

A Study on the Current Situation and Promotion Strategies of Teachers' Professional Identity of EFL Student Teachers in Normal University

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Abstract: Teachers are the foundation and key strength of education. Teachers are the soul of the development of education. The teacher's duty is to teach and educate people. Compared with other professions, it is not only the basis for teachers to pursue careers, but also has a profound and lasting irreversible impact on the future growth and development of students. Based on the cultivation of English majors in Normal University, this paper analyzes the current situation of teachers' professional identity of English majors, and summarizes the promotion strategies of teachers' professional identity of English majors from the aspects of government, school and society.

Keywords: English major; Educational practice; Teacher certification; Professional identity

1. Introduction

With the acceleration of teachers' professionalization, the status of normal students' teachers has also been widely concerned by the society, and the root problem of teachers' professional identity for English majors has gradually emerged. Normal students belong to pre-service teachers. Studying the professional identity of English major student teachers can help us to have a better understanding of the current situation of English majors, so as to improve the education model according to the actual situation, enhance the professional identity of the whole student teacher team in Normal Universities, and better promote the development of English education in China.

2. The Concept and Characteristics of Teachers' Professional Identity

According to the review of domestic and foreign literature, the essence of teachers' professional identity is teachers' self-cognition, that is, teachers love this profession from the bottom of their hearts, and can make positive cognition and evaluation on all aspects of the profession. This identification includes the identification of teachers with their own knowledge, quality and ability, as well as the identification of teachers' group functions, value development and sense of belonging. It reflects the working and living conditions of teachers and will have a continuous impact on the whole teaching activity.

Teachers' professional identity has several characteristics. First of all, it is developmental and dynamic. The professional identity of normal school students is in the process of continuous development. From pre-service teachers to expert teachers, teachers also gradually grow mature, and this development process is ongoing, which will change according to social development and changes in the educational environment. The second is plasticity and subjective initiative. Before normal school students take the job, if they receive relevant education, they will form a preliminary professional identity for the teacher industry and lay a foundation for the subsequent professional identity. Normal school students' own psychological quality, teaching experience, teaching skills and knowledge reserves will also experience a development process from low level to high level. At the same time, the professional identity of student teachers is also closely related to the whole social environment. Therefore, the professional identity of teachers of English major normal students is the result of the joint action of subjective consciousness and social conditions; The third is multifactorial and multidimensional ^[1]. Multi-factor, that is, teacher professional identity of normal students will be affected by a variety of complex factors. Different factors, such as family background, social environment, teachers' salary, campus environment, and curriculum arrangement, will affect and restrict the professional identity of English teachers' students. Multi-dimensionality means that the consideration of teachers' professional identity needs to pay attention to

multiple dimensions. Domestic research on professional identity of English teachers is generally considered from professional expectation, professional will, professional value and professional efficacy.

3. The Current Situation of Teachers' Professional Identity of English Majors

3.1. The professional volition is not firm enough

From a psychological point of view, volition is a psychological process in which an individual consciously determines the purpose, controls and regulates actions according to the purpose, and actively overcomes difficulties. Teachers' professional volition directly reflect their loyalty to education. The professional volition of teachers of English majors is related to their enthusiasm to be engaged in English teaching for a long time. Normal students majoring in English have a strong willingness to teach and a firm professional will to overcome difficulties encountered in the process of teaching, which can largely ensure that they will take English teaching as their lifelong career after graduation and achieve excellent teaching performance in English teaching positions. According to the survey results, the professional volition of English major normal students is generally high, but with the rise of grades, the professional will shows a downward trend, indicating that as graduation approaches, the willingness of English major normal students to teach decreases, and their will to teach is not firm enough. Although this is only the data of this survey, it should also attract the attention of the school administration department.

3.2. Gender differences in professional identity are large

The professional identity of male students is lower than that of female students, which indicates that female normal students are more identified with English education. From the current proportion of English teachers, the imbalance between men and women is very serious. The root cause is mainly due to the influence of traditional ideas. Since ancient times, men have to shoulder the heavy responsibility of supporting their families. In reality, the income of English teachers is not as satisfied as expected, which leads to some male normal students have a sense of exclusion from this work. What's more, they think that boys should go out and do something better. Therefore, there is still a gap in the current male English teacher team, and some schools have a situation of more female teachers than male teachers. Therefore, how to improve the professional identity of male normal students is also a problem that needs to be focused on.

