

A Cross-Cultural Comparative Study of the Identity of Chinese and American Pre-Service Physical Education Teachers

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Abstract: With the development of the globalized economy, China's diversified culture, ideas and educational concepts are gradually developing towards internationalization, among which pre-service physical education has gradually become a key content of international competition. Pre-service PE teachers are in the initial period of educational development, and the identity of PE teachers is still in a vague stage, that is, the lack of clear identity determination, self-identity, emotional identity and cultural identity, and no understanding of the profession of PE teachers. Not conducive to the development of physical education after college birthday. Therefore, colleges and universities should pay full attention to this issue, take the initiative to help students understand the profession of physical education teachers, cultivate students' identification with physical education teachers, improve the core qualities of physical education of students, and strengthen the professional skills of physical education. This article elaborates the basic concepts of identity, analyzes and compares the path of pre-service physical education teachers' identity identification between China and the United States, and explores the path of building pre-service physical education teachers' identity. It aims to provide a reference for helping China's physical education develop better and faster.

1. Introduction

To a certain extent, the pre-employment physical education teacher identity is a specific recognition and planning of his own future education career. It is also an emotional identity and an ideological and cultural level of physical education teachers. It is a kind of self-development in the future. Scientific positioning. Clarifying the goals of physical education and recognizing the professional identity of physical education teachers can further help students improve their future job planning, so that students have clear goals and directions for their efforts, and then continue to improve their physical education skills, providing a strong and strong backing for the development of physical education in China. At present, with the increasingly internationalization of educational ideas and culture, the level of physical education has gradually become an important indicator of measuring international competitiveness. Therefore, our country should deeply understand the importance of pre-service education, deepen humanistic care, cultivate students to recognize the professional identity of physical education teachers, help strengthen students' awareness of professional identity of physical education teachers, and enhance students' confidence in the cause of physical education.

2. Identity

Identity is a cultural concept, which mainly refers to personal level identity and social cultural level identity. In short, identity is a kind of psychological identity and emotional identity of an individual's own life plan. It is an important way to clarify the future development direction and correctly understand the positioning of life. At a conceptual level, identity is a conceptual theory

based on a ideological level in Western culture. It is a self-awareness and affirmation of oneself, mainly including cultural identity and national identity. Under the impact of the current diversified ideology and culture, individuals have different cultural subjects. At this time, in order to fully adapt to the development of social diversified culture, individuals need to strengthen their cultural beliefs and identify themselves. At the cultural level, when the individual is in the process of self-identification, due to the integrated operation of the relevant cultural institutions, the individual actively or passively participates in cultural practice activities, and thus realizes his own identity. In fact, self-identity emphasizes more on self-psychological and physical identity, and more on the theory of unity of knowledge and action. It is an individual's whole-hearted self-value identity from psychology to body, which is the best embodiment of personal value sublimation.

3. Cross-Cultural Comparative Analysis of the Identity of Pre-Service Physical Education Teachers in China and the United States

3.1 The Training Model of Pre-Service Physical Education Teachers in the United States

3.1.1 Cultivation of Target Multidirectionality

The training objective is an important element for the pre-service training of physical education teachers, and it is also the prerequisite for developing a training medium for physical education teachers. As far as the current situation is concerned, the pre-employment training objectives of American physical education teachers are more directional, and there is no clear stipulation on the future professional development direction of students. The training scope for students is wider and more comprehensive. In the process of training pre-service physical education teachers in the United States, it will provide students with a variety of professional development directions, such as physical education teachers, junior physical education teachers, disabled physical education teachers and other types of physical education teachers. Quasi-identity positioning, and then realize identity recognition.

3.1.2 Openness of Training Mechanism

As far as the training of pre-service physical education teachers is concerned, the United States does not have a professional physical education teacher training college. Normally, the physical education teacher training activities are carried out through university education colleges, and the training mechanism is somewhat arbitrary. The training mechanism for pre-service physical education teachers in the United States is generally closely connected with the bachelor's degree, and the physical education teacher training courses are integrated with each other, among which the teachers of the education theory course are the teachers. Under this training mode, students can master more educational theoretical knowledge, enrich theoretical practice, help expand knowledge, strengthen learning ability and adaptability, and promote the realization of physical education teachers' identity.

