

An Analysis of the Dilemma and Breakthrough of the Construction of Chinese Teachers' Professional Identity

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Abstract

Helping normal students to construct their professional identity should be the core goal of normal education. Based on this, the curriculum system of the Chinese education major should fully support and guide the construction of the professional identity of Chinese teachers of normal students: Chinese professional courses and teacher education courses should work together to help normal students construct a complete and reasonable concept of professional identity, and educational practice should guide normal students to consider and reconstruct their professional identity in a comprehensive and systematic manner. Judging from the confusion and problems caused by teacher students majoring in Chinese education in their internships, the current learning path is too closed, and the support of "others" is obviously insufficient. It is necessary to optimize the course learning path, educational practice learning path and model learning path for normal students.

Keywords: *Normal school students, Chinese teacher professional identity construction, realistic dilemma, path optimization*

I. Introduction

Cultivating outstanding teachers who are "willing to teach and capable of teaching" should become the core goal of teacher education. This view has been recognized by more and more academic experts. The process of achieving this goal should be the process of guiding normal students to complete the construction of pre-service teachers' professional identity. Many research results at home and abroad have expressed the view that helping future teachers build professional identities as the core of teacher education. [1,2] However, due to the dynamic nature of the construction of teachers' professional identity and the complexity of influencing factors, there are still many difficulties and problems that need to be broken through and resolved in practice. Based on the principles and practical dilemmas of the construction of the professional identity of teachers of Chinese education majors, this article explores the optimization of the path, hoping to promote it at the practical level. The core connotation of the construction of teacher's professional identity for normal students

1.1 The connotation of teachers' professional identity regarding the concept of teacher

Professional identity and teacher student professional identity construction, there is no clear and unified expression in the literature. Although the factors that researchers pay attention to are different, the basic content tends to be the same. The professional identity of teachers answers key questions such as "who is a teacher" and "how should a teacher". [3] The core elements of its expression are "role positioning" and "responsibility norms". Among them, the role positioning is the first. Only when the role positioning is clarified, can the responsibility norms become clear.

As a socialized role, the role of teachers is affected by multiple cultures, and the will of the state is the most powerful influence. In 2014, General Secretary Xi Jinping emphasized that the majority of teachers across the country should be good teachers with "ideal and conviction, moral sentiment, solid knowledge, and compassionate heart" at Beijing Normal University. Only in this way can we make greater contributions to the development of modern education with Chinese characteristics and world-class standards and the training of builders and successors of the socialist cause. The standard of a good teacher is the positioning of the teacher's role, which includes will, emotion, knowledge

and practice; the responsibility is to take on the responsibility of national education, educating people for the party, and cultivating talents for the country. In 2018, General Secretary Xi Jinping pointed out at the National Education Conference: Teachers are the engineers of the human soul and the inheritors of human civilization. They carry the important tasks of the era of spreading knowledge, spreading ideas, spreading truth, shaping the soul, shaping life, and shaping new people. The dissemination points to knowledge, thoughts, and truth, and the shaping points to the soul, life, and newcomers. Once again, it clearly and specifically emphasizes the role of teachers in "teaching and educating people", and with the positioning of "soul engineer", it highlights the responsibility of teachers' education and cultivation.

Educational researchers and teacher groups pay more attention to teachers' "how to teach and educate people" from the level of education executors. Facing the complex human nature and the developmental characteristics of the educated group, paying attention to the growth of people has become the primary goal of teachers. The role requirements of "guide, organizer, lifelong learner, reflective researcher" came into being. Teaching requires the mastery of subject knowledge and skills, how to teach requires curriculum design and instructional design, and education requires attention to affection and value. Therefore, the role of a teacher should include three dimensions. These three dimensions include the status of education experts, subject experts, and teaching experts, which is also the consensus of many domestic and foreign researchers.

Both the national macro-level requirements and the micro-level research of education experts have clearly explained the role of teachers, forming a rich connotation of the role of teachers. The curriculum system of normal education should scientifically and flexibly present the connotation of the teacher's role to normal students in a variety of learning activities, and supervise them to complete the basic construction of teacher professional identity in pre-service learning. The curriculum that undertakes this mission should not be limited to teacher education professional courses. Subject professional courses should also find support points that are compatible with the construction of teacher identity according to the characteristics of the discipline. This is also in line with the current educational philosophy of curriculum ideology.