4. Strategies for Improving Teachers' Professional Identity of English Majors

4.1. Government: improve access standards and carry out linkage training

4.1.1. Improve access standards and optimize team structure

In order to improve the professional identity of teachers of English major normal students, it is necessary to select normal students who have good teacher quality and really love English teaching into the education team. The education department needs to formulate corresponding access standards, improve the access threshold for English teachers, pay attention to the team structure of English teachers, and absorb the entry of highly qualified teachers. More highly qualified teachers can make English teachers produce professional pride and professional identity^[2]. At the same time, it is necessary to improve the teacher recruitment mechanism. According to the current English teacher recruitment, written examination and interview play important part in selecting potential teachers. Therefore, it is difficult to investigate the comprehensive quality of teachers. Therefore, after the recruitment, it is necessary to provide new teachers with 3 to 7 days of internship, which can help the school to fully understand the ability of English teachers. The selected teachers will also have a higher quality level. When recruiting, we should also do a good job of professional identity test and professional personality adaptability test. In a word, raising the threshold of recruitment is conducive to improving the social reputation of English teachers and the construction of the whole English teacher team.

4.1.2. Improve professional identity through training

In order to enhance the professional identity of English major normal students, it is relatively weak to rely solely on the training of colleges and universities. In this regard, the education department can play an intermediary role, and the government can provide financial and policy support to promote the establishment of a linkage training model between colleges and universities and primary and secondary

schools, so as to achieve a seamless connection between the cultivation of professional identity of English major normal students. In colleges and universities, it is necessary to incorporate the cultivation of professional identity of normal students into the education system. Before becoming an English teacher, most of the education that normal students receive comes from colleges and universities. They have acquired comprehensive and systematic professional knowledge and educational skills in English learning, and have initially formed professional values. However, the training and education of vocational identity of normal students in colleges and universities are very few. Most normal students' understanding of this work still comes from textbooks or teaching practice, and their professional identity is also in the stage of armchair talk. It is easy to be frustrated by reality when taking the job with this incomplete understanding. In this regard, colleges and universities can cooperate with various primary and secondary schools to cultivate the professional identity of prospective English teachers by offering lectures or courses, and invite front-line English teachers to teach, so that students majoring in English can have a comprehensive and clear understanding of the occupation to be engaged in, and make psychological preparations in advance. In addition, colleges and universities should provide more internship opportunities for normal school students, so that they can consolidate professional knowledge, exercise skills and improve the application ability of educational psychology knowledge in practice.

4.1.3. Improve the treatment level and stabilize the teaching staff group

To a large extent, the professional identity of teachers of English majors in normal schools stems from material and spiritual satisfaction. Only by improving the social and economic status of English teachers can we really improve the self-development drive of English major normal students [2]. To improve the status of English teachers, it is necessary to start with salary to ensure that the salary of English teachers matches the value of their labor. Each region needs to appropriately tilt resources towards the education industry according to the level of economic development and improve the regulatory system. The life of English teachers' need to be paid attention to. Helping English teachers to settle down and solving the problems of their children's schooling, can encourage them to devote themselves to English education. Good salary and social welfare will improve the professional expectations of normal school students in the teaching and strengthen their professional volition.

4.2. Strengthen the construction of English teachers' group

4.2.1. Reasonably arrange work and reduce teachers' burden

Due to the shortage of teachers in some schools, some English teachers are in an overloaded working state. Take middle school as an example, some English teachers have to teach for more than 20 class hours per week. Students have witnessed the working state of some English teachers in the middle school, which is easy to arouse their resistance to English teachers' occupation. Therefore, primary and secondary schools should strengthen the construction of English teachers' team, scientifically arrange the workload for English teachers, reduce the pressure on English teachers, relieve them from the heavy administrative affairs, enable English teachers to concentrate on teaching and research, improve their professional identity level [3], and improve English teaching efficiency. In this way, students in primary and secondary schools will be full of yearning for the English teaching profession, which has a subtle impact on their strong willingness to apply for the English as their major in the college entrance examination, thus laying the seeds of the future English teacher team.

4.2.2. Pay attention to the psychology of students majoring in English and improve their professional emotional experience

During their internship, some Normal university students majoring in English are faced with relatively complex tasks of English teachers for the first time. This experience makes them think that they will face greater pressure after taking the job. The teachers always play multiple roles. In actual education and teaching, English teachers are not only the leaders, promoters, participants of students' learning, but also the class managers. Sometimes they are also the guide of students' value formation. Normal university students of English majors experience multiple roles of English teachers in their practice, and are prone to confusion and embarrassment in their emotional experience. Unhappy internship emotional experience cause the sense of job burnout of English majors. Therefore, according to the training regulations of English majors in Jining Normal University, all English majors should receive English teaching skills training for up to one month before their internship to help them adapt to the teaching position of English teachers as soon as possible and be competent in English teaching. Before students the university internship, the college will hold an internship mobilization meeting to give them more preparation and encouragement before work. During the internship, the internship instructor

is required to pay more attention to the students' mental health and provide guidance for various situations during their internship so that they can maintain a good attitude during the internship. In addition, psychological salons can also be organized, so that normal students majoring in English can help each other solve problems during internship. In the management of the school, it is also necessary to bring more humanistic care to students, respect their individual differences, pay attention to their personalized needs, activate the creativity and initiative of English major as future English teachers, and experience the happiness of engaging in English teaching profession.

