

Research on the Identity Conversion in the Education Practice of Normal Students Majoring in Primary Education—Taking Liupanshui Normal University as an Example

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Abstract: Educational practice is a part of putting the theoretical knowledge and practical ability into practice, and it is also an important part of training qualified teachers in normal colleges and universities and realizing professional connection. As the main object of pre-service training for primary school teachers, interns majoring in primary education have attracted much attention. Realizing the transformation from "intern" to "primary teacher" is the key to the quality evaluation of educational practice in primary education majors. In the process of internship, interns are faced with the dual challenges of teacher identity and university student identity. If they cannot successfully complete the identity conversion, they will fall into the predicament of dual identity contradictions, which will have a negative impact on the professional development of their teachers. Through the investigation, this study found that during the process of internship, the normal students of primary education majors have dual identity confusion, difficulty in role positioning, insufficient professional skills reserve, weak teaching efficacy, gradual slack in internship work, difficulty in identity construction, and intern theory. The predicament of improper connection between learning and teaching practice, and low sense of belonging in the practice school is due to the conflict of identity and positioning of normal students, the lack of professional skills of normal students, the high expectations of normal students' ideal career, and the theoretical knowledge in the training process of normal students. The low degree of fit between learning and practice, and the low degree of integration with the practice school make it a weak sense of belonging. Therefore, it is proposed that normal interns should focus on independent growth, improve and strengthen the professional skills training of normal students, properly adjust teachers' professional ideal expectations, promote the internship program according to the talent training plan, pay attention to practical curriculum training, and practice primary schools should strengthen the personalized guidance of normal students. Improvement strategies to enhance their sense of belonging to facilitate the completion of identity transition among primary education teacher trainees.

Keywords: primary education major; normal students; educational practice; identity conversion

1. Introduction

Educational practice is a practical process for normal students to gain rich teaching experience in practice schools, it is the key to realize the transformation of trainee teachers into professional teachers, and it is an important link for normal students to develop into formal teachers. Normal students experience the transition from student to teacher in the process of educational practice. Whether normal students can adapt to the teacher's identity and successfully complete the identity transition directly affects the effectiveness of educational practice. In the process of educational practice, most normal student interns have identity conflicts and unclear identity cognition in terms of identity conversion. If normal students cannot make appropriate adjustments, they will have problems such as ambiguity of identity positioning and difficulty in identity conversion in the process of identity conversion. It is very important for interns to locate their own identity conflicts between students and teachers, how to deal with this conflict and how to locate their own identities.

This research selects the 2018 interns of the primary education major of Liupanshui Normal University as the survey object. There are 22 questions in the questionnaire, which mainly focus on the

basic situation, practice situation, identity positioning and conversion situation of primary education interns. The survey adopts the method of online distribution. A total of 56 questionnaires were distributed, 56 were recovered, and the recovery rate was 100%. There were 56 valid questionnaires, and the effective rate was 100%.

2. The predicament of identity conversion in the education practice of normal students majoring in primary education

After a statistical analysis of the results of the questionnaire survey, combined with interviews and access to relevant materials, this research classifies the status transition dilemma in the education practice of normal students majoring in primary education into the following five aspects:

2.1 The dual identity is confused, and the role of teachers is difficult to position

Individuals play multiple identities in the process of socialization. Normal students majoring in primary education mainly assume the dual identities of "teacher" and "student" in the process of practice. Normal students' positioning of their own identity in the process of educational practice affects the effectiveness of the practice, and is related to the development of normal students' future teaching profession. Through the investigation, this study found that normal students majoring in primary education are "confused" about the transition of "student" and "teacher" identities in educational practice, and there are difficulties in role positioning.

