims to provide some feasible suggestions

for vocational English teachers to help them better establish a correct pragmatic identity and construct effective discourse, promoting the growth and development of students.

## 2. The Connotation of Pragmatic Identity of English Teachers in Higher Vocational Colleges

Pragmatic identity refers to a person's social role, identity, and identity in the process of language use. It is an important form of expression in interpersonal communication. In the process of teaching and communication, the pragmatic identity of vocational English teachers plays a crucial role, which directly affects the interaction and communication between teachers and students, as well as students' perceptions and attitudes towards teachers and disciplines. Therefore, the pragmatic identity of vocational English teachers should have the following connotations:

### (1) The role of educators

As educators, teachers should not only impart knowledge, but also guide and enlighten students. English teachers in higher vocational colleges should focus on cultivating students' comprehensive qualities and abilities, guiding students to have correct values and ethics, and helping students form a correct outlook on life and the world [6]. This requires vocational English teachers to have knowledge of educational theory and psychology, be able to reasonably design and implement teaching activities, actively guide students to participate in various educational activities, and thereby help students develop comprehensively (Figure 1).



Figure 1: The role of vocational English teachers as educators

### (2) Role of professional skills

English teachers in higher vocational colleges should have solid English language knowledge and professional skills, and be able to effectively impart knowledge and guide students' learning. This requires higher vocational English teachers to have a deep reserve of subject knowledge and teaching experience, be able to effectively use various teaching methods and means, design and organize teaching activities that meet the learning characteristics and needs of students, and enable students to achieve good learning results (Figure 2).



Figure 2: Professional skills role of vocational English teachers

### (3) Social roles

Higher vocational English teachers should have a high sense of social responsibility and responsibility, and be able to actively participate in social life and serve society. This requires higher vocational English teachers to actively understand the trends of social development and the forefront of disciplinary development, pay attention to social hot spots and issues, provide students with the latest knowledge and information help students understand and understand social phenomena and issues, and cultivate students' sense of social responsibility and responsibility.

### (4) Personal Role

Vocational English teachers are also individuals with personal characteristics and personality, and their personal identity and characteristics can also affect the construction and performance of their pragmatic identity [7].

### (5) Role of communication skills

As a teacher, communication ability is one of the necessary abilities. Vocational English teachers need to have good oral and written expression skills, be able to clearly express their thoughts and opinions, and be able to listen to students' opinions and feedback. In addition, vocational English teachers also need to have the ability to communicate across cultures, and be able to communicate effectively with students from different cultural backgrounds (Figure 3).



Figure 3: The role of communication skills for vocational English teachers

(6) Role of leadership and management capabilities

Higher vocational English teachers are not only educators, but also leaders and managers. They need to have good organizational and management skills, be able to plan and organize teaching activities, formulate teaching plans and objectives, and effectively monitor and manage students' learning (Figure 4).



Figure 4: The role of management leader for vocational English teachers

(7) The role of learners

English teachers in higher vocational colleges should regard themselves as learners who are always learning and constantly improve their English language skills and teaching skills. They should continue to pay attention to the latest research results and teaching methods in the field of English language and teaching, and constantly update their teaching concepts and methods to improve their teaching quality and effectiveness.

(8) The role of professional ethics

Higher vocational English teachers should have a high level of professional ethics and ethics, be able to set an example and set a good example for students. They should respect the personality and

rights of students, not discriminate against or favor students, abide by professional ethics and professional code of conduct for teachers, and refrain from engaging in illegal and unethical behavior.

In short, the pragmatic identity of vocational English teachers is not only a role and identity, but also a responsibility and responsibility. They need to comprehensively consider their role and influence in the teaching and communication process, and continuously improve their professional and personal qualities to better fulfill their educational mission [8-10].

### 3. The Construction of Pragmatic Identity of English Teachers in Higher Vocational Colleges

With the rapid development of higher vocational education in China, English education has also received increasing attention. As a vocational English teacher, how to construct a correct pragmatic identity can not only improve their teaching quality and level, but also effectively guide students' growth and development. How to construct a correct pragmatic identity for vocational English teachers should start from the following aspects.

#### 3.1. A Abide by Discipline and Norms

Abide by discipline and norms. English teachers in higher vocational colleges should strictly abide by the rules and regulations and teaching requirements formulated by schools and education departments, and achieve discipline and norms. During the teaching process, teachers should respect students' personal dignity and the right to know, and should not engage in acts that infringe on students' privacy and personal safety. Teachers should strictly manage and guide students' words and deeds, and guide them to establish correct moral and values [11].