4.2.3. Establish student development files

Improving the level of professional identity is a compulsory course for normal school students in the process of growth, and also a compulsory course for the professional development of employed teachers. The survey results of this project found that with the increase of grades, the professional identity of English teachers of normal college students majoring in English decreased, which is not consistent with the survey results of other universities. Therefore, as an ordinary Normal university for training future English teachers, it is necessary to track and pay attention to the changes in teachers' professional identity of English major, strengthen students' future professional identity through curriculum, extracurricular activities, academic lectures and so on. Do a good job in the evaluation of professional identity in each school period, and establish professional identity files for students, and classify and process the files according to the actual situation [3]. According to the evaluation results, the archives can be divided into two types. One is the personal archives of English major normal students, which focuses on the changes of individual students' professional identity; The second is the group file of English majors, which is convenient for schools to dynamically analyze the current situation of students' professional identity according to the file, and improve their professional cognition and identity of English teachers through special training.

4.3. Social level: create a good atmosphere and promote teacher development

In the course of five thousand years of civilization, China has always attached importance to respecting teachers and valuing education. In fact, as early as the Spring and Autumn and Warring States periods, teachers have enjoyed a high status in China. The more the times develop, the more important talent and knowledge become. To successfully realize the great rejuvenation of the Chinese nation, we must pay attention to education. Teachers have special professional characteristics and have an important impact on the development of the whole society. Therefore, it is necessary to create a social atmosphere of "respecting teachers and valuing education" in the whole society. For Normal University students majoring in English, only when their future career is recognized and respected by all sectors of society can they inspire their creativity and work enthusiasm. To achieve this goal, it is necessary to fully recognize the labor value of English teachers, provide fair payment. In practice, it is required to further improve the income level of teachers, correctly evaluate the social reputation of English teachers, so that teachers can become truly respected, and will attract more graduates from normal colleges to engage in the teaching.

4.4. Personal level: strengthen self-development and strengthen professional awareness

The English teacher industry is facing students in the process of development, and needs to adapt to the changes in the new era. As a normal student majoring in English, we should establish the awareness of lifelong learning, constantly recharge ourselves, and improve teaching ability competence. After taking the job, we need constantly reflects on our own shortcomings, have the courage to face our own shortcomings, and then make targeted improvements, actively become research-oriented English teachers. Walking out of the comfort zone, and advancing with the times to preach to students and solve doubts are important ^[4]. In the course practice and practice activities during college, teachers and instructors should actively guide students to gradually understand the professional value and fun of English teachers. Some normal students lack confidence in the English subject, which will undoubtedly affect their attitude towards the English teacher profession. Therefore, as an English major student, while establishing correct and firm professional beliefs of English teachers, we must strive to improve our academic level, so that we can step onto the English teacher post with ease and confidence.

Professional identity itself is a dynamic process of change. As pre-servie teachers, English majors should also learn self-regulation. In this regard, English major normal students should take the initiative to setting, thinking and regulation. "Setting" means identifying a clear career aim, and "thinking" is to think about the root cause of professional identity confusion. "Regulation" is to be able to adjust the

attitude of professional identity in time according to your actual situation. Normal University students majoring in English need to have an optimistic and positive attitude, correctly look at the occupational pressure existing in teachers' work, try to turn this pressure into motivation, rationally look at problems in work, actively learn about pedagogy and psychology, find appropriate psychological adjustment methods, relieve their tension and anxiety, and try to gradually find value from teaching. After taking the job, they can make scientific planning for their career, clarify the development goals at each stage, and activate professional identity and passion.

5. Summary

Building a high-level and high-quality teaching staff is the objective requirement of education. From the perspective of English teaching, English teachers are required to not only have excellent teaching skills, solid professional knowledge, but also loyalty to English education from the bottom of their hearts. In order to improve the professional identity of English normal students, it is necessary to exert the joint efforts of the government, the school and the society. We need working together from various aspects, pay attention to the inner growth of English normal students and English teachers, and constantly improve their professional identity, so as to improve the level of English education in China.

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