

The Status Quo and Strategies of Public-funded Normal Students' Identity of Rural Teachers' Profession

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Abstract: Teachers' professional cognition is the spiritual cornerstone of students as an excellent teacher. It is the source of the basic strength of the teacher's career and the most basic psychological preparation for the teacher's career. If we want to cultivate good teachers and normal students, we must first make students appreciate and accept the profession of teachers. Only in this way, students can devote themselves to the position of teacher with a more active and pleasant attitude, relieve all kinds of pressures and problems, strengthen students' identification with the teacher profession, and help students fall in love with this profession. This article researches the status and strategy of the professional identity of rural teachers of publicly funded normal students. After understanding the relevant theories about the professional identity of rural teachers of publicly funded normal students on the basis of literature data, it investigates the current situation of the professional identity of rural teachers of publicly funded normal students. According to the survey results, the professional identity of public-funded normal students at this stage is low, and the basic dimensions of professional identity are all lower than the theoretical median. Among the suggestions for improving professional identity, relevant policies have been introduced to improve the relevant treatment of teachers accounted for 45 % about.

1. Inductions

Since the 20th century, the teacher education model has changed [1-2]. The transformation from traditional teacher education paradigm to new teacher education paradigm is mainly reflected in teacher education goals, curriculum organization management and education goals [3-4]. The goal is that the traditional teacher training aims to cultivate skilled craftsmen and emphasizes the maturity of teacher skills, while the new teacher training mainly emphasizes the professional autonomy of teachers and the uniqueness of teachers, and begins to require teachers to have new knowledge and new thinking, revise teacher beliefs and establish teacher identity[5-6]. In recent

years, our country has conducted a lot of research on teachers' professional beliefs and produced many research results [7-8].

Regarding the research on the professional identity of teachers, some scholars believe that there is a considerable difference between the professional identity of male and female middle and elementary school teachers, and the degree of professional identity of female teachers is greater than that of male teachers. Among the sub-factors of teachers' professional identity, gender and teachers have significant differences in the impact of professional awareness, professional emotions, professional skills, and professional ideals in education, while teachers' professional will and professional values there is no significant difference in influencing factors. This shows that gender affects teachers' professional identity [9]. Some scholars pointed out that social cultural education and school cultural education are also the main reasons that affect teachers' professional identity. Social and cultural education is mainly structural or contextual. Teachers need to perform corresponding duties and school rules and regulations, and this social and cultural education also determines the understanding of teachers' professional identity [10]. Some researchers also show that various communication cultures such as movies, TV, books and periodicals will affect the understanding of teachers. In fact, popular culture not only represents the typical characteristics of education, the positive or negative image of teachers in popular culture can sometimes affect the perception of teachers, because people can easily resonate with certain concepts of popular culture. And movies, TV, books, periodicals, other media, etc, various popular customs and cultures will also affect the understanding of teachers. These effects have both positive and negative sides, but at the same time these effects are quite subtle [11]. To sum up, the academic circles pay more attention to the research on teachers' professional identity, and the factors that affect teachers' professional identity are also relatively extensive. How to improve teachers' professional identity is also a research hotspot.

This article studies the current situation and strategies of publicly-funded teacher students' rural teacher professional identification, and analyzes the basic dimensions of publicly-funded teacher students' rural teacher professional identification and the influencing factors of publicly-funded teacher students' rural teacher professional identification on the basis of literature data, and then investigate the status quo of publicly funded normal students professional identity of rural teachers, and draw relevant conclusions through the survey results.

2. Research on the Rural Teacher Professional Identity of Publicly Funded Normal Students

2.1 The Basic Dimensions of the Rural Teacher Professional Identity of Publicly-Funded Normal Students

(1) Professional emotion

For publicly funded normal students, as "alternate teachers", it is also very necessary to stimulate and cultivate their professional emotions. The professional emotional state of publicly-funded normal students directly affects their professional satisfaction, their enthusiasm and self-confidence in teaching in rural primary and secondary schools, their love of education, and lifelong teaching. These should be what they should have. Cultivating the professional qualities of publicly-funded normal students is not a day-long effort, but a process of continuous accumulation. The professional emotional development of publicly-funded normal students is inseparable from the educational influence of top university professors, and it is also inseparable from the influence of ordinary colleges and universities and the influence of educational practice activities on them.

(2) Dimension of professional will

One of the key factors of teacher professional identification is the professional will dimension of publicly-funded teacher students. Professional will is their willingness to engage in the teaching profession or lifelong teaching, dedication to education for young people, etc. These good qualities are the main motivation for them to overcome difficulties. The training of publicly funded normal students has specific directions, but the will of publicly funded normal students is affected in many ways. One is a variety of family reasons. Among a group of publicly funded teacher students, some may be unwilling to teach, and may only apply for publicly funded teacher students for family or social reasons. These people have weak professional will. The second is the utilitarian nature of employment. The public-sponsored teacher education policy stipulates that public-sponsored teacher students must return to the elementary school in their state and city. Most of these areas are relatively poor, so they are wandering in their own development and policy control.