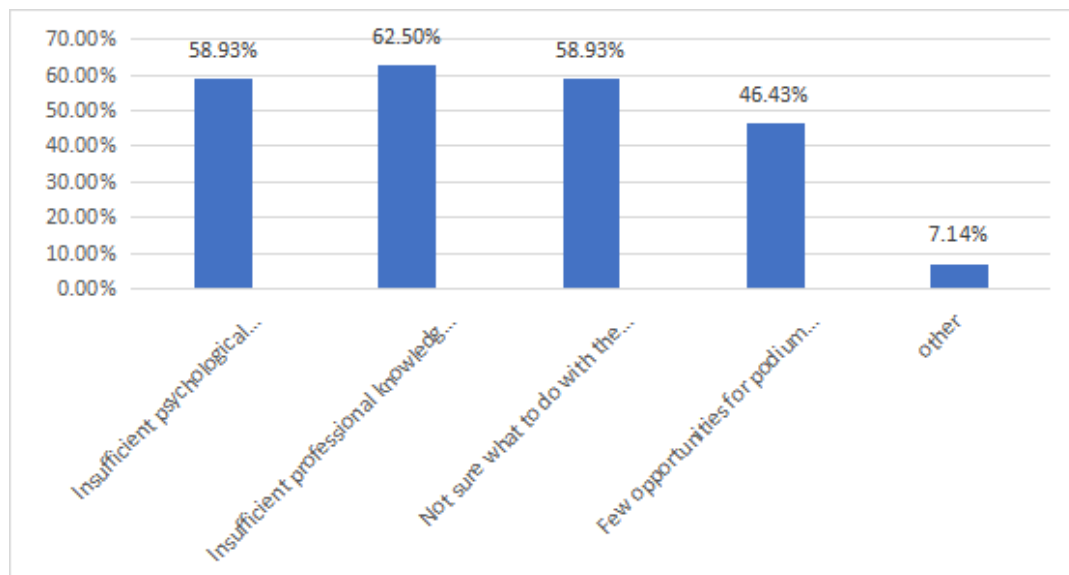


Figure 1: Difficulties in transitioning from student status to teacher status

Intern normal students often switch between "students" and "teachers". From the current L College primary education teacher education practice survey, normal colleges not only arrange relevant teachers to lead the practice during the teacher education practice process. Teams, instructors, as well as a series of management of internship process arrangements, internship materials sorting, and internship evaluation activities. Normal students take postgraduate entrance exams, write papers, and rest and eat in normal colleges and universities. They obey the school's management and ask questions from teachers humbly. However, interns are "teachers" in primary schools, and they have to teach subjects and classes. In educational practice activities such as management, class activity organization, and homework correction, students also began to call him "teacher". And this kind of transition happens many times in a day, and most interns are not well adapted to this rapid and frequent identity transition. They feel confused and contradictory about who am I at this stage, and they sometimes I feel that I am a teacher, and sometimes I feel that I am still a student, and I cannot find the correct role. Although most of the normal students have entered the internship stage, they still do not have an accurate positioning of the specific role of "teacher", and more often they still regard themselves as "students" for internships. Among them, the intern A said, "The (normal) school has arranged more things for me. I have to go back to the dormitory every day to be busy with the postgraduate entrance examination papers and other things. In the primary school, I also follow the arrangements of the

instructor like the students." It was learned from the interview that some internships During the internship, the students still positioned themselves as "students", and said that what they did in normal colleges was more important, and the internship was just a different place to study. In Figure 1 below, what are the difficulties in the transition from student status to teacher status? 58.93% of the students chose "Insufficient psychological preparation, unable to adapt to the teacher status"; 62.50% of the students chose "Insufficient professional knowledge and ability, Can't do the job of a teacher." In the interview, intern A said that he was "overwhelmed", and intern B said, "I don't know how to get along with students, and I often communicate with them as a friend, which will lead to poor teaching results. , because they are not afraid of me, and I am not good at managing discipline." The survey results show that most normal students are not well suited to the teaching status in educational practice, are not qualified for teaching work, and do not know what teachers should do.

2.2 Insufficient professional skills reserve and poor teaching efficacy

The guarantee of teachers' professional skills is the premise of improving teaching quality. "Taking the teaching process as a clue, teachers' teaching skills can be roughly divided into teaching design skills before class, teaching skills during class, and teaching evaluation skills after class" [1]. The lack of teaching professional skills reserves of normal students during the practice period is also a major manifestation of their incompatibility as teachers. Inadequate teaching skills will not only directly affect the development of students, but also affect the performance of trainee teachers' teaching efficacy. Teachers' teaching efficacy refers to teachers' subjective judgments on their ability to influence students' learning behavior and performance. Teaching efficacy also affects teachers' determination, perseverance, and effort in teaching work, and these characteristics will further affect creative teaching behavior [2]. This research found that the normal students of primary education majors have insufficient professional skills reserves in educational practice, and there are certain deficiencies in teaching skills such as lectures, question-answering and writing on the blackboard, which further lead to the lack of teaching efficacy and poor teaching effect.