3.1.3 The Curriculum is Biased Toward Theory

Curriculum setting is the core content of the training of physical education teachers, and it is also the fundamental way to successfully carry out teacher training. The training courses for physical education teachers in the United States are set separately by the state governments, and the federal government has no right to intervene. Under normal circumstances, American physical education teacher training courses mainly include education science courses, subject science courses, professional technical practice courses, etc. Some schools will also offer cultural and art courses, which shows that the content of American physical education teacher training courses is more comprehensive and extensive, Pay more attention to the comprehensive development of students, and theoretical courses occupy a large proportion.

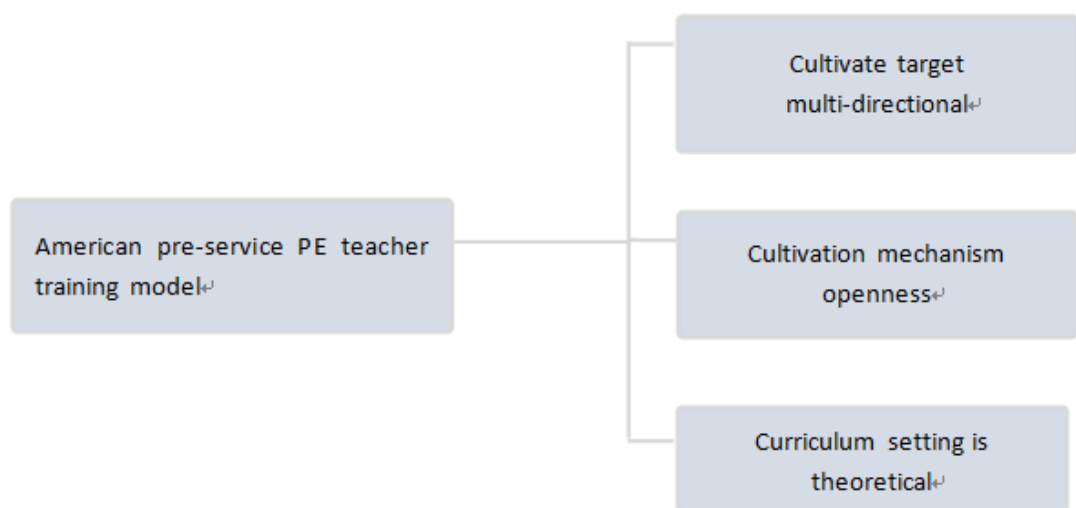


Fig.1 Training Model for Pre-Service Physical Education Teachers in the United States

3.2 Training Model of Pre-Service Physical Education Teachers in China

3.2.1 Training Goal Unity

With the continuous deepening of education reform, the diversified education system has gradually become an important direction for the future development of sports in China. It emphasizes that schools should pay attention to the training of professional sports teachers, enrich the teaching content, help students develop comprehensively, and train multi-functional and compound excellent sports teachers. . However, from the current point of view, compared with the US physical education teacher training goals, China 's pre-service physical education teacher training system has a clearer positioning and a single goal. Managers are the goal, etc. All in all, China has more traditional thinking in training pre-professional sports teachers, and the training mechanism is relatively backward. It is not enough to help students deepen their identification with pre-service sports teachers.

3.2.2 Closeness of Training Mechanism

China has always adopted the teacher training model in the training of physical education teachers. According to the school registration, it is used to train primary and secondary school physical education teachers. The education mechanism is well-defined and relatively fixed. Under this education model, physical education teachers have extremely limited access to knowledge and students. In a closed physical education training environment, it is difficult to further psychological and emotional identification of the professional identity industry of physical education teachers, which makes students lack clear recognition of pre-service physical education teachers, resulting in students facing the process of identification of pre-service physical education teachers. Suffering from a difficult situation and going on with this situation is not conducive to the long-term development of China's physical education.