(3) Professional ability

As a basic aspect of teacher's professional identity, professional ability has a dialectical and unified relationship with the professional identity of publicly funded normal students. First of all, the professional ability of publicly funded teacher students is the guarantee of their professional status. During the internship of publicly-funded normal students, if the classroom management is not good and they do not have the ability to effectively communicate with teachers and students, the publicly-funded normal students will attribute all this to their incompetence, and therefore to their own majors, which may lead to their treatment of teachers give up the identity. Conversely, if publicly-funded normal students work well in education and education, and can calmly handle various interpersonal relationships, they believe that the teaching profession embodies their values, can understand themselves and their profession, and increase their sense of identity as a teacher profession.

2.2 Influencing Factors of the Rural Teacher Professional Identity Of Publicly-Funded Normal Students

(1) The teaching profession is not attractive

The social and economic status of a profession determines the attractiveness of the profession. The economic status of teachers mainly determines their social status, and the treatment of teachers is an important factor that affects the attractiveness of professionals [12]. Public-funded normal school students are currently in the pre-employment stage, and they are still worried about the treatment and social status of the teacher profession they will treat in the future. The economic and social status of teachers is directly proportional to their enthusiasm for work. If properly treated by teachers, publicly-funded normal students will gain a higher economic and social status in the teaching profession after graduation, which will undoubtedly enhance their sense of identity with the teaching profession. At the same time, the increased enthusiasm and willingness of the teaching profession will help to achieve a better career in the future teaching profession.

(2) Basic schools don't value free teacher training students

The basic school is the main field of practice for students with free teacher training. Therefore, the basic school is the first part of the free education program for students to formally contact the education program. In this process, the students of free teacher training are both teachers and educators. Educational practice is an important part of free teacher education. It plays an important role in establishing the educational skills, professional knowledge, emotions, will and values of free education students. Therefore, basic schools play an important role in the professional recognition of free student teachers.

(3) Campus culture is easily eroded by bad values

Culture-oriented, the campus culture here refers to the school culture of a basic school where publicly funded normal students cultivate residence and support educational practice. Campus culture pervades all aspects of the research and life of publicly funded normal students, and affects their outlook on life and values. This effect is continuous and subtle. If the students of publicly-funded normal school students live in a campus cultural environment of “respect for teachers and respect for education”, they will think that teachers are a profession that respects and contributes to society. Under the influence of this cultural atmosphere, it will help cultivate the professional values of professionals

3. Survey on the Status Quo of the Rural Teachers' Professional Identity of Publicly Funded Normal Students

3.1 Questionnaire

The professional identification questionnaire for public-funded normal students is compiled according to the classification of the teacher's professional identification structure and with reference to relevant literature. This survey consists of two parts. The first part is basic information. The second part is the main part, a total of 22 questions, 6 dimensions, specialties (understanding the nature of teachers, the importance and role of the teaching profession), professional value (students' evaluation and attitudes towards the teaching profession, and yearning for the profession) Practice), a sense of professional belonging to publicly-funded teachers (whether personal awareness belongs to the teacher group, and often experience teachers' professional honor and emotional experience), and recognition of professional ability (publicly-funded teachers' recognition of professional knowledge and skills, that is, in this industry, their current state of ability), professional behavior trends (state-sponsored student teachers are a huge effort for teachers to become teachers) and suggestions for improvement. Suggestions for improving the professional identity of publicly-funded teacher students at this stage.

3.2 Investigation Process

(1) Determination of survey objects

This article is a survey of the status quo of public-sponsored teacher students' sense of identity of the rural teacher profession. The survey object is public-sponsored teacher students. Three schools with public-sponsored teacher students are randomly selected in this city to conduct a questionnaire survey.

(2) The establishment of the sample size

The number of questionnaire samples is an important factor that affects the results of the questionnaire survey. On the basis of consulting related literature and according to the actual situation of the survey, it is established that the sample number of this questionnaire is 133. After the questionnaire is issued, the number of questionnaires is returned to 130.

3.3 Data Processing

(1) This study uses the Windows version of SPSS20.0 statistical analysis software package to analyze the reliability of the questionnaire and Cronbach's internal consistency factors, and investigate the internal consistency of the self-filled questionnaire. The formula is:

$$\alpha = \frac{k}{k-1} \frac{\sum s_i^2}{(1-s^2)} \quad (1)$$

Where K is the total number of questions included in the questionnaire. s^2 is the variation of the total score of the test scale. s_i^2 is the variance of the total score of each test item. If $\alpha > 0.7$, researchers usually consider the data to be reliable.

