

Professional self-identity of teachers in special schools

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Abstract: Professional identity refers to having a clear understanding of one's own behavior and the function, value and significance of a profession in the process of engaging in a profession. Professional self-identity can clearly reflect practitioners' attitudes and value judgments on their profession. Therefore, from the perspective of teachers in special schools, this chapter explores teachers' own identity on this profession by studying their initial motivation, emotional expression and future will.

Keywords: Teacher Education, Teacher Profession, Social Transformation, Self-identity

1. Introduction

Teachers' professional identity level is inextricably linked with teachers' professional development. Only when they realize the value and significance of their profession can they fully identify with their profession. The way out to strengthen teachers' professional identity lies in teachers themselves. Teachers must make scientific career plans, raise teachers' awareness of the importance of teachers' profession, encourage teachers to make thoughtful and planned efforts to achieve predetermined professional goals, and inject momentum into sustainable professional development. Teachers themselves are the solutions to enhance their professional identity^[1]. Based on the information obtained by the author in the interview with X League Special School, this paper studies and discusses the teachers' evaluation and views on their profession.

2. Major: I am an educator

As a professional profession, teachers require their employees to have various professional requirements, including educational ideas, professional knowledge, professional ability, professional ethics, physical quality and psychological quality^[2]. What kind of conditional knowledge teachers have in pedagogy and psychology is directly related to how teachers teach and how to transform subject knowledge into knowledge that students can understand, and plays a theoretical supporting role in imparting ontological knowledge^[3]. In the process of the author's interview, it is found that most of the teachers in X League Special School are special education majors or education majors. Some teachers will minor in a special education major even if they are not related majors, so as to better educate students. In the process of the author's interview, I can obviously feel the difference between teachers from special schools with professional background and teachers from non-professional background.

ZY (female, 39 years old, local) I was particularly angry yesterday, because students usually feel that I am really influencing them with my personality charm. I don't know if my method is right. It may not be particularly suitable for other teachers, but I think I want to try it with my method. So what to say at ordinary times, try to care about them and try to help them. But at ordinary times, I think I take care of him very much. He runs around every day, and he can't even get away from school. Other older children help him get it. Because there are 12 people, I am alone, and I can only pull two. How can I hold so many people? If I don't call them back, the older child will get him back. When I get it back, I will tell him, I said don't run around, you can't hold so many people, and I will come up well. When I sent them out at noon, I told his parents that he had a bad problem and hit people casually. Just then, he came up again and began to hit me. In the process of his grandmother dragging him, he began to hit his grandmother. His grandmother pulled him away, and in the process of pulling, he turned back to hit me. At that time, I felt really angry. Why can't I influence you and be good to you? I have to really make people what you are, so I have to do that. Why can't I be good to you? I was really angry at that time.

Ms. ZY, a teacher who majored in financial management, worked in the finance department of a special school for six years before she actually entered the teaching post. This year is her second year.

Because Mr. Z teaches mentally retarded students, most of them are mentally retarded and autistic. How to deal with them well has become a big problem for Mr. Z who is not a professional. In the teaching process, without the assistance of professional knowledge, teaching is difficult, and teachers feel more frustrated. Teachers feel that their input is not proportional to their acquisition, which will lead to doubts, which will immediately affect their professional identity level.

Question: What do you think is the most important quality for a special school teacher?

RDM (female, 35 years old, local) I think that apart from what people think of love and patience, I think it must be professionalism, love and patience, which may be very important. But I think children can really go far, they must be professional and have insufficient professional skills. How do you say this thing in a special school? It seems that this question is quite simple. Everyone says that it is ok to coax children, but if you want children to go far and go high, of course, it doesn't mean that he is admitted to any university or that understanding, so that they can have a skill or learn something, and they can be independent and support themselves. Simple, I think it depends on your major, but hard. And special education is a major that I think is very professional.

When students have any problems in their study and life at present, Teacher R talks about:

If you don't have the living conditions and environment, in fact, a lot of life is like having a life teacher, so there may be some basic self-care things, which should be taught to them, but this thing is not easy to teach. You said to tie a shoelace, and you said that students really took off their shoes two Mondays a week, and everyone really couldn't stand the smell. No matter how you hold your shoes, we actually lack these living things. The lack of living environment is what supermarket shopping, a simple canteen. Therefore, this requires the cooperation of three parties, not only the teacher, but also the parents. You should ensure that he goes home every day, and he can complete what tasks I have assigned. He can go home once a month, three weeks or five weeks to ensure that he can review. The school provides an environment for children to come in and provide this. Of course, it is possible to ask the school and the leader, and the leader may make sure that the investment of the superior must be in place, and the funds are still the most important.