The results of the survey showed that 76.79% of the students chose that "their professional skills are not strong enough" was the difficulty or problem they encountered during the internship, and 80.36% of the students felt that their "lack of teaching" would hinder their realization of identity conversion. The intern normal students showed that they were unwilling to give lectures at the intern primary school, for fear of making mistakes and not daring to speak. Among them, intern C said, "I'm not good at Mandarin, so I don't dare to give lectures, because I'm afraid students will laugh at my accent."

The results of this study show that most interns believe that their professional teaching ability is not enough, their skills and knowledge reserves are insufficient, and the poor classroom teaching effect is the biggest difficulty encountered by interns in the process of identity conversion.

2.3 Gradually burnout at work and difficulty in identity construction

Occupational burnout refers to a series of psychological and physiological syndromes manifested by the stress response to long-term emotional stressors and interpersonal stressors in the occupational environment, and is a type of occupational stress [3]. Teachers are one of the groups with a high sense of job burnout. The job burnout caused by trainee teachers will make it difficult for interns to realize the value of educational practice for the professional growth of normal students. The second is that intern teachers live in the passive situation of practice reflection. Reflection is a process of internalizing external information and experience. Practice reflection can increase the flexibility of teaching and the accumulation of teaching experience, and is an indispensable process for the construction of teacher identity. According to the survey results, 57.14% of the students said that they were tired and stressed by the work of primary school teachers, and after the educational internship, 33.93% of the students felt that they did not want to teach so much after the internship, and 23.21 % and 12.50% of the classmates held an attitude of no change and indifferent. The survey found that L College asks interns to reflect and record every day. Intern A said, "Because of the college's requirements, otherwise I wouldn't write. And to be honest, I haven't reflected on it. I wrote it well at the beginning and then it disappeared, not at all. Time, every day is very tiring"; Intern B said, "I don't think it's useful. Every time I'm about to accept it, I'll make it up together." From the interview, it was found that the intern normal students did not pay attention to the practice of reflection, and the depth of reflection was not in place.

The survey found that normal students majoring in primary education have high job burnout in educational practice, passive reflection in educational practice, and difficulties in identity construction.

Internships grow up in this state of burnout and passiveness. They will only blindly imitate the teaching skills of the old teachers, cope with the tasks arranged by the school, and get the credits for the internship, instead of actively participating in teaching practice activities and consciously adapting to the classroom. Teaching and management, construct individual identity based on the perspective of "teacher".

2.4 Improper connection between the theoretical study and teaching practice of the interns

Educational practice is a practical course in which normal students apply curriculum learning theory to teaching practice, but the disconnection between teaching practice and curriculum theory is also a common problem for normal students to convert from student status to teacher status in educational practice. In the interview, intern A said, "(In class) you don't need the knowledge taught by the school, and the method of the instructor (practice school) seems to be more practical." Among them, intern B also said, "I use a very small part. , I feel that no matter how well my teaching plan is written, I still can't do well in class."

It can be seen that in the process of changing educational internship status, intern normal students cannot timely and flexibly convert the curriculum theory learned in school into the actual teaching of teachers during the internship, and classroom problems are only some standard and old-fashioned problems, lacking certain When there are some "emergency situations", the intern normal students can't teach the class well according to the real situation and reaction of the students, but just want to solve these "trouble" as soon as possible to ensure the integrity of the teaching progress.

2.5 The sense of belonging in the internship school is not high

The so-called sense of belonging of a teacher refers to the conscious attitude and spontaneous emotion of a teacher and his/her school in the process of working, interacting, and communicating, and willing to integrate the individual into the school organization. People who lack a sense of belonging will have a lack of passion for their work and a lack of sense of responsibility. In recent years, the lack of professional belonging of trainee teachers has also become an important problem in the professional development of teachers. This research found that the low sense of belonging of interns in the internship school is also a major dilemma that affects the status transformation of the intern normal students.