(2) The validity coefficient is generally defined as the ratio of the variance from the measurement target value to the variance of the total measurement value, that is, the validity coefficient is:

$$V_x = \sigma_{T_x} / \sigma_x^2 \quad (2)$$

Among them, T_x is the target value you want to measure and σ_x^2 is the variance of the target value you want to measure.

4. Analysis of Survey Results

4.1 The Overall Status Quo of the Professional Identity of Publicly-Funded Normal Students

This paper investigates the status quo of the professional identity of publicly-funded normal students, and obtains the overall status quo of the professional identity of publicly-funded normal students through the overall questionnaire data, as shown in Table 1:

Table 1: The overall status quo of the professional identity of publicly-funded normal students

	Average value	Theoretical value
Career awareness	11.56	12
Professional values	13.48	14
Professional belonging	21.32	22
Professional competence	16.18	17
Professional behavior	13.13	14
Teacher professional identity	76.54	78

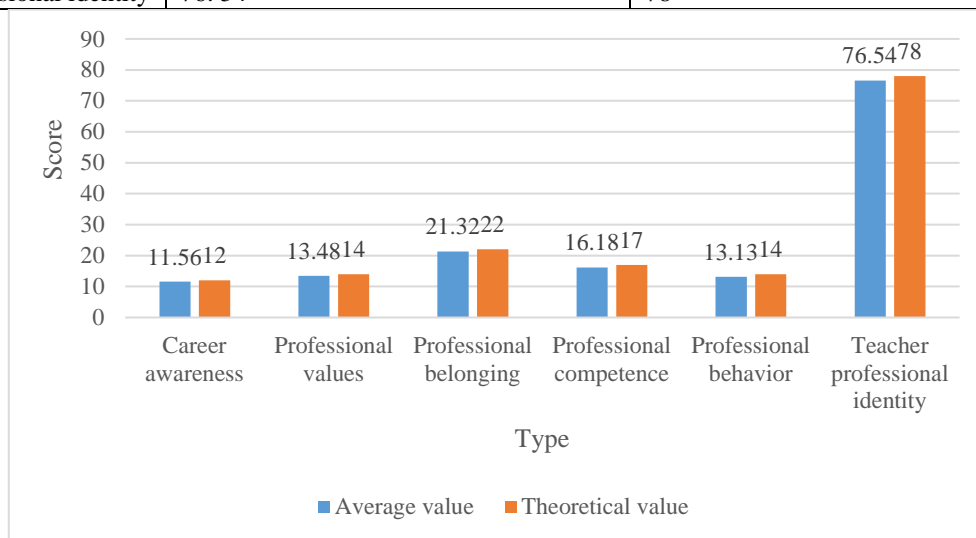


Figure 1: The overall status quo of the professional identity of publicly-funded normal students

It can be seen from Figure 1 that the dimensions of the professional identity of publicly-funded normal students and their corresponding identities are lower than the theoretical average. After reviewing the difference with the theoretical intermediary, it was also found that the corresponding level was significantly lower than the theoretical median. This shows that publicly-funded normal students have a low sense of professional identity as teachers.

4.2 Suggestions for Improving Professional Identity

This article investigates the status quo of the professional identity of publicly-funded normal students, and obtains suggestions on improving professional identity through the overall questionnaire data, as shown in Table 2:

Table 2: Suggestions for improving professional identity

	A school	B school	C school
Introduce relevant policies to increase professional treatment	45%	46%	43%
Strengthen the targeted training of free teacher students	34%	35%	37%
Guide normal students to clarify their position	21%	19%	20%