1.2 The key to the construction of teachers' identity of teachers majoring in Chinese education

The construction of teacher's professional identity of normal students is a process of exerting their subjective initiative within the existing structural constraints. The so-called existing structure refers to various direct or indirect forces formed by social, cultural history and acting on teachers. Such as institutionalized rules and regulations (such as teachers' professional qualification standards), social expectations for the role of teachers (preaching and teaching work to solve puzzles) and so on. [4] Through theoretical study, observational study, and practical study, normal school students achieve the cognition and acceptance of teachers' roles and responsibilities, and gain the ability to shape themselves and actively practice. But this process is not linear and gradual. It requires individuals to use their initiative and structural power to interact and negotiate. For example, the perceptual cognition of teachers' role formation by normal students, the rational requirements of teachers' roles explained by professional courses for normal students, the role expectations and role experience of normal students in the field of practice, the role behavior and guidance requirements of instructors, etc. There may be inconsistencies and conflicts. When facing conflicts, normal students may experience the game of existing concepts and the power of others, and explore the role of teachers and professional values through repeated verification, adjustment, correction, and reflection. The teacher's professional identity is constructed in the interweaving of deconstruction and reconstruction.

The construction of teacher identity of normal students is a process from recognition to practice. In the game process, the firmness and changeability of existing ideas or previous learning experience is the key to determining its identity construction. [5] For normal students majoring in Chinese education, the more comprehensive and sufficient the concept of the professional identity of Chinese teachers formed before the internship, the less likely they are to be confused in the face of conflicts, and the more active they are to explore; The more powerful the professional support of others and their own professional ability, the more positive their role experience, and the stronger the possibility

of completing the construction of professional identity. What supports their active game is professional affection and belief, and what supports their effective game is professional quality and the ability to use knowledge. The affection for Chinese language and the ability to use Chinese language knowledge to teach have become the key factors in the construction of their language teachers' professional identity.

1.3 The basic path of the construction of teachers' identity of teachers majoring in Chinese education

1.3.1 Chinese language professional courses and teacher education courses should work together to guide the exploration and cognition of professional identity

Judging from the information provided by the literature and the author's research, the current teachers' education courses are mainly responsible for the construction and guidance of the professional identity of normal students, and the professional courses of disciplines are generally absent. For example, the cognition of teachers of Chinese education majors on the role of Chinese teachers mainly comes from courses such as "Chinese Teaching Methods" and "Chinese Curriculum and Teaching Theory". The professional courses of literature and Chinese knowledge are only responsible for the construction of relevant knowledge and abilities. Various professional courses are basically implemented in a relatively closed state. They lack the understanding and cooperation between the courses, and they lack a complete understanding and structure of the professional identity of Chinese teachers. Due to the lack of a systematic construction, the conception of the professional identity of Chinese teachers formed by normal students is likely to be fragmented and superficial. Once they encounter conflicts of multiple factors, they may trigger negative experiences. Since the construction of teacher professional identity is considered by many researchers to be the core goal of teacher education, the significance of the construction of the teacher education curriculum system should have a clear direction for the construction of teacher professional identity. That is to say, in the entire curriculum system of teacher training, all courses should focus on the training of teachers, the accumulation of professional knowledge and the cultivation of professional spirit for the construction of professional ability of normal students, and all kinds of courses should work together to open up. The culture guides normal students to fully and fully explore and understand the connotation and value of the teacher's role, and establish a practical sense of professional identity and learning experience for teachers. Based on this, the pursuit of a new type of curriculum and teaching mode suitable for the construction of the professional identity of Chinese teachers should become the focus of the construction of the Chinese education professional curriculum and the reform of classroom teaching.

1.4 Educational practice guides the reflection and reconstruction of professional identity through overall design

Educational practice should be designed in accordance with the factors that influence the construction of the professional identity of normal students. First of all, it is necessary to predict the problems that may arise for normal students, especially those in the concepts and behaviors of language education, classify and analyze these problems, and make adequate arrangements to deal with them; secondly, it is necessary to provide sufficient language courses for normal students. The practical experience of teaching and Chinese practice activities promotes them to truly experience the role of Chinese teachers at the practical level; furthermore, it is necessary to provide teacher students with sufficient field support and targeted guidance to help them analyze the causes of conflicts between concepts and behaviors, to guide them to explore cracking strategies. In short, educational practice should guide normal students to experience as deeply as possible the educational and teaching practice activities with the characteristics of Chinese teacher status, and provide strong support for the integration of Chinese practice ability and teaching practice ability to enhance the teacher's sense of self-efficacy. Self-efficacy and job satisfaction can effectively influence the construction of the professional identity of normal students. [7] The self-efficacy generated during the educational practice may make normal students have more confidence in the initiative construction and higher satisfaction with their own role identity. The identity experience that accompanies the initiative construction of the sense of efficacy will accumulate in the individual's life. In, and continued firmly, became the true basis for his professional commitment. Expectations and realistic dilemmas for the construction of teacher professional identity of normal students.