At the same time, English teachers in higher vocational colleges should also conduct teaching within the prescribed scope of schools and education departments, and should not privately alter teaching content or violate examinations. Teachers should carefully prepare for lessons, carefully correct homework, and seriously attend classes, striving to improve their teaching quality and level. Only by abiding by discipline and norms can we establish a correct educational image in the minds of students and become a role model and leader for them (Figure 5).

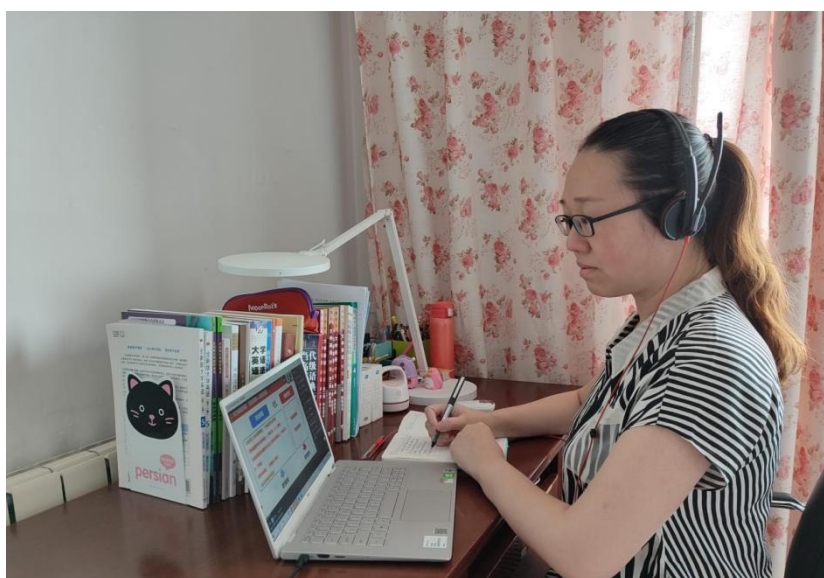


Figure 5: Online teaching by English teachers

### 3.2. Adhere to Moral Education

Higher vocational English teachers should pay attention to moral education, guide students to establish correct moral and values through education, and cultivate their good qualities and behavior habits. Teachers should lead by example, become role models and leaders for students, and guide students to establish good interpersonal relationships, love life, respect others, and care about society. At the same time, teachers should pay attention to the psychological health of students, give them care and support, and help them solve problems in their lives and studies.

In terms of moral education, vocational English teachers can guide students to establish a correct outlook on life, values, and morality through teaching content and methods [12]. For example, when teaching English culture, teachers can compare and analyze the cultures of different countries, such as British culture, American culture, and Canadian culture, so that students can understand the similarities and differences of values and ethics under different cultural backgrounds, thereby helping students form an open and inclusive cross-cultural perspective and correct outlook on life. In addition, vocational English teachers can also use case studies, discussions, and other methods in the classroom to enable students to understand ethical issues in different industries, and guide students to think about how to comply with ethical norms in their work.

### 3.3. Advocating Multicultural Culture

Advocating multiculturalism is one of the important aspects for English teachers in higher vocational schools to construct their pragmatic identity. In today's globalized world, cross-cultural communication has become an inevitable trend. As English teachers, they should pay attention to developing students'cross-cultural communication ability and help them to better adapt to international exchanges and cooperation.

First, English teachers in higher vocational schools should respect students'cultural background and differences. Students come from different regions and cultural backgrounds, and have different values, concepts and behaviors. Teachers should respect students'cultural differences, encourage them to maintain their own cultural characteristics in the process of learning English, and do not impose their own culture on students. For example, when teaching English vocabulary, you can focus on introducing the usage habits of different countries and regions so that students can understand the cultural differences and communication ways between different regions. Secondly, higher vocational English teachers should pay attention to the training of students'cross-cultural communication ability. In modern society, cross-cultural communication has become an essential part [13-15]. Therefore, English teachers should focus on developing students'cross-cultural communication ability to help them better adapt to international exchanges and cooperation in the context of globalization. For example, teachers can help students better understand the cultural habits, values and communication styles of different countries and regions by letting students participate in English corner and organizing students to participate in cultural exchange activities, so as to enhance students'cross-cultural communication ability. Finally, higher vocational English teachers should encourage students to learn more languages. Learning multiple languages can help students better understand different cultural ways of thinking and communicating, as well as improve their language abilities. Teachers can provide students with multilingual learning resources, such as recommending multilingual resources such as movies, music, and organizing multilingual communication activities.

