

On the Cultivation of Professional Identity of Preschool Education Majors

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Abstract: Professional identity is the basic quality that practitioners in every industry should possess, and it is more necessary for a higher vocational college to cultivate students' professional identity in teaching. For the training of preschool education majors, the curriculum design is short of some projects that convey the professional identity of preschool teachers to students, resulting in many graduates lacking of professional beliefs, so as to make the whole preschool education team scattered and chaotic, and make it difficult to promote the level of professionalism. Therefore, this article intends to be combined with the necessity of training professional identity and to explore the strategy of cultivating the professional identity of preschool education majors, hoping it is of some reference value for related work.

Keywords: professional identity; role; motivation

1. Introduction

With the development of education, the public pay more and more attention to educational activities. And preschool education is the foundation to educational activities, and the attention to it is higher than that in other stages. However, the high focus of the whole society has not made preschool education to a more professional level. Instead, the instability of the preschool education team is the state of social reality. It has something to do with the treatment of preschool education, but what is more critical is that there is no good cultivation of professional identity at the stage of preschool education training. Hence, it is vital to strengthen the professionalism of the preschool education team and cultivate professional identity.

2. An analysis of the necessity of fostering professional identity in preschool education

Professional identity is related to professional ethics. Therefore, higher vocational colleges have to attach importance to the career quality in professional training, which is the basis and prerequisite of all occupational activities. Without a sense of professional identity, it is impossible to bring up professionals, let alone promote the development and expansion of the entire career. When it is specific to the preschool education major, its professional identity lies in the recognition of the professional social value among these kindergarten teachers' work and the satisfaction of the realization of personal values. This requires not only the recognition of the preschool teachers, but also the occupational value evaluation that in line with the society [1]. The professional identity of preschool education covers the practitioner's own professional and social value cognition. The cultivation of professional identity needs to improve the basic professional qualities of preschool teachers, guide the willingness of job-waiting students to participate in preschool education actively, and help them get more satisfaction from preschool education activities. This is the most important internal motivation for preschool education students' professional identity.

Only by helping students establish a good sense of professional identity can students have a full and correct understanding of preschool education activities, and choose a more positive attitude to face preschool education activities, so that students can truly have the sufficient coping abilities and go through the difficulty of the initial practice stage stably, integrate into the preschool education work quickly and maintain the stability of the entire preschool education team effectively. Thus, it can lay a solid foundation for improving the professionalism of preschool education and make a good talent reserve [2].

3. Exploration of strategies for fostering professional identity among preschool education majors

The cultivation of professional identity of preschool education majors needs to start with the cultivation of professional knowledge and the cultivation of career ethics, so as to comprehensively improve the energy efficiency of higher vocational colleges in student training.

3.1 Implement professional teaching to enhance students' awareness of preschool education

In actual teaching activities, it can be found that a large part of preschool education majors lack sufficient understanding of preschool education itself, or have a very big prejudice against preschool education. Due to the shortage of professional knowledge, students are negative in the professional learning process. And the lack of confidence in career development prospects has severely restricted their enthusiasm for engaging in preschool education[3]. The study found that students who receive higher education or learn more about professional knowledge have a significantly higher recognition of preschool education activities than students who are new to higher vocational colleges. It shows that the cultivation of professional knowledge is of great significance to the cultivation of career identity, so high vocational colleges must pay attention to the professional training of students majoring in preschool education.

Vocational colleges must strengthen the teaching of professional knowledge education and professional awareness in the school education period, so that students can fully understand their own work responsibilities and social responsibilities, and stimulate students' enthusiasm for learning. In the process of teaching, higher vocational colleges not only need to do a good job in school teaching, but also help students get more practical opportunities through cooperation with nursery schools, so that the students in practical activities can achieve a more comprehensive understanding of the preschool education profession, deepen students' awareness of preschool education activities, cultivate their strong sense of career belief, and ensure that they can actively participate in preschool education activities.

3.2 Cultivate good professional feelings and strengthen professional ideals

The preschool education major has its own particularities. As a profession that emphasizes public welfare, it does not have enough sense of gain in terms of money and status. And it needs the cultivation of professional feelings, the establishment of firm professional ideals, and enough psychological acceptance of practitioners, who can truly find their own values and happiness from work.

In our country, the preschool education industry does not have a strong appeal. And what the preschool education professionals face more are heavy work pressure, relatively low wages and limited social status, which has also caused the high turnover rate of the preschool education industry. Hence, higher vocational colleges that offer corresponding professional courses should focus on the cultivation of students' professional feelings, guide students to establish correct professional ideals in school teaching activities, help students seek their own professional value, and change the economics-only outlook on employment to recognize the social value of preschool education truly, so as to establish the correct professional ideals[4].

The cultivation of professionalism in preschool education requires the support of correct professional values. It cannot be achieved by relying solely on professional education activities. It also requires a strong role model. Therefore, higher vocational colleges must strengthen their own teaching team and give full play to teachers' exemplary role in teaching. First of all, teachers need to have enough love for their own preschool education professional teaching activities to lay a good foundation for the establishment of students' professional ethics, and guide students to strengthen their sense of identity with the career of teacher in teaching activities, thereby enhancing their own professional recognition. Teachers' good professional ethics can profoundly affect students. And they can help students cultivate their own professional feelings, enhance professional ideals and beliefs, and provide strong psychological support for future careers by setting the example of teachers as professional role models.

3.3 Do a good job in professional curriculum design and increase the employment rate of preschool education majors

At this stage, the public's awareness and emphasis on preschool education is constantly deepening, but the advancement of preschool education is very limited. The development of preschool education curriculum design in higher vocational colleges cannot meet the requirements of the times and its methods for cultivating talents have been abandoned by the times. Too much emphasis on theoretical teaching cannot really improve students' professional ability and the lack of practice has caused a serious disconnect between school education and social needs, making it difficult for students to adapt to work needs quickly when entering society. School education activities cannot allow students to quickly understand the needs of current early childhood education, so that early childhood education students must face great pressure and heavy blows at the beginning of their employment, which will have a huge negative impact on their subsequent careers.

Hence, higher vocational colleges must design professional courses, absorb more modern teaching concepts, vigorously update the theoretical knowledge system of preschool education, vigorously improve the professional quality of students, and incorporate more practical activities into teaching among them, so as to help students adapt to preschool education activities more quickly. Higher vocational colleges need to vigorously increase the proportion of practical courses in school teaching activities, strive to expand the scope of practical activities, and enhance students' confidence in practice activities. It is also necessary to strengthen teaching methods such as simulated teaching in theoretical learning activities for enhancing students' understanding of theoretical knowledge, to strengthen the cultivation of practical and applied thinking, and to strengthen the training of cooperation with kindergartens for truly improving students' ability to deal with practical problems. And it improve students' competitiveness and increase employment rates through various measures.

4. Conclusion

Preschool education is related to the training of the future generation. Therefore, higher vocational colleges must strengthen the training of preschool education students, improve the professional quality of the entire preschool education industry in term of the students' sense of professional identity, and cultivate more talents for the development of the industry, so as to effectively promotes preschool education towards a more professional road.

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