The research results show that half of the interns said that they were treated as chores during the internship, and 46.43% of the classmates said that they "seldom have the opportunity to exercise on the stage". " and other work is the main work of the interns. It can be seen that most interns do not get attention in the internship school, which leads to the lack of a sense of belonging to the teachers in the internship school, which in turn affects the process of identity conversion.

3. Analysis of the reasons for the predicament of identity conversion in the education practice of normal students majoring in primary education

3.1 Normal students face conflict of identity and positioning

In the identity positioning of normal students before the internship, they think that they are humbly "learners", "executors" of instructors' assistants, and "good friends" of students. In comparison, the sum total of 92.86% of the data shows that normal students do not involve the role of "teacher" in their identity positioning, which shows that normal students did not clarify their own functions before their internship, and their role positioning is still "educated". Not an "educator", but also a one-way "learning" learner. During the internship, some normal students completely completed the conversion from student status to teacher status, but 57.14% of the interns did not completely complete the conversion of teacher status, and 25% did not meet the requirements and 1.79% totally inconsistent. From the role of "learner" and "executor" before the internship to the role of "educator" and "manager" in the internship, this transition makes most interns normal students at a loss, and it is difficult to complete the conversion of teacher status.

The comparison of the two data in the pre-internship period and the middle period of the internship is enough to show that the role of teachers in the psychological construction of "educator", "learner" and ideal cognition is "manager" and "executor". There is an obvious conflict, which makes it impossible for interns to balance the learning of the "educational" and the teaching of the "educator",

which eventually leads to the problem of "who am I".

3.2 Insufficient professional skills of normal students

"The main manifestation of the panic of skills is that the trainee teachers think that their knowledge, skills and ability reserves are insufficient, that there are vacancies in knowledge, weak skills, and shortcomings in ability, and the comprehensive ability and literacy are not enough to control educational practice. [4]" , The most common questions of interns are the lack of teaching ability, the lack of professional knowledge, the shortcomings of interpersonal skills, and the unfamiliarity of multimedia operation skills. From the question "Problems or Difficulties You Encountered During the Internship", it can be seen that 76.79% of the intern normal students believe that the problem during the internship is that their professional skills are not strong enough. From the question "What aspects do you think hinder you from realizing your identity transformation?", it can be clearly seen that 80.36% and 73.21% of them feel that they lack their own teaching ability and professional knowledge, respectively.

All these show that the biggest difficulty of the trainee normal students during and after the internship is the lack of their own professional knowledge and professional skills. In the practice, normal students need to face a lot of teaching work and teaching tasks. Without sufficient theoretical knowledge and practical skills, it is difficult to work. The lack of their own professional skills leads to "their own possessions do not match the actual needs". The status quo eventually makes it difficult for interns to change their identity from psychological to reality.

3.3 The ideal career expectations of normal students are too high

For normal students, internships are different from apprenticeships, and opportunities are even harder to come by. The need to practice three years of theoretical study and accumulate practical experience makes them more important to internship opportunities. It is clearly reflected in the question "How do you feel about the upcoming internship before the internship?" If you add up 30.36% of the nervousness and 53.57% of the excitement and excitement, as high as 83.93% of the interns are very high about the internship. career expectations. But after the internship, 80.36% of the intern normal students have the understanding that "the profession of teacher is more demanding than imagined" after experiencing the educational internship.

The extremely high career expectations and the low sense of practical experience make the trainee normal students experience the gap between "ideal and reality". Although the career expectation value can promote the trainee normal students to plan and envisage the practice work to a certain extent, these needs Intern normal students can fully consider their own abilities and reality. It is not to be separated from the real conditions and foundations, and to make unrealistic dreams about the internship work. Therefore, the high career expectations make interns normal students feel a huge gap in the identity change, making it difficult to complete the identity change.

3.4 In the process of cultivating normal students, the degree of fit between theoretical knowledge and practice is low

In a random interview with interns of primary education teachers, intern A said that "theoretical knowledge learned in school is of general use in practice, and even a lot of them are not useful", and intern B also said that "only in the micro classroom. Teaching skills training courses are more useful in practice." Therefore, the theoretical knowledge learned by the interns in school cannot be fully applied to the practice practice, and they feel that the theoretical knowledge is of general use during the internship process, and more should improve their teaching skills and practical ability. In addition, intern C said that "in the teaching skills training in the micro-classroom, only three subjects of language, mathematics and foreign language are trained, and the other subjects are not involved." In the cultivation of English teaching skills, interns can master the basic teaching of these three subjects, but quality education requires the cultivation of students with all-round development of morality, intelligence, physique, beauty and labor, so the requirements for intern teachers are not only limited For the cultivation of teaching skills of main subjects, we should pay more attention to the training of trainee teachers in many aspects.

