

A Study on Professional Identity of Teachers of Chinese International Education

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Abstract. With the continuous development of the globalization of the Chinese language craze, the profession of teaching Chinese as a foreign language is more and more well-known. As Chinese teachers who teach in a multicultural environment, their professional identity has gradually become a topic of concern. This paper takes full-time teachers of Chinese international education as the research object. With the help of existing survey data in the academic field, this paper makes an in-depth discussion and interpretation of their development status. It found that the professional identity of teachers of Chinese international education is in a relatively negative state in all dimensions. Based on the current situation, the paper gives a reasonable analysis of the reasons, and believes that social evaluation, salary level, working environment, career development path and other aspects have a negative impact on the professional identity of teachers of Chinese international education. Based on the reasons, the paper also gives suggestions on feasible measures from the government, society and other aspects, so as to provide a reasonable path for the future career construction of teachers of Chinese international education.

Keywords: Professional identity; Teachers of Chinese international education; The popularity of Chinese.

1. Introduction

With the "One Belt, One Road" Initiative, the 'Chinese language craze' continues to rise worldwide, and with the increasing demand for teachers of Chinese international education, people are paying more and more attention to this profession [1]. The professional identity of teachers of Chinese international education has become an increasingly frequent topic of discussion in the academic circle. Up to now, education circles and English as a second language teaching circles, which can be used as a reference for teaching Chinese as a foreign language, have made a lot of research on the topic of teachers' professional identity. Among them, the education circle includes Wang Jiao and Liu Xiaoming's *Redemption of Teachers' Low Professional Identity and Reconstruction of Life Meaning* Li Xiaoying and Yan Hanbing's *Model Construction and Scale Compilation of Teachers' Professional Identity* and so on [2,3]. English as the second language teaching circle includes Ling Cheng's *The Implications of EFL/ESL Teachers' Emotions in Their Professional Identity Development*, Zhaopeng Xing's *English as a Foreign Language Teachers 'Work Engagement, Burnout' and Their Professional Identity* and so on [4,5]. In the Chinese international education circle, the professional foreign language teachers' professional identity investigation analysis also is somewhat lacking. There is a bottleneck in the career development of Chinese international education teachers who are in the burnout period. Therefore, this paper attempts to take the professional identity of full-time teachers of Chinese international education as the starting point and explore the causes of this situation in depth.

2. Definition of Professional Identity

Teacher professional identity refers to teachers' cognition and attitude towards their professional identity, which is formed by teachers' practice and reflection based on work requirements, work practice and interpersonal interaction [6]. "Professional identity" is a fundamental factor affecting teachers' teaching results and is considered the core of teachers' professional development [7]. Therefore, understanding and mastering the development status and influencing factors of teachers'

professional identity is not only vital to teaching, but also an important part of planning teachers' own professional development path.

In recent years, studies have found that there is a "self-identity crisis" among teachers, and the "value-oriented" tendency of second language teachers is precisely caused by the "marginalization" of their identity, which leads to serious job burnout and demission problems [8]. It can be seen that the research of second language teachers' professional identity has urgent practical needs.

In the field of Chinese international education, the research on professional identity of teachers of Chinese international education started late, and the research on the identity of teachers of Chinese international education is relatively weak. In the existing research, there are few research on the identity of professional teachers of Chinese international education as the research object, and there are problems such as fuzzy definition of concepts and lack of quantitative research [9]. In addition, although the theoretical exploration and empirical research on teachers' professional identity in the field of education and the field of English as a second language have important reference significance for the research on Chinese international education teachers' professional identity, the teaching of Chinese as a foreign language has its own characteristics in teaching direction, teaching object, composition of teachers and cultural background [10,11]. Therefore, the theory and practice of professional identity of teachers of Chinese international education are both based on the particularity of disciplines and professions, and this paper needs to conduct detailed and in-depth research and discussion.

3. Status Quo of Professional Identity of Teachers of Chinese International Education

Based on the development background of professional identity of teachers of Chinese international education, Chen Shiqi and Wang Tianmiao, in their article *Investigation and Analysis of the Status Quo of professional identity of Teachers of Chinese as a Foreign Language*, comprehensively investigated the status quo of professional identity of domestic teachers of Chinese international education by using questionnaire survey, statistical analysis and interview and other research methods [9]. In this paper, the author will use existing quantitative research data to obtain the current status of professional identity of teachers of Chinese international education. By sorting the test results, it can be found that the order of the measurement levels of professional identity of teachers as a foreign language from high to low is knowledge belief identity > value identity > efficacy identity > positive emotion identity > empowerment identity [9].