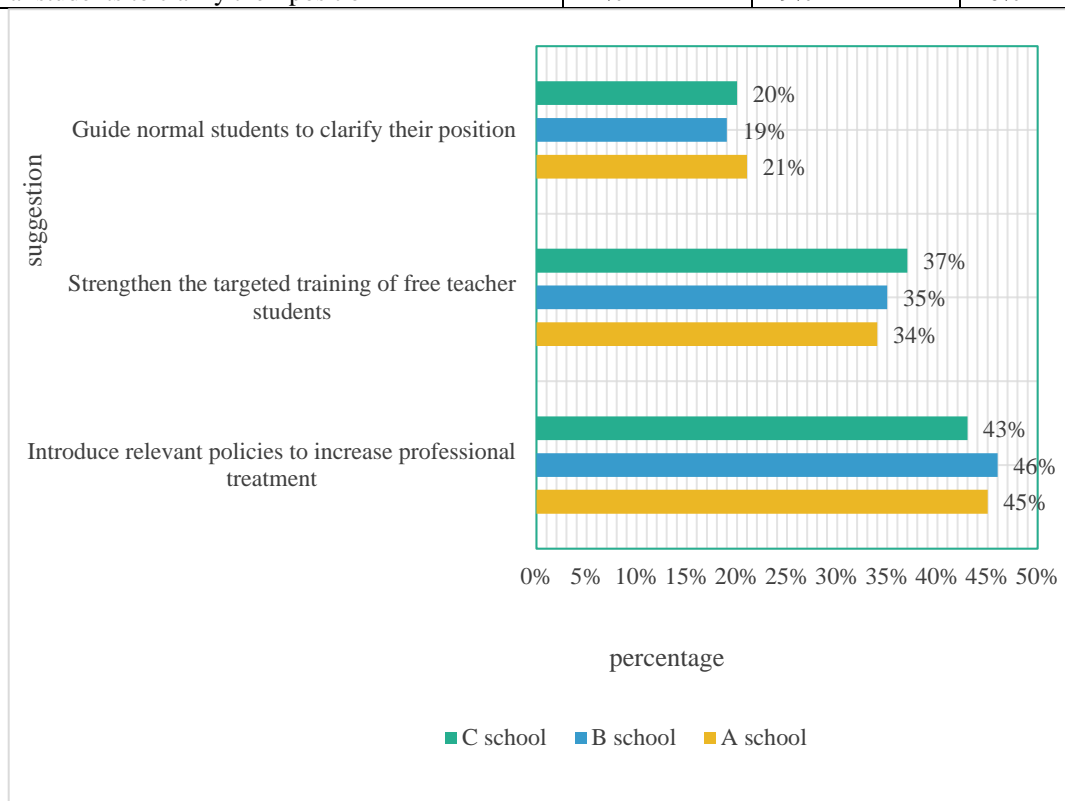


Figure 2: Suggestions for improving professional identity

It can be seen from Figure 2 that among the relevant recommendations, the introduction of publicly funded teacher-training students' policies, and the suggestion to increase professional remuneration accounted for about 45%, and then strengthening the targeted training of teacher-training students accounted for about 35%.

4.3 Specific Measures to Improve Professional Identity

(1) Improve the treatment of teachers and create a style of respecting teachers and teaching

In order to alleviate free students' worries about their future lives and give them full confidence in rural basic education, the state plays a leading role, mainly through effective measures to improve the treatment of local teachers, and support policies need to be introduced, and strengthen the attractiveness of teachers in the Midwest and rural areas, especially the treatment of underdeveloped rural areas.

(2) Introduce incentive mechanism and elimination mechanism to stimulate students' learning motivation

The state has invested a lot of manpower, material and financial resources to implement free teacher training. Its purpose is to improve the level of local teachers, achieve balanced development of education, and train future teachers who are determined to teach and teach for life. But when studying at school, some people are busy every day, and some are doing nothing all day long. Judging from the current research and the living conditions of free students, the results are not optimistic. Many students lack the enthusiasm and initiative in learning, and lack the enthusiasm for learning, leading to absenteeism, skipping classes, and ultimately being eliminated. Therefore, appropriate follow-up measures need to be taken to ensure that all students in free education can truly love learning opportunities and strictly follow the standards of good teachers. Therefore, the incentive mechanism should be used rationally to improve the level of construction of the style of study. Not only do public-funded normal students have material rewards, they also have opportunities for further studies, including postgraduate education in education. Use these motivations to improve students' competitiveness and consciously strive for higher learning opportunities. At the same time, severe penalties should be imposed on students who frequently drop out or absenteeism, and the quality of teachers should be eliminated and controlled from the source.

(3) Establish and improve teacher training courses and strengthen educational practice activities

The curriculum model strengthens the integration of arts and sciences, pays attention to cultivating the humanistic spirit and scientific quality of regular students, and offers courses in politics, economics, history, art, sports, health, consumption, and financial management. Strengthen vocational education curriculum education, especially strengthening teaching methods, education plans, educational technology, classroom education evaluation, classroom management and other educational content. In order to be more effective, create scientific and logical courses and motivate students to learn through effective teaching methods. From the perspective of curriculum settings, the key to improving the professional satisfaction of ordinary students is whether the teaching methods of professional teachers can make students feel the importance of subjects and let students feel the joy of learning. Therefore, schools should cultivate a high-quality university teacher Team, in order to stimulate students' passion for learning.

5. Conclusions

This paper studies the status and strategy of the professional identity of public-sponsored teachers in rural areas. After understanding the relevant theories, it investigates the status quo of the professional identity of rural teachers of public-sponsored teacher students identity is low, and all the basic dimensions of professional identity are lower than the theoretical median.

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