In the interview, intern A said, "I only knew how to carry out team activities until I went to the internship primary school, and I only knew about class meeting activities before." Intern C said, "I have

studied the planning of related activities in school, but due to the setting of the course time, the teacher did not. We were not allowed to do practical activities". Today's primary schools have class meetings and team activities. Interns are no strangers to class meetings, but class and team activities are relatively unfamiliar. Although the interns also have related courses when they are in school, the teachers only write the theme of the activity and plan the activities, and do not have actual operations or drills, which leads to the fact that when the interns need to complete a team activity alone in the educational practice, they are powerless. There is a problem of writing event planning but not organizing the event process. And this is precisely the reason for the difference between theoretical knowledge and practice.

3.5 The degree of integration with the internship school is not high, so that the sense of belonging is not strong

Although L College implements school-assigned internships, there are peers who can share resources and help. However, in the process of internship, intern normal students have to face the instructors and students of the internship school most of the time, so the instructors and students have a significant impact on the identity conversion of intern normal students. As shown in the question "Does your internship instructor let you manage the class?", although 30.36% of the instructors completely let the teaching and daily management go to the intern normal students, there are still nearly three-quarters of them. The instructor did not let the trainee normal students fully participate in the daily teaching management work. In "What difficulties do you have in the transition from student status to teacher status", in addition to the above-mentioned "inadequate professional knowledge and ability, incapable of being a teacher", which occupies 62.5% of the above-mentioned professional skills, The vast majority are 58.93% who "do not know how to get along with the instructors and students, and are at a loss" and 46.43% who "have little opportunity to exercise on the podium". Without open teaching management, good communication, and sufficient practical experience on the podium, how can intern normal students gain a sense of belonging in teaching? In the end, the intern teachers were born in the instructors, and did not play the role of "learner"; in the students, they did not play the role of "educator". It makes it less integrated with the practice school during the internship process, and the sense of belonging is not strong.

4. Strategies for promoting identity conversion in the practice education of normal students majoring in primary education

Internship in primary education is a practical course for fourth-grade students in higher normal colleges and universities to go to primary schools for education and teaching professional training. Based on the dual identity confusion of primary school education major normal students in the process of practice, the role orientation is difficult, the professional skills reserve is insufficient, the teaching efficacy is not strong, the practice work is gradually slack, the identity construction is difficult, the curriculum theory and practical teaching in normal colleges and universities. Therefore, in order to help normal students to better carry out educational practice work, corresponding improvement strategies are proposed to facilitate the completion of identity conversion of primary education normal interns.

4.1 Teacher trainees should focus on independent growth

As the main body of educational practice, the teacher trainee in primary education should focus on strengthening the cognition of the primary school teacher's identity, establish a positive identity, and finally solve the obstacle of identity conversion. Clear identity recognition and positive identity can promote normal interns to better change their identity. On the one hand, normal interns should exert their subjective initiative, clarify their normal norms and positioning as "interns", and constantly adjust their identity and behavior according to different occasions. On the other hand, they should have a clearer identity cognition for "primary teachers". This clear identity cognition means a clear awareness of the identity norms of primary school teachers and the environment in which they live, including an understanding of the professional development of primary school teachers, primary education organization activities and the identity status that primary and secondary school teachers should have in daily life. The identity recognition on this basis means the acceptance of the role of primary school teachers, and then forms an appropriate, stable and objective primary school teacher identity recognition.