Only professional teachers can ask professional questions, solve these problems better and help the development of special children. According to the interview content, the author thinks that teachers in special education schools have a basic understanding of professional knowledge and literacy, and that the reserve of subject knowledge is very important. Therefore, in the teaching process, knowledge can be transferred according to the different teaching contents and the difficulty of teaching materials, but the knowledge of educational psychology, children's psychology, teacher psychology and teacher's core literacy is despised. In addition, when the new teacher is in class, the students don't listen to the discipline and can't have positive communication with the students, which makes the new teacher exhausted and fails to achieve the expected effect. The reason for this phenomenon lies more in teachers' own cognition and concept, because they lack professional knowledge of special education, don't know how to communicate with disabled students, and have a love, but without skills, it is useless. In addition, due to the limitation of class hours, many schools don't have enough class hours to meet the life skills that students with intellectual disabilities need. Is it really useful for students with intellectual disabilities to teach more mathematics and Chinese in books? Different types of special children present unique personality characteristics at different ages, so their teaching objectives and difficulties are also different. However, it is difficult for new interdisciplinary teachers to fully understand the subject content and students' situation in a short time, which affects teachers' professional knowledge and skill level, makes them feel tired or anxious, and then affects their recognition of teachers' roles.

3. Income: the source of material happiness

Teachers' income level is an important factor affecting teachers' professional identity. When talking about the income of teachers in special schools during the visit, every teacher is very willing to tell me the specific salary, first of all, because teachers' income has specific standards, and secondly, because the Finance Department publishes detailed details every month. The income of teachers in special schools is higher than that of teachers in ordinary schools, which is one of the reasons why some teachers choose to enter special schools.

LMS (male, 50 years old, local) My monthly income is about 6,000-7,000 yuan. In the north, this salary is ok. Compared with ordinary schools, we also have special school subsidies, and there are border subsidies like Inner Mongolia. In addition, our place is a small city and there is not such a high

consumption. I am very satisfied with this salary.

In Inner Mongolia, for example, teachers in special schools will get an extra special school allowance compared with teachers in ordinary schools, but the proportion of special effects allowance is different in different regions, which is basically 25%-35%, which also provides guarantee and support for the stable development of teachers in special schools. Teachers' salary composition is relatively simple, and the only way to get higher salary is to improve their professional titles. The design of teachers' professional title system has an obvious management feature, that is, the requirement of structural proportion. As a result, the promotion channel of teachers is getting narrower and narrower, and the problem of different pay for equal work is becoming more and more obvious. "Under the current salary model of professional title structure in schools, wages cannot be raised without promotion of professional titles, but the positions with professional titles are limited, which artificially creates tension in interpersonal relationships in schools, and professional titles have become a 'heart disease' for school teachers, and its system disadvantages are self-evident^[4]."

SZR (female, 39 years old, local), for example, should the professional title system be reformed. At present, it seems that there are preferential conditions for the promotion of rural teachers, and our special education at least does not stand with rural teachers.

It can be found that the professional title structure of teachers in special schools has restricted the development of teachers to some extent. Although the salaries of teachers in special schools are not low with the subsidies from special schools, it has become a headache for teachers. Although teachers' social prestige is in the top position in the ranking of the whole social profession, the self-identity of teachers' professional prestige in special schools is not high. Although the social prestige is not high, the public has given high expectations to the teachers of special schools, which has also caused a lot of pressure on teachers invisibly. Therefore, the income of special school teachers is higher than that of ordinary school teachers, which also compensates the lack of spiritual happiness of special effect teachers to some extent.

Material well-being is an individual's comprehensive evaluation of his own quality of life and a subjective evaluation of happiness caused by external factors. When an individual's satisfaction with his overall quality of life increases, the positive emotions he experiences will also increase, while the negative emotions will decrease accordingly, thus enhancing his feeling of material happiness. Material happiness is influenced by internal and external factors, but more restricted by external objective environmental factors. Teachers in special schools are satisfied with their income, which will not only make them more willing to stay in the environment of special schools for a long time, but also enhance their professional ability and professional self-identity.

