Research on the Coupling Between the Career Identity of Normal School Students and the Construction of Ideological and Political Education in Primary and Secondary Schools

Peng Hongmei
Nanchang Normal University, Nanchang, China

Normal school students are a special group, who moonlight as teenagers of the era and the future teachers. They are classified as receivers and disseminators of education. The special identity of normal school students dictates that they are possessed of extraordinary career identity which is closely coupled with work related to ideological and political education in primary and secondary schools. It is the career identity of normal school students that provides ideological and political education in primary and secondary schools with consistency, stability, high efficiency and standardization.

Keywords: normal school students, career identity, ideological and political education, coupling

Introduction

Teenagers are the future of the motherland, which means that only when the teenagers are hopeful for themselves will the country be promising in the future. If the teenagers want to establish correct outlook on life, world, and value, it is indispensable to offer them ideological and political education. Moreover, it is an integral part to cherish high career identity for normal school students if people hope to accomplish the ideological and political education. Likewise, the improvement of career identity of normal school students is inextricably connected with the identity agreement of themselves.

Particularity of Normal School Students’ Identity

Viewed as the Combination of Teenagers of the Era and Future Teachers of the Society

Normal school students are a special group, who are thought as students and graduates with the major of teaching in universities and moderate speciality schools from the connotation of the concept. They are the young generation of the society. Their major is about education and will work on teaching or management in schools or teaching institutions at various levels after graduation. Therefore, they are candidates of future teachers and reserve forces of teachings staff. Normal school students are experiencing the period to develop and establish the values as teenagers of the age. Accordingly, it is awfully important to pay attention to the development of the values in this period. Then, the question of how to take action to achieve the above goal can naturally manifest its importance. Since the cultivation of values for normal school students in the new age is a

Peng Hongmei, lecturer, Nanchang Normal University, Nanchang, China.
Correspondence concerning this article should be addressed to Peng Hongmei, Nanchang Normal University, Ruixiang Road, Nanchang Economic and Technological Development Zone, Nanchang, China.
Critical section, it is even related to the value orientation of the whole society.

**Normal School Students Moonlight as Receivers and Disseminators of the Ideological And Political Education of the New Age**

On the one hand, normal school students are still those studying in schools and receiving all kind of education there, including ideological and political education. They learn knowledge continuously to enrich their learning and set up their own outlook of life, world, and value. On the other hand, as a member of the future teachers of the society, normal school students are reserve talents of the teaching group. After graduation, they can choose to enter the educational sector independently so that they need to undertake the responsibility of imparting knowledge and solving problems as disseminators, thus exerting influence on the development and cultivation of the values of young students in numerous generations.

**Importance of Career Identity for Normal School Students**

It is the special characteristic of the normal school students’ identity that dictates the importance of the career identity. Thus, the importance of career identity of normal school students is closely linked to the special identity.

**Teaching Identity of Normal School Students Affects the Quality of Teachers in Primary and Secondary Schools**

Normal school students are main source of teachers in primary and secondary schools. With the development of the age, education in normal schools has also achieved corresponding development. Firstly, there is an increase of majors of normal category, such as Chinese language and literature, history, ideological and political education among nearly 20 majors. Secondly, the cultivation of students with the major of teaching is not only limited to normal schools. Namely, graduates with relevant majors in non-normal schools can also be classified as normal school students by studying the stipulated subjects and passing the standard of the examination. Thirdly, the source of teachers in schools and institutions at various levels isn’t merely from normal school students. Those non-normal school students are able to be employed as teachers after acquiring teaching certificates. Finally, the employment orientation of normal school students isn’t exclusively fixed on the teaching sector any more. Therefore, innumerable normal school graduates choose to foray into other lines. In spite of drastic changes in relevant education, the main source of teachers comes from normal school students in schools and institutions at various levels of China. Thus, normal school students cover a wide range of aspects in the education of primary and secondary schools. Moreover, the career identity of normal school students has enormous influence on the education in primary and secondary schools, especially the ideological and political education of these schools. Consequently, the career identity of normal school students is of great significance.

**The Career Identity of Normal School Students Affects the Teaching Quality of Teachers**

Normal school students, who moonlight as receivers and disseminators of ideological and political education, have to achieve wonderful performance in the former receiving process if they want to disseminate it effectively in the latter stage. Only when they take it seriously can they truly achieve the goal of abiding by the rules inward while putting them into practice outward, so as to play a good role as disseminators and complete the work of ideological and political education in primary and secondary schools. Furthermore, as for the problem whether normal school students can be qualified as receivers of ideological and political receivers, the career identity is attached to remarkable importance.
The Career Identity of Normal School Students Affects the Development of Teaching Major

With the development of education, it is required that teachers should be more professional, because the society needs the teachers to keep pace with the trend of era and enrich their knowledge continuously in its development. The application of new media requires teachers to keep learning new skills and become more professional. Additionally, teaching groups are supposed to improve themselves constantly if they hope to adapt to the development requirements of education, society, and new media. Besides, as reserve talents of the teaching group, normal school students will preponderate in this group after graduation. Thereupon, the degree of their career identity will directly affect their motivation to improve themselves and then exert influence on the development speed of the major in teaching.

The Career Identity of Normal School Students Affects the Stability of the Teaching Group

As is the saying goes, “thoughts go faster than action”. If teachers wish to achieve outstanding performance in teaching and education, they have to entertain advanced educational concept and ideology. The career identity of normal school students is inextricably linked to the educational concept and ideology after they work as teachers in the latter stage. The stronger the career identity is, the higher the adaptability, happiness index and stability will be.

