

A Probe into the Professional Identity of Males in Pre-primary Education Majors of Public Fundamental Normal Schools

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Abstract: The publicly funded normal student education system is a policy product formulated by the Ministry of Education to popularize and improve compulsory education in our country, and it is a model and model for public education of people's teachers. In order to train outstanding teachers to serve basic education, the most important thing is to let them fall in love with this profession, and to recognize the significance and responsibility of teacher work from the aspects of professional value, so that they can actively and actively invest in work, so public funds The level of professional identity of normal students not only affects their job satisfaction and whether they can devote themselves to education, but also determines the stability of the teaching team and the quality of education. The purpose of this article is to explore the male professional identity of pre-school education majors at publicly funded colleges. This inquiry analyzes the factors that affect professional identity of male pre-school education majors in public-funded normal college students through text analysis, questionnaire surveys, and in-depth interviews with male pre-school education majors. It also analyzes the factors that affect professional identity of male pre-school education majors in public-funded normal college students and the problems existing in the training process. The experimental results show that at this stage, 25.5% of the male students of pre-primary education majors in public-funded colleges who are specialized in public education, due to their lack of identification with their professions, make them lack motivation and enthusiasm in their work, which leads them to leave frequently, which is not only not conducive to their own development. Not conducive to the development of China's preschool education. Male teachers are undoubtedly an indispensable part of China's preschool education. Only by improving the self-professional recognition of male preschool education teachers and letting male teachers feel their important role in preschool education, can male teachers work in the process. Only by truly finding a sense of belonging can we really accelerate the pace of China's preschool education.

1. Introduction

In the context of teacher professional development, in recent years, China has promulgated and implemented regulations such as "Teacher Professional Standards" and "Teacher Education Curriculum Standards" to guide the government and teacher education institutions to cultivate professional qualities of serving teachers and pre-service teachers. However, in the development and research process of teacher education, researchers focus on the theoretical knowledge structure and mastery of teaching skills of teachers students, and there are relatively few researches on the development of teachers' professional motivation and affection system. However, related research at home and abroad shows that the stronger the professional recognition of teachers and the higher the psychological level, the more individuals will be engaged in this profession with a more active and proactive attitude, resolve various pressures and contradictions, and fall in love from the bottom of their hearts This profession, even further sublimated in ideology, regards the profession of teachers as a kind of happiness and lofty career as the pursuit of life. Teachers students 'identification with teachers' profession is the longest driving force for teachers 'emotions, and it is the basic

psychological preparation for engaging in teachers' profession. As an important stage of teacher training, the pre-service teacher education stage should be the key period of teacher education professional identity training. How to cultivate the professional identity consciousness of normal students at the pre-service stage so that each pre-service teacher can form a correct understanding of the teacher's profession before taking up the job, have the subjective willingness to engage in it, and obtain the fundamental driving force for future sustainable development This will be an important subject of teacher education.

In the 21st century, with the reform and development of education in our country, the re-enactment of the policy of publicly funded normal students and the gradual development of full-time education graduates, the study of teachers' professional identity of publicly funded normal students has gradually received the attention of the academic community. . In the past, a large amount of domestic research focused on the undergraduate and in-service teacher groups of the teacher education major. The professional identity of teachers of professional public-funded teachers in the preschool education profession has been another hot research topic in recent years. The scale of postgraduates is gradually expanding, but the research on the professional identity of teachers with full-time college fees is still in the initial stage [2-3]. From the perspective of theoretical research, most of our scholars have adopted the literature analysis method to analyze the teachers' professional identity of free normal students on the basis of drawing on relevant foreign theories. Related researches on the professional identity of teachers of publicly funded students in foreign countries take pre-service teacher, student teacher as the research object, and use the research contents such as teacher identity, teachers 'professional identity / identification etc. as the expressions [4]. At present, domestic and foreign scholars' research on the professional identity of teachers of publicly-funded teachers has achieved certain results, but so far, the definition of the relevant concepts of teachers' professional identity has not reached consensus, which means that the meaning of teachers' professional identity Research still has significance [5].

This article is aimed at pre-school education professional males of publicly-funded teachers in colleges and universities. Through combing relevant domestic and foreign literature, this paper conducts its own research from several aspects of teachers' professional identity, teachers' professional identity of public-funded teachers, and teachers' professional identity Sort out and summarize the main problems in the existing research.

2. Method

2.1 Combining Quantitative Research with Qualitative Research

A research method combining quantitative research and qualitative research is adopted. This research is based on the research methods of quantification and qualitative research methods. First of all, this paper pays great attention to empirical investigation and research, and the sample size of quantitative research is very rich. Secondly, this paper will carefully select individual cases for qualitative research on the basis of quantitative investigations. The combination of quantitative methods can ensure the effectiveness of the research structure. In addition, this study intends to use the method of "triangular mutual certification" to improve the reliability of the research [6-7]. The key factors influencing public teacher teachers' professional identity of teachers were obtained through preliminary surveys and literature analysis. The questionnaire was designed on the basis of multi-dimensional influence factors, and a multiple linear regression analysis method was used to explore the influencing factors and the relationship between public teacher teachers and college students The relationship between teachers' professional identity [8].