Knowledge belief identification refers to teachers' positive tendency to improve their professional knowledge and skills related to their careers [9]. In this section, researchers find that the highest degree of identification is found in the content related to teachers' personal practical knowledge, especially language teaching, while the lowest degree of identification is found in the teaching using modern teaching techniques. This shows that teachers of Chinese international education still focus on the intake and teaching of professional knowledge but ignore the study and use of appropriate and reasonable teaching methods. Value identification, as the name implies, is the value judgment of teachers of Chinese international education on the profession itself. It is not difficult to find from the result data that the professional value identification of teachers of Chinese international education mainly comes from the intrinsic value of professional experience, such as solving students' difficulties, helping students grow up, etc., but in the external value represented by social status and salary level, etc. The sense of value of teachers of Chinese international education is generally low, and the satisfaction of their spiritual needs is in contradiction with the lack of social external values. Effectiveness identity, which ranks the third, refers to the positive tendency of teachers to evaluate the matching degree between their own ability and teaching needs. The data obtained from the research is lower than the overall average value of identity, which indicates that teachers of Chinese international education have a weak positive tendency in evaluating their own ability, and they tend to have self-doubt and negation in the teaching process and after-class reflection. In the positive

affective identification section, similar to the value identification section, teachers have a higher sense of intrinsic positive affective experience and a stronger sense of professional mission in harmonious teacher-student interaction with students. However, due to the inconsistency between social evaluation and intrinsic positive affective, teachers have a weaker intention to teach and a weaker sense of belonging in teaching organization. In the authorization part, teachers of Chinese as a foreign language have strong autonomy and creativity in the micro level, such as classroom teaching method innovation and teaching content improvement, but lack of attention and enthusiasm in the macro level, such as professional development of teachers of Chinese as a foreign language, Chinese language promotion, and lack of autonomy in the macro level, which will bring confusion and anxiety to teachers of Chinese international education [9].

Based on the identification analysis of the above five dimensions, it can be found that teachers of Chinese international education have inherent enthusiasm for teaching Chinese as a foreign language, but some of their enthusiasm has been eroded due to low external social evaluation, low salary level, diversified changes in teaching environment, updated learning of teaching methods and other factors. As a result, the professional sense of identity of teachers of Chinese international education shows a low level in some aspects. Based on this, this paper will analyze its specific causes and give practical policies.

4. Reasons

4.1. Social Evaluation

As mentioned above, the sense of identity of Chinese international education teachers for their own career not only comes from self-cognition and self-value realization, but also is affected by social evaluation. As an independent individual, every person is a part of the society, so it is inevitable that they will be affected by external evaluation in their professional judgment. The society has a certain degree of contempt for the profession of Chinese international education. There have been disparaging arguments such as "pediatrics of Chinese teaching" [9]. Influenced by similar social evaluation, teachers of Chinese international education will unconsciously reduce their sense of identity of the profession and deny and doubt the value of Chinese international education.

4.2. Salary Level

Through the data from the paper *Investigation and Analysis on the Status Quo of professional identity of teachers of Chinese as a Foreign Language* of Chen Shiqi, it is not difficult to find that teachers' recognition of salary level is low, which indicates that the salary level of teachers of Chinese international education still needs to be improved compared with other industries. Even if the teachers are full of enthusiasm and active input in the work process, if the basic material guarantee level of salary is low, it cannot guarantee the continuous love for the profession and strong sense of mission of the teachers as a foreign language. To some extent, the salary level is a yardstick to measure the work content. The low salary level of Chinese international education teachers also leads to the lack of lasting recognition of this profession.

4.3. Professional Development

In addition to salary level, the survey data shows that teachers of Chinese international education have a low degree of recognition in "career promotion" in the value identification section. It can be seen that the professional title evaluation and promotion mechanism of teachers of Chinese international education still needs to be further reformed and improved. Similar to salary level, reasonable job promotion is beneficial to stimulate practitioners' work enthusiasm and sense of mission. If there is no reasonable promotion mechanism and they stay in one job for a long time, they will wear down teachers' enthusiasm and patience, and also make teachers lose their willingness to engage in this profession for a long time and reduce their sense of identity to this profession.