4. Social status: no one cares about "nanny aunt"

The key to improve the quality of special education lies in the construction of special education teachers. Since 2010, the Outline of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020) in the State Council proposed "caring for and supporting special education, perfecting the special education system and improving the special education guarantee mechanism^[5]". Since then, China's special education has entered a new development journey, and a series of policy documents have been promulgated one after another. The introduction of curriculum standards for special education schools, the increase in special education investment, and the continuous improvement of the special education security system have injected vitality into the development of special education. The state has planned to set up normal schools and specialties for special education at all levels, and attached special education classes (departments) to ordinary normal schools to train and train special education teachers. However, at present, there is a great shortage of full-time teachers in special education, and the public has different understandings and attitudes towards special education. There are still a few people who are biased against special students and teachers, fail to correctly understand the value of special education, and do not recognize special students and teachers in special schools.

When the author asked the interviewees to talk about their views on the profession of teachers in special schools, they all said that most people in the society did not know or even knew that such a group existed, while a few who knew it were biased against the group of teachers in special schools, thinking that the students they taught were "fools". "Is that teacher also problematic?" When teachers communicate with parents, some parents are unwilling to cooperate. Teachers in special schools also hope that through their own efforts, these children can find a way out in the future, so that the society can care more about this group and be less mean, and truly accept this group from the heart.

Question: What do you think of the profession of teachers in special schools?

SY (female, 24 years old, foreigner) has the public. I feel that I may not even know what special education teachers teach or do, or I don't know much about groups. Some people think it's bad to know, and you can't do anything. You have to teach the deaf and dumb, and some people think so. The rest is knowing, knowing, I feel that you are so caring, and I feel very admired and respected.

ZXF (female, 33 years old, local) pays more attention to all walks of life. Sometimes they don't understand what this place is for. Nowadays, special education schools can be equated with welfare homes, and he thinks that special education is not a welfare home. In fact, he is separate, and the two institutions are different. How can schools and welfare homes be the same? However, many people in the society can't tell, and they don't know, so they say that special schools are welfare homes.

Teacher ZY thinks that some parents don't care about special school teachers, because they don't pay attention to their children first, so how can they cooperate with teachers? Some parents are not so recognized and respected for teachers in special schools, not as good as teachers in ordinary schools. Teacher ZY said:

Some parents are fine, and some at least let them cooperate with the students' bad habits. So tell the teacher, parents have to say when they go back, after all, the influence at home may be greater than that at school. However, some parents don't cooperate very much. He said that this is the kind of child he sent me to let the school let the teacher teach him.

In fact, except for the different types of students who teach, teachers in special schools are the same as those in ordinary schools. Excellent teachers will be welcomed in any school, and as teachers in special schools, they will spend more time on their students. Teachers in special schools are not "easy jobs" in the traditional concept. The society should know more about them, get rid of prejudice and discrimination, and treat every selfless teacher objectively and fairly.

ZDQ (female, 31 years old, local) Although the profession of special school teachers is very hard, I really feel noble. Maybe in other eyes, our profession is meaningless, but in my heart, I think we are the same as ordinary school teachers. Because there are special children in this group, this kind of teacher is needed.

It can be seen from the interview that the teachers in special schools are excellent in professionalism and attitude towards students, and they themselves think that the profession of teachers in special schools is hard but noble. Due to the influence of public opinion and the limitation of personal identity, the profession of special school teachers has fallen into some embarrassing situations of misunderstanding and discrimination, and they think that special school teachers are just "nannies" who simply take care of demented children. The development of special education in China is not mature, and there will be various problems in the process. We need to pay attention to, think about and solve these problems to ensure its healthy development. Because the society's understanding of special education is not in place, coupled with some wrong ideas and concepts of parents, it is difficult to form a strong sense of identity for special school teachers, which will also affect the professional identity of special school teachers themselves.

5. Summary

"Teachers come first in developing special education". Teachers in special schools are the cornerstone of developing special education, and teachers' attitude towards careers will directly affect the growth of special children. Compared with teachers in ordinary schools, teachers in special schools have no pressure to enter higher schools, but because of the particularity of students, they will also have self-doubt and job burnout. In daily life, many teachers are relatively young. Because of their lack of work experience and life experience, it is difficult to face the pressure positively and effectively, and it is easy to have some psychological problems. Teachers in special schools, in particular, will inevitably have great psychological pressure when their long-term efforts are not rewarded. Therefore, in addition to the fact that teachers can go out to study and learn effective experience from old teachers, teachers in special schools should maintain a proactive attitude, make career plans well, and pay attention to improving their psychological adaptability while improving their professional quality. Creating a good social environment for teachers in special schools and treating special children and teachers in special schools with an equal eye is conducive to improving the professional identity of teachers in special schools, attracting more people to engage in the profession of teachers in special schools, and being willing to work hard, dedicate their love and shine.

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