II. The Expectation and Realistic Dilemma of the Construction of Chinese Teachers' Professional Identity of Normal School Students

2.1 Expectation: the integration of multiple wishes

Educational practice is a key link for normal students to transfer from student status to teacher status. As teachers of Chinese education major, their expectation is to be a Chinese teacher popular with students, and construct their expectation on the moral level, education level, and subject teaching level. As for the relationship between themselves and the identity of teachers, whether their cognition can be internalized into individual emotions and practical behaviors, they did not fully understand before starting the educational practice. The author has conducted continuous interviews with normal students in their school, and studied their feelings before, during, and after the internship, and found that they have questions about the "standards of a good teacher" and "what should teachers do" before the internship. The understanding of the students is basically the same, which embodies the requirements of the national level and the advocacy of educators. As for "what kind of teacher do I want to be", their expressions focus on "caring", "responsible to students", "respect for students", and "teaching ability". "Strengthening", "teaching and educating people" and other aspects are highly consistent with the requirements of the national level and the educator level, and express the expectation of practicing the role of "good teacher" in the internship. It can be said that when the internship is about to begin, the psychological expectations projected by the state and educational thinkers on the normal students are in harmony with the expectations of the normal students themselves. Although they are nervous and nervous, they have a good experience of the role of a teacher. Still eager to try and full of expectations. However, their confusion gradually increased during the internship, and the expectations of the country and educators began to conflict and separate from the feelings of the normal students themselves. They experienced a lot of confusion.

2.2 How to establish the dignity of teachers

Before the internship, the normal students generally believe that the content of the Chinese class can better reflect the ideological and emotional nature, and the Chinese teacher can more easily embody the role of "educator". Through practice and observation of the instructor during the internship, I think: The advantage of Chinese language education seems to be not as good as in the phenomenon. So there is the following confusion: "Respect the students blindly, they will not be afraid of the teacher, how can the dignity of the teacher be established?" "For the talkative students in class, I used hints, diversions and other methods to no avail. The instructor was honest with them. It seems that patience and love do not work."

2.3 How to reflect the guidance to students' Chinese learning

From the perspective of theoretical cognition, normal students understand that students are the main body of learning, and teachers are the guides of students' learning. After the internship, they felt: "I memorized the class seriously according to the requirements of the instructor, thinking that the effect of the class would be very good, but the students did not cooperate with me at all." "This is an activity designed by me after checking a lot of excellent teaching plans, but students just can't follow my ideas." "I thought that the knowledge I learned in university was enough to teach elementary school students. I didn't expect children to be so active in their minds. I hadn't read some of the books they read. I didn't think I could teach them." They only focus on themselves in their feelings and rarely empathize with students, showing that they lack sufficient understanding of the connotation of "student subject" and "guide"

2.4 How to reflect the warmth and affection of Chinese teachers

Normal school students generally believe that Chinese teachers should be more able to express love and affection, and should have stronger communication skills." During the internship, there was a lot of confusion: "There is a very

naughty student in the class who doesn't like to learn. I want to impress him with love, but he refuses to communicate with me. Is 'love' useful to such a student?" "Many of the educational theories we have learned are too idealistic. For example, teachers' language should reflect 'warm' and 'caring'. I have tried it and it has no effect. On the contrary, 'strict' students are more obedient." At the level of their understanding, "love" is an emotional symbol. As for "how to love" and "the meaning of love", they lack in-depth thinking.

The above situation is the perplexity that the students majoring in Chinese education at the author's school have generally existed after experiencing internships. From the follow-up investigation, these confusions directly affect the teacher's desire to teach and the construction of professional identity, and the issues involved mainly include the following categories:

1. Incomplete understanding of the related concepts involved in the professional identity of teachers. If the concept is not well understood, it may show split behavior, such as upholding the concept of "student subjectivity" on the one hand, and thinking that a good classroom requires "student cooperation" on the other. In principle, teachers should "teach and educate people", but they separate "teaching" and "education" in behavior. The establishment of a concept is the basis for the establishment of a concept, and the concept can only be implemented through a thorough interpretation of the concept. For example, the understanding of the teacher's role as a "leader" should clarify "what to guide", "what kind of teaching behavior is to guide", "why to guide", "how to guide" and so on. This concept not only includes the teacher's view, but also the view of learning and the view of students. The more you understand the concept, the more flexible you can use its variants, and the more firm the concept you hold. The reason for the unclear concept is usually because the concept is not fully analyzed and not fully connected with practice. As a result, the teacher students have only abstract concepts and cannot cope with the variations in practice.