4.4. Working Environment

The working environment of teachers of Chinese international education is relatively complex, so they need to build their professional identity in a diversified teaching environment. Chinese learners come from multi-cultural bodies all over the world and have various cultural elements in their behavioral cognition [9]. Therefore, for some teachers, they need to adapt to such a diversified environment, which puts forward higher requirements on the professional quality of teachers of Chinese international education. Such vocational environment and characteristics require teachers to have stronger teaching control and reflection ability. Therefore, due to the contradiction between the increasing difficulty of working environment and the lack of personal quality training, practitioners of Chinese international education have a negative tendency towards their professional identity.

5. Advice

5.1. Policy Adjustment

5.1.1 Raise the level of salary

The government should make policy adjustments, reasonably structure the salary structure of teachers of Chinese international education, raise the salary level of first-line teachers of Chinese international education, reasonably set up welfare measures, and materially guarantee the basic needs and quality of life of teachers of Chinese international education.

5.1.2 Improve the policy participation of front-line teachers

The government should adjust the policies, so that front-line teachers can participate in the formulation and implementation of macro policies for Chinese international education. The government should provide innovative ideas in the aspects of career evaluation system, Chinese promotion strategy, Chinese teaching reform, etc. It should understand the macro layout of Chinese international education, enhance the sense of mission and belonging of the profession, and resolve the temporary sense of loss and anxiety caused by narrow vision.

5.2. Emotional Education

In the stage of professional training of teachers of Chinese international education, in addition to the basic knowledge necessary for teaching, long-term emotional education of teachers of Chinese international education should be paid attention to, and the proportion of emotional education should be increased during pre-service training. Typical emotional cases of teachers in the field of Chinese international education should be taught and trained, so as to cultivate the anti-pressure ability of prospective teachers of Chinese international education. Schools should strengthen the teaching faith of prospective Chinese as a foreign language teacher and encourage their teaching enthusiasm regularly when cultivating talents. If teachers have strong demands, they can try to develop full-time psychological guidance positions for teachers of Chinese international education in designated departments, so as to provide an outlet of emotional cathartic for first-line teachers of Chinese international education and feasible direction for teachers' subsequent teaching work.

5.3. Teaching Technology Training

From the existing data, the author finds that teachers' professional identity shows a relatively negative trend in the content related to new teaching technology, which indicates that there are certain problems in the use of new teaching technology by first-line teachers of Chinese international education. This requires relevant professionals to set up relevant theoretical and practical training courses for teachers of Chinese international education. Trainer should keep abreast of the front-line teachers' mastery of teaching technology, which is not only conducive to improving the efficiency of Chinese classroom teaching, but also conducive to updating and strengthening the professional

quality of teachers as a foreign language and improving their own value and recognition of the profession.

5.4. Optimize Vocational Publicity

With the development of the media, in today's era, people need more and more high-quality, positive and attractive professional publicity, and teachers of Chinese international education are no exception. The reason for the low professional identity of teachers of Chinese international education is largely due to low social evaluation, rather than boring, boring and naive occupation itself. On the contrary, teachers of Chinese international education have a strong sense of identity of their own intrinsic value and are also full of enthusiasm and sense of mission for their work. Therefore, profession propagandists need to reflect that the low social evaluation comes from our inadequate, inadequate and imperfect professional publicity. Propagandists need to actively publicize the profession of Chinese international education teachers with the help of increasingly developed media or even the "we media" that everyone can use as a medium, so as to change the low social evaluation and realize the significance and value of this profession. Jointly promote the promotion of professional identity of teachers of Chinese international education.

6. Conclusion

Based on the existing survey data in the academic field, this paper further explores the reasons for the negative status of professional identity of teachers of Chinese international education. This paper takes a comprehensive consideration from external practical considerations and teachers' personal psychological factors. The reasons for this situation can be classified as low social evaluation, low salary level, multicultural working environment and narrow career development path. As for how to solve this problem, the author hopes to start from the perspectives of government, schools and modern media. The government has actively adjusted relevant policies to improve the salary of teachers of Chinese international education and their participation in macro policies. The school offers emotional education courses for teachers of Chinese international education to cultivate talents in teaching Chinese as a foreign language. Propaganda media use modern media means to actively promote the outside world, to create a good career appearance. Based on the above analysis, it is hoped that this paper can provide feasible suggestions for Chinese international education teachers and related practitioners who are in the bottleneck or burnout period, and put them into practical career development, so as to transfer talents for Chinese international education.

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