4.2 Improve and strengthen the professional skills training of normal students

If normal colleges are the bridges of communication between trainee normal students and trainee schools, then the knowledge skills and self-cultivation of normal students are the foundation of educational practice. According to the questionnaire survey, the difficulty of changing the role of trainee teachers is related to their own lack of ability. 12.5% of the students said that their current knowledge reserves cannot make them competent for this educational practice. In educational practice, due to the lack of professional knowledge, interpersonal skills Therefore, intern teachers should improve their professional accomplishments, so as to cultivate their professional identity more quickly and efficiently. First of all, in the teaching career, learning to respect the individuality and individual differences of the students is the top priority of the teaching career. Moreover, it is necessary to understand the problems that are prone to occur in the physical and mental development of primary school students, and increase professional knowledge and skills. At the same time, in their spare time, they should actively participate in relevant practice, continuously increase relevant teaching work and teaching tasks, and improve their own work ability. Moreover, in the completion of educational practice for normal students, they should continuously improve their psychological construction and improve their ability to work under pressure. . In the daily curriculum setting of normal colleges and universities, practical courses such as "internship training week", "simulation class" and "micro-teaching" can be adopted, the preparation of primary education internship plans, and the production of teaching aids with the characteristics of primary education majors. , Establish and improve the communication mechanism between interns and college instructors and primary school instructors.

4.3 Appropriately adjust the ideal expectations of teachers' career

Many intern normal students have experienced the gap between "ideal and reality" in the process of educational practice. They think that it is easy for teachers to teach and educate people, and it is easier to be primary school teachers, but when intern normal students hold high career expectations When participating in the internship, the problems encountered in reality led to the gap in the ideal state and the burnout of the teaching profession. Therefore, as a normal interns, they should maintain appropriate career expectations according to their own conditions, school conditions and other factors, clarify the gap between the ideal state and reality, and then continuously improve their own career planning to promote further completion of identity conversion.

4.4 Promoting the internship program according to the talent training program, focusing on practical course training

In social definition: talent cultivation refers to the process of educating and training talents. The selected talents generally need to undergo training to become specialized talents for various occupations and job requirements. In the field of education, the talent training plan is a normative document for the school to implement the overall requirements of the party and the state on talent training, organize teaching activities, and arrange teaching tasks. It is the basic basis for the implementation of talent training and quality evaluation. Teachers colleges should teach students according to their aptitude according to the talent training plan of their majors, and further formulate internship plans, reflecting the educational concept of "learning is useful", so that students can make full use of the professional knowledge and skill training and training they have learned in the school, and complete them actively and efficiently. Educational internship, get a sense of belonging in the internship, and get a sense of satisfaction after the internship. At the same time, according to the feedback of the practice situation, the normal colleges and universities should further revise and discuss the talent training plan, and try to find the connection between the disciplines, so as to ensure the connection with the current primary school curriculum and send qualified teachers to the society.

4.5 Intern primary schools should strengthen the personalized guidance of intern normal students to improve their sense of belonging

Elementary school practice schools are the main bases for educational practice work. On the one hand, colleges and universities should actively communicate with practice elementary schools, so that the instructors of elementary school practice bases can provide personalized guidance to interns. At this stage, the subject consciousness of normal students is generally weak, and normal students are less aware of their quasi-teacher status. Personalized education guidance can help intern normal students

quickly stimulate the transformation of their internship identity, so that they can devote themselves to a positive attitude. In teaching practice, gradually complete the transformation of its teacher identity. 46.43% of the students said that because they participated in many daily tasks that were not closely related to teaching work, they were unable to develop a sense of belonging to the teaching profession and complete related work. Intern schools and instructors should communicate well with the normal students in practice, give normal students relevant work tasks, help them gain a sense of belonging in their work, and achieve identity transformation.

5. Conclusion

Educational practice is a meaningful educational practice for normal students to switch from student status to teacher status. During the practice process, normal students continue to identify and transform their teacher's identity. Intern normal students need to constantly think deeply in the question of "Am I a student or a teacher" in order to complete the transformation of teacher status. Of course, in the process of changing the identity of normal intern students, they are bound to face various difficulties. Therefore, in the strengthening of professional skills in normal colleges and the individualized guidance and self-reflection of normal colleges and universities, intern normal students should fully realize in the identity construction. Its own subjectivity and initiative, and finally realize the effective conversion from "student identity" to "teacher identity".

Acknowledgement

This work was supported by Innovative Training Project for College Students "Research on Identity Conversion in Educational Practice of Normal Students Majoring in Primary Education—Taking Liupanshui Normal University as an Example" (202110977031).

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