3.2.3 Diversity of Course Content

With the continuous deepening of education reform, the quality education model has become the core concept of China's new era education. This education model emphasizes that schools should not only pay attention to the individual development of students, but also gradually improve the education curriculum system, expand the scope of knowledge, and improve the comprehensive quality of students. To provide more excellent socialist successors for social construction. At present, in terms of the training of pre-service physical education teachers in China, physical education curriculum focuses more on the combination of theory and practice, attaches importance to the correct guidance and cultivation of students 'life values and ideological values, advocates quality education, and improves students' comprehensive quality and Cultural literacy is an important goal of physical education.

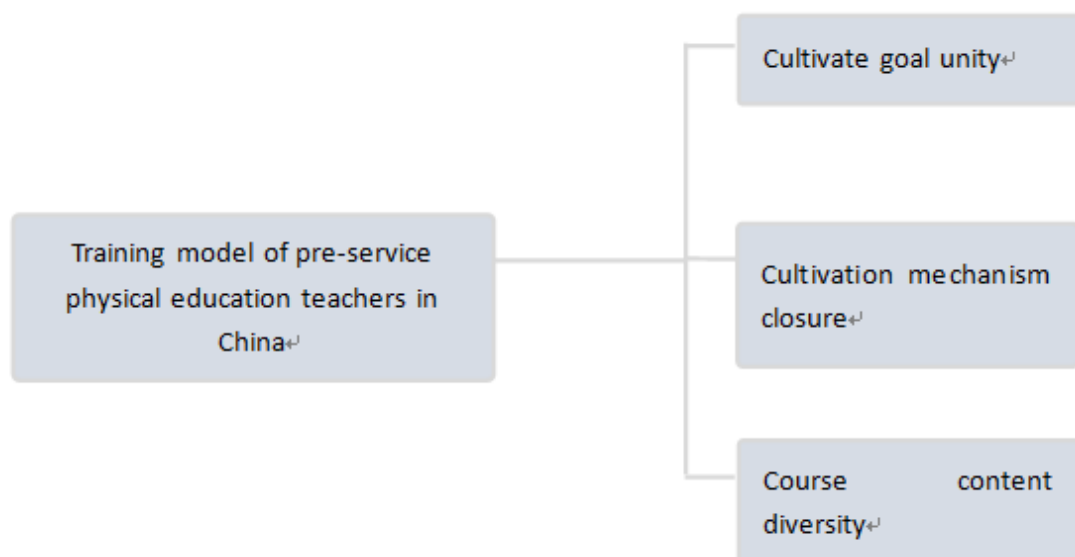


Fig.2 Training Model of Pre-Service Physical Education Teachers in China

3.3 Comparison of Differences between Chinese and American Pre-Service Pe Teacher Training Models

Based on differences in culture, ideology, and other aspects, there is a large number of tea identities for pre-service physical education teachers between China and the United States, mainly reflected in differences in training goals, training mechanisms, and curriculum. First of all, the training objectives of American sports teachers are multi-directional, allowing students to develop in many ways, such as disabled sports teachers, junior sports teachers, etc., the education concept is relatively open, and students can be competent for multiple sports. China's training objectives are relatively fixed, and more emphasis is placed on special development. Most students are only proficient in one of the sports work, which affects the long-term development of physical education. Second, the multi-directional physical education teacher training mechanism in the United States provides students with more choices. The opportunity can effectively balance the overall teaching level of physical education, and the training mechanism has a certain flexibility, can adapt to social development trends at any time, and is beneficial to social construction. In China, the training mechanism of physical education teachers is more restrictive, mainly adopting the traditional education model to cultivate students' comprehensive qualities, and the individual development effect of students is not large; finally, the physical education curriculum in the United States is more comprehensive and focuses on theoretical teaching, and sports technology courses occupy the proportion of class hours Smaller. China's physical education curriculum pays more attention to the improvement of students' individual qualities and core physical qualities. The curriculum planning will focus on ideological and political education courses, but the physical education theory curriculum is still not enough attention, which may cause students to lack professional sports knowledge and practice Problems such as lack of ability are not conducive to students' identification with pre-service physical education teachers.