In a word, advocating multiculturalism is one of the important aspects for Higher Vocational English teachers to construct their pragmatic identity. Teachers should focus on developing students'cross-cultural communication ability to help them better adapt to international exchanges and cooperation in the context of globalization.

### **3.4. Actively Participate in Teaching Reform**

In the current rapid development of information age, higher vocational English teachers should constantly learn and master the latest teaching technology, and try to apply the new technology to classroom teaching. For example, using a variety of teaching methods, such as network resources, multimedia devices, virtual reality technology, to innovate teaching forms and stimulate students' interest and enthusiasm. At the same time, higher vocational English teachers should also pay attention to the update of the course design and teaching content, pay attention to the frontier and new trends of education and teaching, and constantly improve the course system and teaching methods. In addition, higher vocational English teachers should also advocate innovative thinking and explore effective teaching strategies and methods to better meet the needs and development of students. They can participate in teaching seminars, teaching training and academic exchange activities, share their teaching experience and experience with colleagues, learn from others' innovative teaching ideas and practices, so as to continuously improve their teaching ability and level. At the same time, higher vocational English teachers should also encourage students to actively participate in teaching activities, stimulate their learning interest and motivation, and promote the continuous reform and progress of education and teaching.

### **3.5. Establish Good Teacher-Student Relationship**

Establishing a good teacher-student relationship is very important for Higher Vocational English education. Teachers should establish a relationship of mutual trust and respect with students, with emphasis on equality, respect, understanding and support. This can provide a positive learning environment for students and make them more active and active in English learning. In addition, teachers should actively listen to students' opinions and feedback, timely understand their needs and difficulties provide them with personalized learning support and guidance, help them overcome difficulties, and improve their learning performance and English ability.

In order to establish a good teacher-student relationship, higher vocational English teachers can take some specific measures. First of all, teachers should pay attention to communication and communication with students, timely answer students' questions, patiently answer students' questions, and actively guide students to think. Secondly, teachers should respect students' personality and characteristics, and provide personalized teaching support and guidance according to their different needs and abilities. In addition, teachers should encourage students to express their views and ideas, to actively participate in class discussions and interaction, and to develop their thinking ability and creativity.

Finally, to establish a good teacher-student relationship requires teachers to continuously improve their teaching level and ability. Teachers should keep teaching enthusiasm and patience, pay constant attention to the latest development of English education and teaching technology, explore effective teaching methods and strategies, and continuously improve their teaching level and ability. In order to better meet the needs and development of students, establish a good teacher-student relationship, and provide a solid support for the growth and development of students.

### **3.6. Focus on Reflection and Self-Improvement**

Higher vocational English teachers should pay attention to reflection and self-improvement in teaching, constantly reflect on their own teaching methods and strategies, find out the shortcomings and improve them in time. This can help them better adapt to the needs and development of students and improve the teaching effect. In addition, teachers should constantly learn and update their

knowledge, understand the latest developments and technologies in education and teaching, in order to maintain their own teaching level and ability. They should actively participate in teacher training and academic seminars, share experiences and opinions with colleagues, and make continuous efforts to improve their own teaching level. At the same time, teachers should also reflect on their own educational and teaching concepts and methods, and constantly explore appropriate teaching styles and strategies to better stimulate students' interest in learning and improve their learning results.

#### **4. Principles and Strategies for the Construction of Vocational English Teachers' Discourse**

The construction of English teachers' discourse in higher vocational schools should not only follow the pragmatical guidelines and norms, but also take into account the characteristics and needs of students in order to maximize the teaching effect. Here are some principles and strategies for the construction of English teachers' discourse in Higher Vocational schools:

##### **4.1. Simple and Understandable, With a Common Language**

The words of English teachers in higher vocational schools should be concise and understandable, and the language should be popular. They should focus on using simple and clear language to express the teaching content and avoid using too complex and obscure language to facilitate students' understanding and mastery. In order to better let students understand and master English knowledge, the words of English teachers in higher vocational schools should be simple and easy to understand, and the language should be popular. In this way, students can more easily understand and remember what they have learned. Higher vocational English teachers should avoid using too complex and obscure language, especially when using professional terms in the courses, and explain them as clearly as possible to ensure that students can understand them. In addition, English teachers in higher vocational schools should pay attention to the use of daily language and make students feel that English is a practical language as much as possible. They should also use appropriate speech speed and intonation to avoid speaking too fast or too slowly so that students can keep up with the teaching progress.