2. Insufficient construction of the ability to use Chinese subjects knowledge. Classroom teaching activities are the key to urging interns to complete the teacher's identity, and they are also the main way for interns to have the most profound experience of teachers' professional connotation. [8] A good experience in classroom teaching activities can enable normal students to have a deeper understanding of education and the relationship between teachers and students. So, is it the teaching knowledge and skills or the subject knowledge and skills that determine the effectiveness of classroom teaching experience? "Teaching" is the way to "educate people". Does the excavation of "education" factors mainly rely on teaching skills or the ability to use subject knowledge? Taking primary school Chinese reading teaching as an example, guiding students to experience the ideological meaning in the text requires professional text interpretation skills and scientific teaching design, but the decisive role is the text interpretation ability. If normal students do not have independent and high-level text interpretation skills, they can only rely on being the "setters" of "teaching reference books", no matter what wonderful teaching design, it is difficult for students to experience the powerful charm of Chinese.

3. The concept of the instructor and the university teacher is different. University teachers helped normal students to establish their pre-identity concept and formed their many expectations about teacher identity. However, they saw different behaviors in the intern tutors. It seems that the method of tutoring teachers is more effective. This kind of example allows teachers to There was a lot of confusion in production, and even severely shook their adherence to their previous concepts, resulting in the view that "not all students can be educated well, and students who are mischievous can only be punished".

III. Optimization of the Path to Construct the Professional Identity of Chinese Teachers of Normal School Students

3.1 Optimize the course learning path: establish a curriculum system that combines "the ability to use Chinese knowledge" and "the ability to teach Chinese knowledge"

"The ability to use subject knowledge" refers to the ability to use subject knowledge to solve practical problems under the guidance of subject concepts, and is the activation and innovative development of subject knowledge in

the construction of professional competence and the construction of the "three outlooks". "Disciplinary concept" is an insight or awareness of the origin and ontology of subject research objects and research processes, and has a lasting value and migration value that transcend classroom time and space. [9] Disciplinary concept contains the understanding of the essential meaning of the disciplinary knowledge system, which is conducive to the formation of disciplinary thinking and the overall construction, thorough interpretation and flexible transfer of disciplinary knowledge. Subject knowledge is studied under the macro-reference of subject concepts to avoid the fragmentation and rigidity of subject knowledge learning, and it is convenient to grasp the law and apply flexibly. For example, if the study of Chinese text interpretation ability is placed under the big language concepts such as "what is language", "variations of language in life", "the relationship between language and people and the world", it is easy to form a complete understanding: the interpretation of text The surface layer is to interpret the language and characters, and the deep layer is to interpret human emotions and aesthetic activities, interpret the psychological structure and cultural perspective of human life, and interpret the aesthetic projection of human world outlook, outlook on life, and values. With this kind of conceptual construction, normal students will be able to integrate "teaching" and "education" organically when interpreting Chinese texts, avoiding reliance on teaching reference books and step-by-step teaching design.

3.2 Regarding the construction of "Chinese language knowledge application ability" as the core of teaching, it is necessary to optimize the teaching content and methods.

The construction of the professional identity of Chinese teachers of normal school students requires not only the interpretation and recognition of the professional identity concept supported by theory, but also the diagnostic guidance supported by practice. First of all, it is necessary to clarify the concepts of Chinese and form a conceptual system that has interpretation and transfer significance for the knowledge system of Chinese. Secondly, systematically compile the knowledge network of Chinese subjects to reflect the connection points between knowledge, and design the application and practice activities that comprehensively use the knowledge within the discipline, or integrate the knowledge between disciplines. For example, the integration of "pedagogy" and "rhetoric" forms a "teaching language design", and the integration of "children's literature", "reading" and "pedagogical methods" form "the interpretation and reading of primary school Chinese texts" and so on. Third, to guide normal students to construct the teaching ability of Chinese knowledge based on the ability to use Chinese knowledge. For example, on the basis of literary text interpretation, improve the ability of teaching text interpretation; on the basis of character analysis of Chinese characters, explore the improvement of the teaching ability of character literacy. Fourth, it reflects the joint interaction with teacher education courses, and constructs subject expert status under the concept of big education. In short, the subject curriculum of teacher education should focus on the construction of teacher-oriented subjects and provide professional support for the construction of "subject experts" and "subject teaching experts" for normal students. Optimizing the path of educational practice: building a community of instructors of "integration of theory and practice, interactive cooperation".

