

Research on Strategies to Enhance Professional Identity of Undergraduate Preschool Education Normal College Students

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Abstract: Preschool education serves as the fundamental building block for a nation's future development, thereby rendering it crucial to enhance the professional identity of undergraduate students pursuing preschool education. This study delves into the pivotal methods of fostering this sense of identity among preschool education majors, focusing on three primary aspects: government support, institutional assurance, and individual motivation. Firstly, through government support, a conducive environment for professional growth is fostered, thereby elevating the professional status of preschool education. This involves refining the talent cultivation model, bolstering academic self-efficacy, optimizing professional training conditions, fostering emotional identification with the profession, and enhancing students' sense of belonging through strengthened curriculum-based ideological and political education. Secondly, institutional assurance creates favorable conditions for professional development and perfects professional security mechanisms. Similar to government support, this involves enhancing the talent cultivation model, bolstering academic self-efficacy, optimizing professional training conditions, fostering emotional identification with the profession, and cultivating a sense of professional belonging through strengthened curriculum-based ideological and political education. Lastly, individual motivation stimulates professional learning awareness and deepens professional sentiment in preschool education. This is achieved by enhancing professional learning engagement, promoting a drive for professional learning, devoting oneself to professional practice, strengthening professional learning motivation, practicing professional skills, and fostering self-confidence in one's profession.

1. Introduction

Preschool education is a critical period of children's growth, which affects the growth of an individual's life. Under the background of the new era, the society's requirements for preschool teachers are increasing, and the high-quality construction of preschool teachers has become the call of The Times. The policy change in Shenzhen reflects this trend. According to the implementation Plan on Comprehensively Deepening the construction of kindergarten teachers [1-2], issued by the

General Office of the Shenzhen Municipal Government, 100 percent of new teachers are required to have a bachelor's degree or above. The policy aims to enhance the quality of kindergarten teachers and improve the quality of preschool education. According to the latest statistics, the "Basic Situation of the Development of National Education in 2023" shows that there are 274,400 kindergartens nationwide, with 40.929,800 children receiving preschool education in kindergartens, 92.74% of full-time teachers have college degrees or above, and the pupil-teacher ratio is 13.32:1, an increase of 2.44 percentage points over the previous year. This data reflects that with the rapid development of China's education, the demand for high-quality talents in preschool education is increasing day by day, and improving the overall quality of teachers is one of the key ways to achieve this goal.

Preschool education is the cornerstone of the future development of the country, and it is of great significance to enhance the professional identity of undergraduate preschool education students for cultivating more excellent preschool educators. Government support, school guarantee and individual drive are the key ways to enhance the sense of identity of students in preschool education. The three parties need to work together to form a joint force and jointly promote the development of preschool education.

2. Government Support: Create a Professional Development Environment to Enhance the Professional Status of Preschool Education

2.1. Strengthen the Publicity of Preschool Education Majors and Enhance the Social Influence of Preschool Education Majors

Creating a good degree of social support is of great significance for improving the professional identity of pre-undergraduate normal college students. At present, the society has high expectations for preschool teachers, and has high standards for their dedication, professional level and ability, but it has not formed a good atmosphere of respect for teachers and education. This contradictory attitude leads to the majority of normal university students are not willing to devote their lives to the cause of education, and they are not optimistic about the normal profession. Therefore, the government and society should enhance the social status and image of preschool teachers through various channels [3-4], create a social public opinion atmosphere that respects teachers and values education, and let everyone realize that preschool teachers are talents with professional training and professional skills, rather than the traditional and stereotypical concept of "preschool teachers are babysitters". Increasing the propaganda of preschool education and changing the narrow professional understanding of the society can significantly enhance the vocational sense of belonging of undergraduate preschool education students, enhance their willingness to teach, and then promote the continuous progress in the field of preschool education [5-6].

2.2. To Formulate the Verification Standards for Kindergarten Teachers and Increase the Number of Kindergarten Teachers

It is of great significance to increase the number of preschool teachers and improve the welfare benefits to enhance the professional identity of undergraduate pre-school normal university students. At present, the problem of teacher staffing and treatment has become an important factor restricting the construction of kindergarten teachers. The significant difference in treatment between non-staffing teachers and regular teachers not only affects the sustainable development of public kindergartens, but also has a negative impact on the attraction and retention of preschool education professionals [7-8]. Government units should give full consideration to the needs of the development of preschool education, ensure the staffing of public kindergarten teachers, gradually

increase the number of kindergarten teachers and staff, and fill the gap in the staffing of kindergarten teachers. This will effectively stimulate normal university students' recognition of preschool education and promote the influx of preschool education professionals.

