

Research on the Professional Identity of Boys Majoring in Preschool Education——Taking Liupanshui Normal University as an Example

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Abstract: *The professional identity of preschool education majors affects their study and employment choices. This study analyzed the four aspects of professional cognition, professional behavior, professional emotion, and professional goals, and concluded that the school's preschool education majors have a lower professional identity among boys. Influencing factors include: school curriculum; personal character; economic pressure; internship experience, etc. The countermeasures proposed according to the influencing factors include: accumulating experience and improving professional ability; optimizing professional curriculum setting; improving preschool teachers' welfare and social evaluation.*

Keywords: *preschool education, male preschool education majors, professional identity*

1. Introduction

The educational methods of preschool education are different from those of primary and secondary schools, and it is necessary to cultivate preschool teachers with strong comprehensive abilities such as rich theoretical knowledge, practical ability, artistic ability, creative ability and communication ability. There are very few male students majoring in preschool education, and their degree of identification with the major will directly affect all aspects of their studies and their employment choices after graduation, which requires special research and attention. This study takes male preschool education majors in Liupanshui Normal University as the research object, investigates and analyzes the current situation and influencing factors of their professional identity, and proposes strategies to improve their professional identity.

2. The current situation of male professional identity in preschool education

Professional identity refers to the identification of learners with their majors. After the learners understand and recognize the majors they have studied, they will identify the majors with future occupations, affirm the social value of the majors, and are willing to engage in work related to the majors [1]. Professional identity can be studied from four dimensions: professional cognition, professional behavior, professional emotion and professional goal [2]. In order to gain a more in-depth understanding of the professional identity of boys majoring in preschool education, the researchers first distributed 115 questionnaires to conduct a comparative study on the professional identity of boys and girls majoring in preschool education in our school, and collected valid questionnaires from boys 25. There were 73 valid questionnaires for girls, and the recovery rate was 85.22%.

2.1 Professional knowledge

Professional cognition refers to a clear overall cognition of the training direction, learning content and learning purpose of the major, as well as the job characteristics, work content and development trend of a specific occupation in the future [3]. Judging from the results of the questionnaire, the professional cognition level of girls in the school's preschool education major is higher, and the professional cognition level of boys is lower. Most girls are aware of the graduation requirements of their major, the curriculum, the employment situation of their major in recent years, and the evaluation of the major from the outside world. 42.38% of the boys chose "completely incompatible" in "I know the employment situation of my major in recent years"; most of the freshman and sophomore boys

chose "uncertain", accounting for 32.02%. The contact with professional courses is not deep enough; only 8% of the boys chose "completely agree" with "I can listen carefully to the professional course", and 72% of the boys chose "somewhat inconsistent". (See Figure 1)

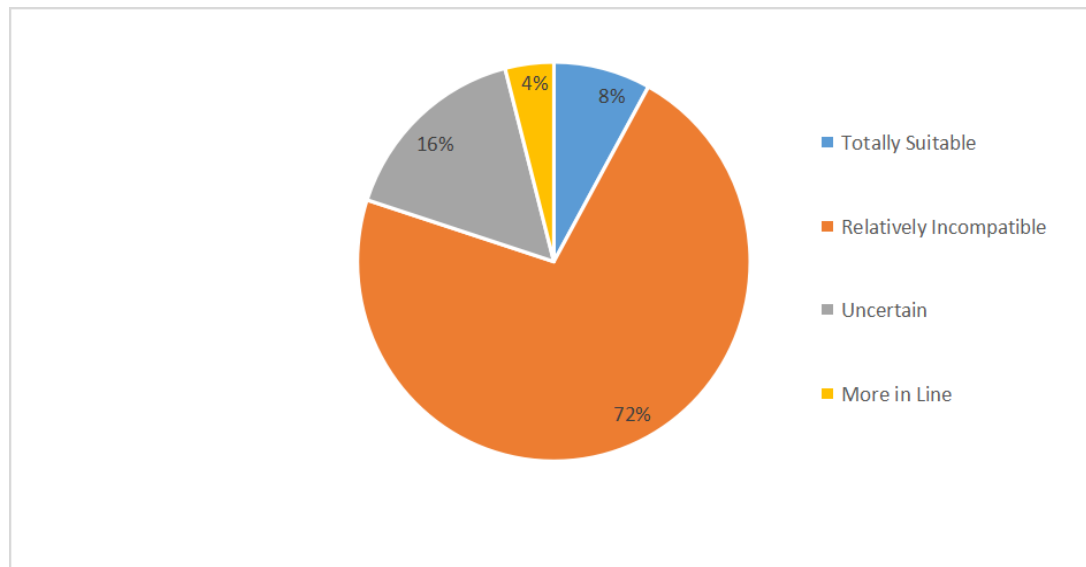


Figure 1: The situation of boys "I can listen carefully in professional courses"

Judging from the interview results, a freshman student A said that he did not think he was suitable for the preschool education major, "Children are too noisy, I don't like it very much. At that time, I chose this major because I followed the suggestions and wishes of my family. He said that there are too few professional courses in the freshman year, and the contact with the major is not yet deep. The third year student B mentioned in the interview that "what I have learned now should meet my future employment needs, and it is enough to teach children." With the study and understanding of the preschool education major, he likes this major more and more. But thinking of becoming a kindergarten teacher in the future, I feel very at a loss. Generally speaking, the professional cognition level of preschool education major boys is not high.