4. Cultivating Pre-Employment Physical Education Teachers' Identity Construction Path

4.1 Enhance Students' Professional Beliefs

Belief is an individual's recognition and motivation for their own behavior and professional identity, and it is also a necessary means to cultivate students' identity for pre-service physical education teachers. Under the impact of diversified ideas and culture, colleges and universities in China should pay attention to the work of student sports identity identification. Through a series of rationalized and scientific education measures, students should further understand the profession of sports teachers, from psychological, emotional and behavioral aspects. Recognize the professional

identity of physical education teachers, help students to clarify their goals in life, and promote their comprehensive development. On the one hand, guide students 'ideological values in a timely manner, position and carry out physical education themed activities, invite excellent primary and secondary school physical education teachers to give lectures, share teaching experiences, and further improve students' correct understanding of physical education teachers, enhance value recognition and professional belief; on the other hand, In the process of cultivating pre-service physical education teachers, we must focus on the development of pre-service physical education teachers, follow the basic principles of pre-service physical education teachers' identity, and gradually strengthen the professional beliefs of pre-service physical education teachers.

4.2 Construct and Perfect Physical Education Curriculum System

On the one hand, colleges and universities in China should build and improve the physical education curriculum system, emphasize the importance of physical education teachers' education courses, increase the proportion of education courses, and at the same time understand the physical and mental growth characteristics of primary and middle school students, master their growth laws, and gradually deepen physical education education courses Content, sublimate the educational significance of physical education teachers 'courses; on the other hand, colleges and universities should change the training concept of physical education teachers, so that the theoretical knowledge of physical education can be connected with actual physical education, and make physical education teachers' courses more specific. In addition, colleges and universities should guide pre-service physical education teachers to recognize the professional identity of physical education teachers, let pre-service physical education teachers recognize the diversity and complexity of physical education, deepen their understanding of physical education teachers, and then gradually recognize the professional identity of physical education teachers to achieve identity.

4.3 Provide an Effective Identity Negotiation Platform

Before entering the field of education, pre-employment sports teachers' understanding of the profession of sports teachers will often be rich in ideal colors, and it is expected that the actual situation will be consistent with their ideal sports teachers. However, when pre-employment physical education teachers really entered the school, they found that their original physical education concepts and actual situations were not suitable. At this time, a period of entanglement and contradictory psychological activity would occur. This activity process can be called a negotiation process. In the negotiation process of pre-service physical education teachers, in order to promote the identification of pre-service physical education teachers, colleges and universities should provide an effective negotiation platform for them, strengthen psychological guidance, help pre-service physical education teachers establish correct values and thoughts in life, and strengthen Physical education teacher identity.

4.4 Establish Professional Identity Channels

Colleges and universities should establish channels for professional identification of physical education teachers, promote the effective construction of a community of professional physical education teachers, build a good communication platform for pre-employment physical education teachers, promote diversified ideas, cultural exchanges and development, and increase pre-employment physical education teachers' recognition of professional identity. When constructing channels for the identification of physical education teachers, it is necessary to unify the values of physical education, establish correct standards, and help pre-service physical education teachers form scientific and positive values. At the same time, we should actively encourage pre-service physical education teachers to share teaching experience and personal feelings with each other, build a useful bridge for the unification of ideological values, and form a common sense, which helps pre-service physical education teachers to speed up the identification of physical education teachers.

5. Conclusion

In summary, with the rapid development of the globalized economy, the pressure of international competition is becoming increasingly fierce, and the quality of physical education has also become an important indicator of international competition. Therefore, in order to continuously improve China's international competitiveness, domestic colleges and universities should pay full attention to the training of pre-service physical education teachers, take rich emotions, clear teaching concepts and ideological values as the fundamental driving force, and guide pre-service physical education teachers to form correct physical education concepts. Position the teaching concept of physical education teachers and gradually recognize the professional identity of physical education teachers.

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