2.3. Increase Financial Input in Preschool Education and Improve the Salary of Preschool Teachers

At present, there is a widespread phenomenon that preschool teachers' salary and social status are inferior to other teachers, which makes students' professional identity of preschool teachers relatively low. Salary is an important source of life, and it is also a key consideration for college students to choose a career. The higher the salary level, the more likely it is to stimulate preschool teachers' intention to choose a career. Therefore, it is imperative to effectively implement the salary, welfare and legal status of preschool teachers and call on the whole society to pay attention to the development of preschool education. In particular, the help of remote rural areas, and strive for the welfare of preschool teachers, to a certain extent, can actively change the uneven distribution of educational resources in our country, and promote the healthy development of preschool education.

3. School Security: Create Professional Development Conditions, Improve the Professional Security Mechanism

3.1. Improve the Talent Training Model and Enhance Academic Self-Efficacy

Professional identity and academic self-efficacy influence and promote each other. Colleges and universities should take training high-quality talents as the goal, and constantly enhance students' academic self-efficacy, so as to promote their learning motivation and enthusiasm, and finally realize their own sustainable development. First of all, colleges and universities should shape their professional teaching characteristics from multiple perspectives, comprehensively improve the quality of talent training, and strive to enhance students' professional identity by formulating comprehensive talent training plans, optimizing the structure of professional courses, building high-quality teacher teams, and further promoting the cooperation between schools and enterprises. Secondly, schools need to promote teaching reform to improve students' learning performance. For example, innovative teaching methods such as situational teaching and action-oriented teaching are integrated into the teaching design, and a variety of new teaching modes are actively explored to stimulate students' awareness of active learning, strengthen team cooperation and exploration ability, so as to improve students' learning effectiveness; Third, schools should establish a reasonable and effective learning evaluation system, establish a scientific and feasible evaluation scheme and improve the academic examination evaluation mechanism, so as to enhance the learning effect of students. For example, teachers can adopt a variety of assessment methods, such as teacher assessment, group mutual assessment, student self-assessment and kindergarten assessment, etc., to achieve the diversity of assessment subjects. In terms of the evaluation content, we adhere to the principle of "promoting learning by evaluation", evaluate students according to their learning content, initiative and participation, encourage students to find and make up for their shortcomings, enhance their learning results, and establish a reasonable and effective performance assessment system to scientifically evaluate their teaching effects, so as to promote the steady improvement of teaching quality. Fourth, schools should use the power of example to stimulate students' interest in learning. Such as regularly displaying the learning experience of outstanding students and the career achievements of outstanding graduates, or setting up a teacher model on campus, supplemented by preaching education, to influence normal students in a subtle way. Finally, according to the principle of behavioral reinforcement, students who have made exemplary behaviors in social

practice should be commended in time to improve their professional love, and at the same time play an encouraging role for other normal university students.

3.2. Optimize Professional Training Conditions and Enhance Professional Emotional Identity

For undergraduate pre-school normal students, it is not only necessary to accumulate professional knowledge and skills, but also to make full use of pre-service education resources to cultivate professional affection, professional responsibility and identity of pre-school normal students. First, colleges and universities should be based on market orientation, meet the requirements of preschool education post ability, adhere to the "Professional Certification Standards for Preschool Education" and "Professional Standards for Kindergarten Teachers (Trial)" as the guiding ideology, scientifically set up preschool professional curriculum system, and reasonably arrange the proportion of theoretical courses and practical courses, so that students can learn scientific and reasonable professional courses. Deepen the understanding of the profession, stimulate the professional emotion, strengthen the professional will, and finally produce the professional behavior; Second, arrange professional practice activities reasonably. Normal colleges can provide multi-level internship opportunities by building internship education bases or cooperating with external resources, and carefully abide by the provisions of the "Professional Certification Standards for Preschool Education", and make reasonable plans for the internship duration and content of undergraduate preschool education normal students; Third, improve the material conditions of undergraduate pre-school education students. Schools should provide sufficient training rooms and training conditions for pre-school normal students, allocate a reasonable amount of training equipment, and strive to make the best use of talents and talents to achieve the maximum goal of reasonable allocation of resources, so that normal students can "develop" in learning and practice.