2.2 Professional conduct

Professional behavior refers to activities that students actively engage in related to professional knowledge, skills, and development [4]. In the questionnaire, compared with the female students, 75.32% of the male students chose "relatively unsuitable" for "frequently reading professional-related books and actively participating in relevant practical activities", accounting for the largest proportion; In the professional course work, 58.96% of the girls chose "completely consistent" and 16.33% of the boys chose "completely consistent"; and during the interview, we learned that most boys are just to complete the task and avoid failing the course, and 70% of the boys indicates that the professional coursework cannot be completed in time. 50% of the girls said that they often discuss major-related issues with their classmates, while only 9.18% of the boys said they would discuss major-related issues. 31 girls said they were "very confident in the prospects of their majors", accounting for 31.63%, 30% of boys chose "completely incompatible", 24% of boys chose "somewhat incompatible", and only 2 One boy chose "completely consistent", accounting for 8%.

Most of the boys mentioned in the interview that they have not learned about the employment situation of the major in recent years, and that the salary in the industry is too low and they are not prepared to engage in work related to the major. Classmate C said: "The salary in this industry is too low, and it is very difficult to support a family. Even most girls think that we lack masculinity when they hear the boys' kindergarten teachers." Most of the lower-grade boys interviewed have the intention of changing majors. A freshman student mentioned: "I am now preparing to change my major, and I have been preparing to apply for Chinese language and literature." In summary, the professional behavior of the boys in the school's preschool education major is obviously passive and negative professional behavior, and they are not interested in the professional behavior. Social value is not given greater affirmation.

2.3 Professional emotion

Professional emotion refers to the emotional experience produced by students in professional learning, including emotional experience of related elements such as emotions, beliefs, and professional identity [5].

The results of the questionnaire showed that 52% of the boys said that they were not satisfied with the curriculum of their majors. Most boys mentioned in the interview that the existing curriculum of the school was not very targeted for boys, and did not take into account the boys who majored in preschool education specificity of the group. On the contrary, 39.79% of the girls said they were satisfied with the curriculum of their majors, which could help them learn professional knowledge and skills. Only 11.22% of the girls chose "completely incompatible" as to "whether they would choose this major again if there is a chance to choose again". 32% of the boys said they would not choose the major again, and chose "completely incompatible"; 28% of the boys chose "somewhat incompatible", and only 4% of the boys chose "completely incompatible".

During the interview, most of the boys said that they did not accept the major in their hearts. Class D, a sophomore, said: "My limbs are not coordinated. Dance class is really my nightmare. I still can't accept that I want to be a kindergarten teacher in the future." The fourth student E mentioned: "I didn't know this major at the beginning, and I just filled it out randomly. During the four years of study, I still thought that this major was not suitable for me. After graduation, I should find another way out." After an interview, even after four years of study, most boys said that they still did not accept the major from their hearts, and said that they would not take this major as their first choice for employment.

2.4 Professional goals

Professional goals refer to whether students choose to pursue a career related to their major in the future [4]. In the study "thinking that being a kindergarten teacher can achieve their goals in life", 40% of the boys chose "uncertain", 20% of the boys chose "completely inconsistent", and 20% of the boys "rather unfavorable" In line with", in general, the vast majority of boys do not think that being a kindergarten teacher can achieve their life goals. For "I would like to engage in work related to my major in the future", only 1 person chose "completely consistent", accounting for 4%; 40% of the boys expressed their unwillingness to engage in majors related to their major, and chose "completely inconsistent", 32% of the boys chose "relatively incompatible". (See Figure 2)