2.2 Self-Identity Theory

Self-identity theory is an important theoretical basis for this research. Erikson believes that the formation of the self-identification development task is an important task in the development of adolescents. The formation of self-identity will prevent "confusion of roles" and form an important sign of "who am I" in the self. Erikson believes that self-identification is closely related to the

environment in which an individual is living, which is specifically manifested in the ability of a person to integrate himself into the environment and form a good sense of self-identity in dealing with others. Self-identity theory also emphasizes the importance of self-reflection. Self-identification is a process, and its formation is a process of continuous self-affirmation. During self-affirmation, self-reflection, correction, and perfection are constantly achieved, and finally reach a level of self-recognition and self-ideal. In a nutshell, self-identification is a kind of self-cognition formed by individuals in their interaction with the environment, which needs to be improved and developed in self-reflection. Teachers' professional identity of normal students refers to the attitude of the normal students as a future professional who shows their affirmation and recognition of their future careers while in school. It should be pointed out that the strong sense of professional identity not only refers to the individual's affirmation and recognition of the profession, but also includes the individual's realization of his own value in the profession and a sense of satisfaction [9].

2.3 Self-Efficacy Theory

Self-efficacy theory was put forward by American psychologist Bandura. Self-efficacy refers to an individual's judgment as to whether he or she is capable of accomplishing a certain task. It is whether a person feels confident about the consequences of his actions. The factors that affect self-efficacy are mainly the experience of success or failure of the individual's own behavior, alternative experience or imitation and verbal persuasion. The success or failure experience of an individual's own behavior means that the individual's previous success or failure experience will judge its subsequent confidence in the behavior result. Frequent failure experience will affect his self-efficacy, and he will lose accurate judgment of his own ability, and then the learner will have an illusion that you can't do anything well, which leads to a sense of acquired helplessness. Alternative experience or imitation refers to the sense of self-efficacy derived from observing the alternative experience of others, and the key is that the observer himself and the role model have great similarities. Verbal persuasion refers to a linguistic persuasion and encouragement from the surrounding people to the parties. Linguistic persuasion is more effective on the basis of direct experience and alternative experience. The sense of self-efficacy of normal students, or professional efficacy, refers to the ability of normal students to judge their ability to engage in teacher careers and carry out teaching smoothly in the important pre-service period. The professional efficacy of normal students plays an intermediary role in the process of their professional identity. The events or experiences experienced by normal students during their educational practice and long-term observation of the instructors will affect their professional efficacy. In addition, teachers' support and linguistic persuasion in normal colleges will also affect the professional efficacy of normal students. Therefore, Bandura's theory of self-efficacy is indispensable as a theoretical basis for this article [10-11].

3. Experiment

This experiment takes N Normal University as an example, and selects male students of preparatory education majors of public-funded normal colleges as the research object, focusing on the degree of teachers' professional identity and their influencing factors during the teacher education stage of normal colleges and universities, and proposes accordingly corresponding promotion countermeasures.

(1) Literature analysis method.

The literature analysis method is used to collect and collate relevant domestic and foreign related literature on professional identity, teacher professional identity, and teacher student teacher professional identity, which involves the theoretical content of pedagogy, psychology, sociology, etc., and draws on domestic and foreign achievements. In this study, teachers' professional identity is studied from five levels: teacher professional value identification, teacher professional status identification, teacher professional nature identification, teacher professional quality identification, and teacher professional emotional identification.

(2) Questionnaire survey method.

Drawing on the questionnaires used in existing studies at home and abroad, and under the analysis of teacher professional identity proposed by this research institute, self-made the "Teacher Professional Identity Questionnaire for Teachers", and selected the college public-funded teachers by stratified sampling. Male pre-school education majors, issued and collected questionnaires, and analyzed related data using SPSS software.

(3) Interview survey method.

In this study, a purposeful sampling method was used to select 100 normal students for interviews to study their teachers' professional identity, characteristics and influencing factors.