3.3. Strengthen Ideological and Political Education in the Curriculum to Cultivate Students' Sense of Professional Belonging

Strengthening curriculum ideological and political education is very important to improve the training quality of preschool education professionals and firm their future employment choices. Colleges and universities need to focus on strengthening curriculum ideological and political education, so as to promote the cultivation of students' professional identity and enhance their sense of belonging to the major. First of all, strengthen the employment guidance of normal college students, strengthen the professional cognition of normal college students and clarify the professional development path. The school shall establish a sound employment guidance system and provide corresponding employment guidance services according to the academic year and stage of the students. For example, the curriculum oriented by "employability cultivation - career planning - employment skills improvement" is set up to ensure that the content is systematic and consistent. At the same time, taking into account the professional field and the individual needs of students, we provide customized internship and job search guidance, aiming to help normal university students deeply understand themselves, clear career direction, and improve their job search ability. Secondly, we should build a perfect teachers' ethics curriculum system to deepen students' emotional input to their majors and improve their enthusiasm for learning. Normal colleges can refer to the advanced practice in the industry and integrate teacher ethics education into the course design and teaching activities, for example, by setting up special teacher ethics courses or infiltrating teacher ethics education elements in the teaching of various subjects, which will have a profound and lasting impact on undergraduate preschool normal students. Finally, to improve the practical teaching system, through the establishment of a comprehensive and systematic practical

education system, reasonable and standardized arrangement of students' professional practice activities, colleges and universities can greatly improve the training effect of preschool education professionals, help students in the future career to achieve better development.

4. Individual Drive: Promote Professional Learning Consciousness, Enhance Professional Emotions in Preschool Education

4.1. Improve Professional Learning Engagement, Promote Professional Learning Drive

Undergraduate pre-school education students should pay attention to improve the degree of professional learning, broaden the breadth of knowledge, and strive to build a professional thinking model. First of all, normal university students should pay attention to solid professional basic knowledge, broaden knowledge horizon, and pursue knowledge breadth and depth of learning, which can effectively exercise the ability to think from diversified perspectives, and flexibly use professional knowledge and professional skills to solve problems, so as to promote professional learning drive. Secondly, normal university students should strengthen the cultivation of their own quality and improve their comprehensive ability. Education is related to the future development of the country and the nation, so normal university students should not only master the basic knowledge of the corresponding disciplines, but also pay attention to the frontier development of the corresponding disciplines, but also know how to teach these disciplines to students efficiently. Finally, normal university students should establish the concept of lifelong learning, learning to analyze new situations and new situations, and constantly try to apply various new knowledge and technologies, so as to avoid the embarrassing situation that they cannot solve problems, thus reducing their professional identity, or even falling behind The Times and being eliminated by The Times.

4.2. Devote to Professional Practice Content and Strengthen Professional Learning Motivation

Necessary professional practice is the key to expand professional knowledge and strengthen professional learning motivation, which plays a decisive role in the choice of future career. Taking a preschool psychology class in a university as an example, this paper uses in-depth interviews and questionnaires to explore the students' cognition of professional practice during educational practice and their characteristics in professional identity and self-efficacy. The research reveals that although some pre-undergraduate education students occasionally face the problem of low professional identity or uncertain career will, if they can continue and seriously study hard to improve their ability, it can not only enhance their professional identity to some extent, but also effectively improve their professional skills. Thus, they can reduce their negative evaluation of their own ability and further enhance their professional self-efficacy. Thus, we can clearly recognize that when normal university students actively integrate into professional practice activities, through interaction with the society, in-depth understanding and providing services to the society, they can not only gain intuitive experience and understanding, but also clearly realize the personal value satisfaction brought by their own major, and thus deepen the emotional connection to the preschool education major.

4.3. Cultivate Professional Skills and Enhance Self-Professional Confidence

The breadth and depth of professional skills of normal university students in pre-undergraduate education are not only the key to conducting teaching research and technological innovation, but

also the basis for enhancing professional self-confidence. The "universality" here refers to the wide range of knowledge and the perfect structure of professional knowledge in preschool education; "Depth" refers to the ability of undergraduate pre-school normal school students to examine the doubts and difficulties in the teaching content from a high perspective, give scientific answers on the basis of in-depth research, seriously reflect on the professional knowledge and technology they have learned from a critical perspective, and complement and improve their ability to create new knowledge and technology.

5. Conclusions

Preschool education plays a pivotal role in children's growth, influencing their lifelong development. In today's era, society's demands for preschool teachers are escalating, necessitating a focus on their high-quality development. National statistics reveal a surge in kindergartens and preschoolers, with most full-time teachers possessing college degrees or higher. This highlights the growing need for high-quality preschool educators, emphasizing the importance of enhancing teachers' overall quality. Additionally, enhancing the professional identity of undergraduate preschool education students is crucial for fostering exceptional educators. Government support, school guarantees, and individual motivation are key to fostering students' sense of identity in preschool education, requiring collaboration from all three parties to promote the field's development.

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