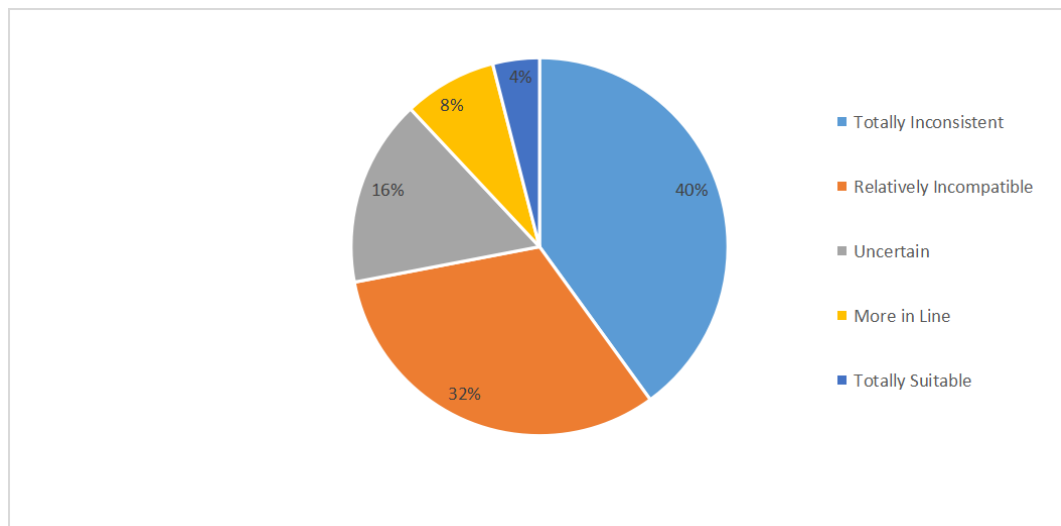


Figure 2: "I would like to work related to my major in the future"

In the interviews, most of the boys who majored in preschool education said that they were introverted and careless, and were not suitable for this profession. More than half of the boys believe that their personality does not match the major, and some boys will affect their professional identity due to their lack of congenital conditions, professional learning atmosphere, social status and salary.

To sum up, through a comparative study on the professional identity of male and female students majoring in preschool education, it is found that boys have a lower professional cognition level than girls, and have less interest in professional learning; most boys in the lower grades are willing to

change majors, and most boys express unwilling to work in this field after graduation. Generally speaking, the male preschool education major in our school has a lower professional identity.

3. Influencing factors of male professional identity in preschool education majors

3.1 School curriculum setting affects professional identity

At present, the school curriculum is unreasonable. At present, there are few professional courses in the freshman year. In particular, courses such as handicraft and painting are only offered in the second and third grades. For most boys, dance has never been touched at all, which will lead to preschool education major boys have a lack of self-confidence in their majors, thus affecting their interest and enthusiasm in learning.

3.2 Personality affects professional identity

Working as a kindergarten teacher not only needs to learn the skills of this major, but also needs to have enough patience with children in the kindergarten. Through interviews, we can know that boys are more likely to lose patience in the process of getting along with children, and boys who are majoring in preschool education when children cry it is more prone to irritability, which also affects the professional identity of preschool education boys.

3.3 Economic pressure affects professional identity

Boys face the financial pressure of marrying a wife and having children, buying a car and buying a house. The pre-school education majors have low salaries. Most boys need to solve problems such as buying a house after graduation. The salary of kindergarten work is only enough for daily expenses. If you want to buy a house these wages are far from enough to buy a car, so financial pressure will affect the professional identity of preschool education boys.

3.4 Internship experience affects professional identity

Boys majoring in preschool education, through their apprenticeship or internship experience in kindergarten, and their knowledge and understanding of young children in the class, some boys will be willing to stay in this major to continue their studies, and some boys will choose to change majors or not engage in this major after graduation work.

4. Strategies to enhance the professional identity of boys in preschool education

4.1 Accumulate experience and improve professional ability

First of all, boys majoring in preschool education should change their views on the major from the heart, and they should be at ease when they come, earnestly study and master basic professional knowledge and skills, improve their professional ability, and stimulate professional interest. Boys majoring in preschool education should also pay more attention to the employment prospects and dynamics of preschool education majors, enhance professional self-confidence, and thus improve professional identity.

4.2 Optimizing the professional curriculum

Schools should take into account the actual situation and particularity of boys majoring in preschool education when offering professional courses, and offer professional courses for practical skills suitable for them, which not only allows boys to choose freely, but also provides them with the opportunity to connect theory with practice. Teachers should also pay more attention to boys in the learning process, help them understand the graduation requirements and employment situation of preschool education, and improve their professional identity.

4.3 Improve the welfare and social evaluation of preschool teachers

The welfare and social evaluation of preschool teachers will affect the professional identity of preschool boys. The government should increase its support for preschool education, pay attention to the importance of the existence of male kindergarten teachers and their achievements in the education industry to improve social evaluation.

5. Conclusion

In general, from the four aspects of professional cognition, professional behavior, professional emotion, and professional goal, it is concluded that the school's preschool education majors have a lower professional identity among boys. For example, boys in this major are not very interested in learning; most boys in lower grades are willing to change majors, and most boys in this major express that they are unwilling to engage in related work in this major after graduation. Influencing factors include school curriculum; own personality; economic pressure; internship experience and so on. In order to improve the professional identity of boys in preschool education, boys in this major should accumulate experience and improve their professional ability; schools should optimize the professional curriculum; the government should improve the welfare of preschool teachers.

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