##### **4.2. Reasonable Guidance, Focus on Interaction**

In higher vocational English teaching, it is very important to guide and pay attention to interaction reasonably. Teachers should provide students with opportunities to learn and think, so that students can actively participate in the classroom teaching, so as to enhance their motivation and interest in learning.

Reasonable guidance means that teachers need to guide students to explore and discover knowledge, rather than simply impart knowledge. Teachers can help students better understand and master knowledge by asking questions, demonstrating examples, and guiding discussions. At the same time, teachers should guide and explain students in accordance with their knowledge level and interests, so that students can accept and understand them more easily. Focusing on interaction refers to the need to establish a positive and good interaction between teachers and students. Teachers should encourage students to put forward questions and opinions and actively participate in classroom teaching so as to promote communication and interaction between teachers and students. Teachers can promote interaction and cooperation among students by developing group discussions, group activities, and so on, so that students can cooperate with each other, exchange and share their opinions and experiences.



In practice, rational guidance and emphasis on interaction are mutually complementary. Only through active guidance, students can better explore and discover knowledge, but also need to focus on interaction, so that students can better understand and apply the knowledge they have learned, so as to achieve better teaching results.

### **4.3. Accurate Mastery of Language Use Scenarios**

Vocational English teachers should accurately grasp the language use scenarios. In addition to following grammar rules and basic vocabulary learning, higher vocational English teachers should pay attention to teaching students the use of different language use scenarios, such as business English, tourism English, scientific and technological English, etc. Because in practical application, the situations and situations in which a language is used may affect the expression of vocabulary, grammar, intonation, etc. At the same time, higher vocational English teachers should show students how to use language skills in different situations, how to negotiate in business, how to communicate in tourism, and so on. By mastering the language use scenarios, students can better grasp the knowledge of English and express themselves more freely in practical applications.

### **4.4. Give Full Consideration to Students' needs and Backgrounds**

For higher vocational English teachers, it is very important to understand the needs and background of students. They should conduct necessary investigation and analysis before teaching so as to better personalize teaching and guidance for different students' characteristics and needs. For example, for students with different English levels and learning styles, higher vocational English teachers can adopt different teaching methods and strategies to meet the students' learning needs. At the same time, they should also pay attention to the students' background and understand their cultural, social background and interests in order to better interact and communicate with students. By fully considering the needs and backgrounds of students, higher vocational English teachers can improve the pertinence and effectiveness of teaching and help students to better master English knowledge and skills.

### **4.5. Comprehensive Use of Various Teaching Methods and Resources**

In the era of modern information technology, the diversification of teaching means and resources has become a reality. Higher vocational English teachers should make full use of various resources, such as textbooks, courseware, video and audio, to enrich and deepen the teaching content. At the same time, they also need to adopt different teaching methods and strategies according to the different characteristics and needs of students, such as teaching, presentation, interaction, case analysis, etc. to meet the learning needs of students. In addition, higher vocational English teachers need to constantly innovate teaching methods, open up teaching ideas, and provide more interesting, vivid and challenging learning experience for students. They can use some novel teaching methods, such as game-based learning, project-based learning, etc. to improve students' learning interest and enthusiasm.

## **5. Summary**

The construction of English teachers' pragmatic identity and words in higher vocational schools is an important issue in education and teaching. Higher vocational English teachers should set up correct pragmatic identity, pay attention to cultivating students' pragmatic awareness and cross-cultural communication ability, fully consider students' characteristics and needs, accurately

master language use scenarios, reasonably guide, pay attention to interaction, use a variety of teaching means and resources in a comprehensive way, and improve teaching effect and quality. In the practical teaching, higher vocational English teachers need to pay attention to their own professional quality and teaching ability, actively participate in the teaching reform, and continuously improve their teaching level and ability. At the same time, they should also advocate multi-culture, establish a good teacher-student relationship, pay attention to reflection and self-improvement, and provide a better growth space for students' growth and development.

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