The Career Identity of Normal School Students Affects the Social Development

The country prospers with the development of education. The stronger the education is, the more powerful the country will become. The development of education is put into the first place all the time. Because normal school students are a group combined with the identities of teenagers and reserve talents in teaching, the value orientation of teenagers not only determines the value orientation of the whole society but also affects the value orientation of teenagers in lots of generations. Accordingly, the career identity of normal school students functions as a bond with the both sides. The stronger the career identity of normal students is, the more positive the value orientation of the society will become. The same can be applied to the opposite occasion.

The Coupling Between the Career Identity of Normal School Students and Ideological and Political Education in Primary and Secondary Schools

The career identity of normal school students means their opinions toward factors including the teacher’s identity, target of teaching profession, belonging and value, the requirements about teaching profession and the consistency of the expectations from the country and the society. It refers to their approval or agreement on the views or understanding of others or certain groups about teaching profession. Career identity of teachers is the psychological basis for teachers to do a good job and achieve their goals.

The Career Identity of Normal School Students Ensures the Sustainability of Ideological and Political Education in Primary and Secondary Schools

Career identity of normal school students has influence on whether they can motivate themselves to take the initiative to study ambitiously after they work as teachers. It is a holy position to be a teacher who needs to take on various responsibilities and meet lots of requirements and expectations. As a group full of reserve talents in teaching, normal school students have to learn all kinds of expertise actively and master varieties of practical skills in teaching. Thereupon, career identity is similar to a warranty which is capable of stimulating the internal enthusiasm of normal school students to learn miscellaneous knowledge and skills actively. Therefore, it belongs to a kind of internal driving force. If normal school students cherish strong career identity,
they will be truly fond of their future position. The higher the internal stimulated motivation is, the stronger the urge for development and the longer the stimulated time will become. In addition, the ideological and political education in primary and secondary schools is a continuous process, which manifests the spiral escalation in the unit of “theme”. The continuation of the ideological and political education in primary and secondary schools is consistent with the internal driving force aroused in the career identity of the teaching profession. What the career identity provides is the driving force and continuous power for the ideological and political education in primary and secondary schools, thus ensuring the continuity of education.

**The Career Identity of Normal School Students Improves the Stability of the Ideological and Political Education in Primary and Secondary Schools**

On the one hand, ideological and political education in primary and secondary schools is a whole made up by plenty of single thematic units, which requires relatively higher stability in practice. On the other hand, the career identity of normal school students is also a kind of self-approval. They gradually achieve the approval between the external identity and the future profession in addition to the self-improvement through their agreement for the inner egos. Moreover, the self-values can also be materialized through the self-approval. In the process of self-approval, normal school students gradually search for the relationship between the subjective and objective egos in addition to seek for the balance among ego, id, and superego. Then, they will be clearer about the role definition and agree about the identity and profession by looking for a sense of belonging, including the psychological sense of belonging, professional sense of belonging and social sense of belonging. It is precisely because of the sense of belonging that offer an effective cure for the improving the stability of ideological and political education in primary and secondary schools.

**The Career Identity of Normal School Students Strengthens the Efficiency of Ideological and Political Education in Primary and Secondary Schools**

The career identity of normal school students is classified as a kind of driving force which is able to urge the normal school students to learn varieties of professional knowledge and have a good grasp of myriads of practice skills in teaching actively. The spirits of being active and enterprising can also effectively arouse the innovative awareness of normal school students in the aspect of enhancing their teaching skills, in addition to helping them be well-prepared including psychological construction before they entering the working position. Thus, they can be in wonderful teaching condition rapidly after they are officially engaged into the teaching line, thus helping them better accustomed to the working environment and requirements, qualified for all kinds of tasks and challenges and then improve the efficiency of the working process.

**The Career Identity of Normal School Students Ensures the Standardization of Ideological and Political Education in Primary and Secondary Schools**

Since the normal school students are reserve talents for the teaching group, their career identity affects the professional ethics in the future. If people hope to implement the ideological and political education in primary and secondary schools in an effective way, the source of normal school students has to be highlighted. Then, it requires that they have to start from the source of ideology of the normal school students. In this way, the career identity is exactly the ideological source of it, which consists of the identity of normal school students for the content and form of teaching, way and method of education. Therefore, it can lay a solid foundation for the standardization of the ideological and political education in primary and secondary schools.
Conclusion

Apart from the coupling between the career identity of normal school students and the ideological and political education in primary and secondary schools, it is still extremely important in the development of teaching profession, educational development of the country and the social development. However, there is still a generally low career identity among normal school students. A majority of normal school students are not interested, positive, or passionate about the teaching industry. There is even a tendency of escaping from the profession among a large number of normal school students. The reason why they choose to act as normal school students is that they want to view it as a way of being admitted into universities. Therefore, they aren’t willing to work on sectors pertinent to teaching. What accounts for the generally lower career identity of the normal school students? It is worthy of profound thinking about the reasons. Then, how to improve the career identity of normal school students? It is worth further discussing as well.

References

Cheng, J. Y. (2018). Research based on the sense of identity of teaching profession among normal school students. *Intelligence, 41*(5).
Lin, Y. G., & Feng, H. (2013). Empirical research on the career identity of teaching profession among normal school students. *Research on the Educational Development, 34*(10).
Ren, W. W. (2012). Research on the career identity during the process of identity construction of the normal school students. Master’s thesis of Jiangxi Normal University.