4. Results

4.1 Analysis of Factors Affecting Professional Identity of Public Normal College Students

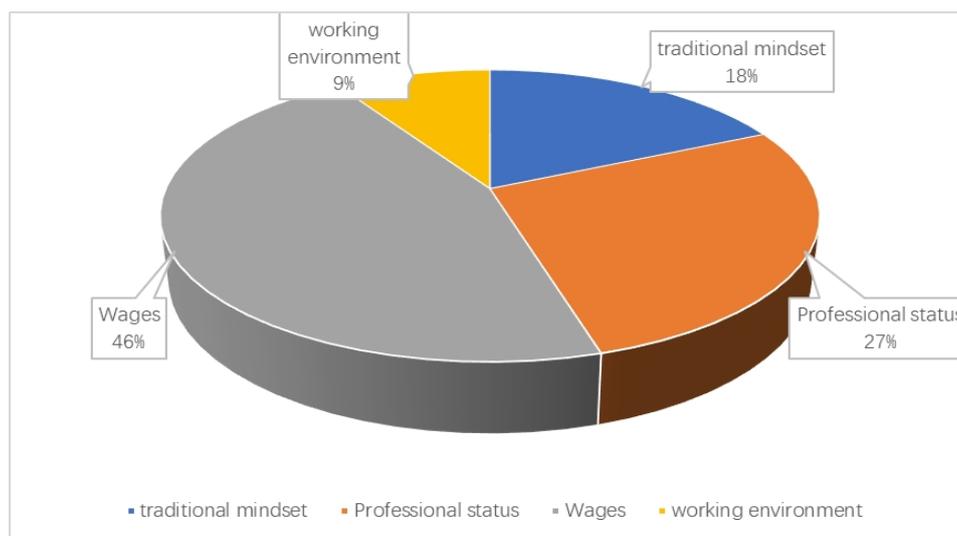


Figure 1. Percentage of factors affecting professional identity of public normal college students

Through Figure 1, we can clearly find that the main factor affecting the professional identity of publicly-funded teachers' students is the salary of teachers, followed by the professional status of teachers, and the least affected is the work status of teachers. In a way, wages are often viewed as a measure of a person's personal ability, and it is also a standard by which many people determine whether to achieve self-worth. Although the importance of preschool education has gradually attracted social attention, the number of vocational preschool teachers is gradually moving from behind the scenes to the stage, but in general, the wages of preschool teachers are still different from other teachers. This made many male teachers feel that they did not realize their life value in their careers, and gradually reached a consensus. From the perspective of others, men's preschool education is considered shameful and incompetent, and therefore lacks professionalism. Secondly, although teachers enjoy high professional status in today's society, preschool education teachers' professional recognition in society is not high. Although people regard preschool education teachers as professions, they do not consider preschool education teachers to be "professional". This phenomenon makes many men engaged in preschool education very frustrated and have no motivation to work. They usually feel ashamed. Mention their careers and feel that they cannot afford their own careers. They always doubt whether the profession is correct. Government departments should increase investment funds for children's education, so that children's teachers can obtain a certain degree of economic protection, so that male teachers will not feel lower than other occupations psychologically, and change the concept of engaging in early childhood education to support their families. Become a child teacher from the heart and recognize what you are doing. Secondly, through publicity, let people understand the unique role that male teachers play in the growth of children, thus changing traditional concepts. Let male teachers gradually get out of

their predicament, get the understanding and support of the family, and the fair treatment of society, so that they have full confidence in engaging in children's education.

4.2 Analysis of Men's Overall Professional Identity of Public Normal College Students

The conclusions obtained after analyzing the data collected by the 100 male teachers interviewed are drawn as follows:

Table 1. Male teachers' professional identity form

Professional identity	High	general	Low
People	50	25	25
Percentage	50%	25%	25%

According to the data in the table, it can be found that the male professional identity of the publicly funded pre-science education majors is better overall. In view of the above situation, it is proposed that the following preparatory education majors should set clear and clear training goals that meet the characteristics of the specialty. The goal of training should be clearly told from the beginning of normal school students' entry. For teachers of preschool education, the most practical goal is to train excellent teachers for primary and secondary schools. The determination of this training goal clarifies the direction of the career of normal students in preschool education. The professional curriculum setting is based on the training objectives. The training objectives are mainly reflected through the curriculum settings. Therefore, the characteristics of the preschool education professional training characteristics are mainly demonstrated through the characteristics of the professional curriculum settings. In terms of teacher-student relations, the teaching teachers should strive to create a harmonious teacher-student relationship and strive to respect students. A harmonious teacher-student relationship is the basis for all activities between teachers and students. In a harmonious teacher-student relationship, teachers must continuously strengthen the professional ideal education of normal students. Students can feel the teacher deeply by offering relevant courses, theme activities, and special lectures. The greatness of the profession constantly stimulates the learning motivation of normal students and cultivates their professional identity.

5. Conclusion

Cultivating the professional identity of teachers of public-funded teachers is an important course of education of public-funded teachers, and it is also a key factor that promotes the transformation of public-funded teachers from students to teachers. Especially for male publicly-funded teachers, improving their teachers' professional identity helps to cultivate their professional psychological qualities and lays a good professional foundation for better engaging in the profession of teachers after graduation. This requires not only the efforts of the school, but also the joint efforts of the state, society and other parties to effectively improve the professional identity of males in pre-primary education at the college.

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