The professional identity of the integration of theory and practice refers to the concept, theory, and knowledge structure of professional teacher status, as well as the affection, ability and educational wisdom of professional teachers. The instructors of the internship schools have rich teaching experience, but their professional theoretical level is relatively weak. When they instruct interns, they rely more on long-term accumulated experience; the instructors of normal colleges pay more attention to theories and in-depth the practical exploration of primary and secondary schools is generally insufficient. The concept of "dual teacher" is available, but the ability of "dual teacher" needs to be improved. Their guidance to interns tends to be more idealistic, and even limited to "talking on paper".

The particularity of the teacher's profession lies in the complex human nature issues and the spiritual growth of individuals and groups. The construction of a teacher's professional identity requires systematic and advanced concepts, professional emotions and beliefs, a complete knowledge structure, and curriculum construction. And the ability to teach students in accordance with their aptitude, and more importantly, requires the ability of self-evaluation and self-reflection under the guidance of others. It is difficult to complete this complex project only with empirical

guidance and theoretical preaching. It is necessary for the teachers of the internship place and the teachers of normal colleges to establish a deeply integrated internship guidance community. They should discuss the influencing factors and guidance methods of teachers' professional identity construction, reach a consensus on the concept, and have a clear path in practice; establish an interactive mode of timely communication and joint guidance, jointly analyze the difficulties and confusions faced by interns, and establish a collaborative approach; Jointly carry out scientific research work on related issues, and establish follow-up investigations and guidance models.

3.3 Optimizing the learning path of role models: enhancing the ability of teacher educators to construct their identity

Obtaining the correct concept of professional identity is the guarantee for the formation of a reasonable professional identity behavior, and it is also the basis for teacher students to experience, reflect, and reconstruct their professional identity. Teacher educators should undoubtedly become role models and strong supporters for teacher students to construct the concept of professional identity. The core content of the concept of professional identity is the perception of the role of a teacher: "What kind of person a teacher should be", "How should a teacher behave in the teaching process", [6] this requires teacher educators to have sufficient role norms and role behaviors. Theoretical cognition and behavior demonstration. For example, the cognition of "teaching and educating people": What is the relationship between "teaching" and "education"? Under the current education system, is "teaching" and "educating people" contradictory? How does "education" embodied in "teaching". The prerequisite for teachers to guide normal students to fully explore these issues is that they have sufficient cognition and thinking. The actual situation is that there are many phenomena in colleges and universities that teachers emphasize teaching and neglect education, equate teaching with education, and separate education from teaching. If university teachers cannot establish a full understanding of the connotation of the role of "teaching and educating people", and cannot explain the connotation of "teaching and educating people" with their own behavior, normal students will have no support for the construction of this concept, and there may be misunderstandings. And behavioral deviations.

The construction of the identity of university teachers needs to meet two requirements and be achieved through two paths. The two requirements are: 1. Have a clear understanding of the connotation and construction of teachers' professional identity, and be able to infiltrate the concept of professional identity into the teaching content; 2. Be able to transform the understanding of the concept of teacher's professional identity into their own education and teaching Behavior, to provide normal students with examples of perceptual cognition. To meet these two requirements, the individual motivation, team building, and school culture of college teachers need to be promoted in an all-round way.

1. Regarding the construction of the professional identity of college teachers in the new era as the core goal of team building. The fundamental goal of team building is to promote the professional development of teachers and work together to promote curriculum construction. The specific indicator of the professional development of teachers is the fulfillment of the teacher's role, and the ultimate goal is to promote the development of education by teacher development. Relying on curriculum construction and teaching innovation, guiding teachers to explore the connotation of the role of teachers in the context of education development in the new era, especially in the context of teacher education, and to construct their own professional identity should be an effective way to promote team building and implement teacher education courses Way of construction.

2. The construction of various systems in the school should reflect the guidance for the construction of teachers' professional identity. The purpose of school system construction is to activate the vitality of running schools and promote the high-quality development of education. The main force of running a school is the teacher, and it should be the focus of the school system to inspire teachers, awaken their inner goodness and upward side, and inspire individual professional development motivation. The construction of the teaching team focuses on shaping their professional identity. The connotation of the teacher's role is transformed into the requirements of teacher behavior standards, and the teacher's assessment and evaluation standards. The construction of teacher's professional identity is guided by culture and promoted by external forces.

When the construction of the professional identity of teacher educators becomes conscious, the construction of the professional identity of teacher students has intellectual support and cultural support; When the Chinese education majors feel the teachers' harmonious and beautiful professional role behavior of Chinese teachers in the Chinese language class, the role model possesses the powerful instructive power of the spring breeze to melt the rain and moisten things silently.

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