

On the Current Situation and Reasons of Professional Identity of Public Fee Teachers College Students

Cong Zhou

Teacher Education College, Hunan City University, Yiyang, 413000, China

Abstract: At present, the status of teachers' professional identity of public-funded teachers' students is declining gradually. The influencing factors can be summed up as social factors, school factors, students and family factors. To improve the status of teachers' professional identity of Normal University students, we need to make joint efforts from all sides.

Keywords: Public-funded normal students; Professional identity

1. Introduction

Professional identity of public-funded teachers' students generally refers to the internal psychological mechanism consisting of their reasonable understanding, correct attitude and positive emotional experience of the future teachers' profession, including their views on the characteristics, functions and status of the teachers' profession, and the factors they should possess in their profession. Qualitative understanding, willingness to teach, and positive and pleasant emotional experience in teaching. Public-funded normal students receive normal education at school, and generally engage in education and teaching after graduation. However, the relevant research results show that the desire of normal school students to teach is far lower than people's expectations.

2. The Present Situation of Teachers' Professional Identity of Public-funded Normal Students

At the present stage, there is a general lack of teachers' posts in the existence of public-funded teachers' colleges and universities in China.

The issue of industry identity has been widely concerned by academia. The two-way choice and self-determination between normal students and educational administration originated in 2005. The establishment of this model is the main reason for the lack of the necessary sense of teaching and professional awareness among the students of public-funded teachers' colleges and universities in China. Normal colleges and universities in the process of continuous "alienation" of normal education also weaken the way of teacher professional training to a certain extent, which is not conducive to colleges and universities to create their own distinct school-running characteristics. In reality, it

is very easy for normal university students to obtain teachers' qualifications. On the one hand, they need to have Putonghua Grade Test and on the other hand, they need to have an educational practice appraisal form. This has created a misunderstanding for students. They believe that as long as they have obtained the teacher's qualification certificate, they are a professional teacher[1]. District objectively reduces the professional identity of public-funded teachers' students in various colleges and universities in China. According to the relevant survey, nearly half of the students of public-funded teachers' colleges and universities are willing to engage in the profession of teachers at the beginning of their enrollment, while only less than 25% of them are willing to engage in the profession of teachers at the time of graduation. According to the survey results, the professional identity of public-funded teachers' students in China is generally biased at the present stage[2].

Normal students lack the necessary professional awareness, which makes it difficult for them to survive in the process of employment and is not conducive to their all-round development. In the long run, it will also reduce the level of education and teaching in China, and bring obstacles to social development.

3. The Influencing Factors of Teachers' Professional Identity of Public-funded Normal Students

3.1. Social factors

In the current society, the social status of teachers has been obviously improved. "Engineer of human soul" and "the most glorious profession in the sun" are the praises given to teachers. However, in recent years, the frequent cases of teachers' morality and morality corruption have seriously affected people's views on teachers. For

example, "Very few teachers have weak legal consciousness, they impose corporal punishment and disguised corporal punishment on students, insult students' human dignity, disclose students' privacy, and even have serious violations of students' personal rights, resulting in extremely bad social impact". (2) For example, "some teachers mainly devote their energy to running various counseling classes outside the school to obtain economic income, but they do not devote their energy to school teaching, and they do not intentionally study professional knowledge and teaching methods".[3] Many negative examples have greatly influenced the position of the students of public normal schools who volunteer for the teaching profession.

3.2. School factors

The cultivation of public-funded normal students is becoming more and more neglected. Owing to the advantages of normal education training, many normal colleges and universities often "do not think of making progress". Instead of exploring more educational and teaching reforms in normal specialties in order to strive for strength and excellence, they turn to developing applied specialties, introducing talents, allocating funds and expanding enrollment, so as to promote the expansion of the scale of schools. Developing towards a comprehensive university. Under this background, the traditional normal education is out of the central position and facing the predicament of being marginalized. Thirdly, the talent training mode of teachers' specialty cannot keep up with the pace of education and teaching reform. For some schools, it is difficult to make a qualitative breakthrough due to the lack of new teaching concepts, although the personnel training program has been updated repeatedly. Even if there are some innovative measures, but often due to constraints and become a paper talker. For example, "Teachers' colleges attach great importance to the reform of education curriculum, but the degree of attention and investment of teachers' students in education curriculum is significantly lower than that of discipline and specialty curriculum".[4] In addition, among some university teachers, the situation of emphasizing scientific research and neglecting teaching always exists. A teaching plan and examination paper have been used for several years, and it is common to publicize the subject according to the texts. These macro-level factors affect the training quality of public-funded normal students and their career choices.

3.3. Students and family factors

In the view of outsiders, it is a very good choice for normal students to become teachers in primary and secondary schools after graduation. However, the results of the questionnaire show that this situation is changing.

The author has also done a questionnaire survey, in which 72.4% of the students think that "teacher's salary is lower than personal salary expectation", 70.8% of the students think that "students' respect for teachers is declining", 49.6% of the students think that "teachers belong to the middle and lower social class" and so on. The unreasonable understanding of salary and social status of normal school students has seriously affected their desire to teach. In addition to individual factors, family factors also largely determine students' career choices. "Parents' sense of identity and preference for teachers' profession is the catalyst for the formation and development of teachers' students' sense of professional identity, which enables them to constantly absorb specific information and obtain positive perceptions and emotions about teachers' profession".[5] In the view of parents of students, in the current situation, because teachers belong to the salaried class, whether in urban or rural areas, the survival pressure of young teachers is still great. Nowadays, the younger generation is aiming at buying houses and cars. The salary level of young teachers is obviously not available in the short term. If parents do not have better financial support, their children's happiness index will be greatly affected. Therefore, "the low economic income of primary and secondary school teachers is the main factor to lower their comprehensive social status, and it has become a major disadvantage of teachers' profession compared with other professions. It is difficult to attract more outstanding talents to engage in primary and secondary education, and it also makes it difficult to stabilize the teachers' willingness to teach." For this reason, some parents and students will choose other careers because of financial pressure.

To improve the status of teachers' professional identity of public-funded teachers' College students, we need to make joint efforts from all sides.

4. Acknowledgment

2017 Hunan Province College Teaching Reform Research Project "Public Fee Oriented Normal Students Career Identity Enhancement Path Research".

References

- [1] Qian Chaoying. Identity Concept and Identity Consciousness. Journal of Shenzhen University: Humanities and Social Sciences Edition. 2000, (2).
- [2] Liu Yu. Current Problems and Solutions of Teachers' Morality Construction in China. Modern Education Science. 2014, (12).
- [3] Niu Shuzhen. Problems and Causes of Teachers' Ethics in Primary and Secondary Schools. Schools Weekly C Edition. 2015, (10).
- [4] Project Group of "National Survey of Normal Students' Training in Normal Universities". Report on the Survey and Policy Analysis of Normal Students' Training in Normal Universities of China. Education Research. 2014, (11).

-
- [5] Zhang Wei, Xue Jinfeng, Yue Yuanhang. Study on the Formation Mechanism of Teachers' Professional Ability of Normal Students. Teachers' Education Forum. 2015, 28 (7).