

A Cross-cultural Comparative Study on the Identity of Pre-service PE Teachers between China and the USA

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Abstract: Under the background of global economic integration, cultural exchanges around the world are increasing, and many outside teachers have come to China to teach. However, due to the differences in cultural backgrounds, Western cultural educators will inevitably lead to identity problems due to cultural conflicts. This paper summarizes the relevant theories of pre-service teachers in identity, and analyzes the challenges faced by Chinese and American pre-service PE teachers in cross-cultural identity, and proposes an effective path to construct their identity, in order to adapt to the pre-service PE teachers. Chinese culture is better involved in China's education reform and innovation work.

1. Introduction

In recent years, the collision of culture and economy has become more frequent in the world. At the same time, in the context of information technology and network economy, the overall economic environment continues to prosper, and the shortage of talents in various industries has become a global phenomenon. Among them, knowledge and skills Talents have become the target of competition among various industries and countries. Therefore, talents have also seen a trend of cross-border movement. The impact is also affected by the state, culture, economy, politics and society. The flow of human resources and the collision of multiculturalism have become the current society. An important topic. However, due to the different cultural backgrounds, the issue of identity derived from this cross-cultural flow needs to be taken seriously. Therefore, this paper aims at the cross-cultural comparison of the identity of pre-service PE teachers between China and the United States under the background of teacher mobility in the context of globalization, and deeply understands the problems and solutions to their identity in this context.

2. Identity and pre-service physical education teachers

Identity is a process that continues to evolve in practice and encompasses multiple, active, fluid, contradictory, and changing characteristics. The identity of teachers is related to many factors and is influenced by various environmental factors of themselves and the outside world. At the same time, the identity of teachers has a clear relationship, that is, in the process of people's communication, "I think of others, and people's views on people" form an identity. Discourse and "the other" also play a very important role in the process of identity building. Identity is also transformative. It not only relates to people's internal state, but also has a significant impact on people's social behavior and performance, prompting people to change their careers from theoretical concepts to concrete in the actual environment. In general, identity shaping includes discourse, practice, and social activities.

Identity and language are closely related, and people are built through language in the process of interaction. Therefore, if you want to gain your own identity, people need to learn the behaviors and written expressions associated with them. Hall and other scholars believe that when people learn the traits related to their identity, they will position themselves with the words and speech patterns of Xiangyang. Therefore, discourse is an effective medium for people to express their position, ownership and identity. In the process of teaching practice, teachers will learn new professional language and apply it to talk about personal cognition and teaching, and then construct their own new identity. This phenomenon belongs to discourse identity [1].

Identity is achieved through a process of practice. Identity “includes who you are, your speech, and your behavior.” Therefore, people build their identity in behavioral performance. Kanno & Stuart believes that the practice of identity means that identity and practice complement each other, and identity needs to be realized through the practice environment, such as participating in community activities and learning behaviors. As people grow and change their identities, their methods of participation will change and their knowledge systems will change.

For pre-service teachers, their identity is not an isolated individual activity, which is influenced by many factors such as social, cultural and historical factors. Teacher identity is reflected in the teacher's entire career. However, the most important factor in the development of pre-service teacher status is the previous teacher education. Because pre-service teachers are lacking in actual teaching experience, the research on their identity focuses on the teacher education process, the impact and effect of the activities, and emphasizes the importance of understanding the “other” culture and improving the cultural ability to the former teacher identity. .

3. Challenges faced by Chinese and American pre-service PE teachers in cross-cultural identity

The study of cultural identity by many scholars is actually an important basis and channel for us to understand and treat the differences in behavioral norms, objective perceptions, and ways of thinking between different cultural groups. One person has different cultures in different cultural groups. Identity, people have reached a certain consensus on the cultural identity of any cultural group. In the cross-defense communication activities, when it is recognized that it conforms to the characteristics of self-identified cultural identity, the two parties can easily adapt to each other and establish a third culture, so that cross-cultural communication activities can proceed smoothly. Therefore, in cross-cultural communication, if the two parties explain their cultural characteristics and behavioral norms and expectations in advance, they can establish a sense of trust between the two parties, which helps to reduce friction and prejudice [2]. Because Chinese and American pre-service teachers are in different cultural environments, they will inevitably lead to conflicts in different cultures. Their social structure and social relations will change greatly due to the new cultural environment. In the process of teaching activities, it is also due to the relationship with students. There are differences in language, cultural values, and social value criteria. Therefore, it is difficult to construct a smoother “emotional relationship” and face the challenge of cross-cultural identity.

3.1 School Organizational Culture Eliminates the Tension of Teacher Identity

The school organization culture is not formed in the short term, and it has the characteristics of long-term and stability. The Chinese and American pre-service physical education teachers came to China to teach, and the challenge to their identity is the school organization culture, especially the “administrative” organizational culture within the Chinese schools. The administrative affairs caused too much intervention in the teaching work. The pre-service PE teachers are suspicious or even denying the “administrative” within the Chinese school because of their own ideas. At the same time, the organizational culture of Western schools is more focused on the “community” thinking, which is related to the “administrative” of the school culture in China. In contrast, the differences in the organizational culture of this school have a certain impact on teacher identity [3]. Therefore, in order to give full play to the role of pre-service PE teachers in China's teaching reform, especially in the context of the growing “de-administration” of education, schools need to transcend the negative influence of the culture of the sectarianism. Pre-service teachers expand the development space and create a cultural atmosphere suitable for pre-service PE teachers to help teachers gain a sense of belonging and security in their career development, thereby enhancing their enthusiasm and initiative in the process of school education reform.

3.2 Educational values affect the attitude of teachers' identity

Educational values are fundamental to people's educational practices and educational values, and

have a greater impact on teachers' educational behavior. The identity of pre-service PE teachers between China and the United States is closely related to educational values. Collectivist values are an important part of China's core values. They are also reflected in all aspects of educational values. To train socialist qualified builders and successors is the manifestation of collectivist educational values. However, in Western countries, individualistic values are more advocated, and people attach great importance to how to achieve personal goals. This kind of personal utilitarianism occupies the vast majority of markets. In the ancient city of teaching work, Chinese and American pre-service physical education teachers are in the conflict between two kinds of conflicting educational values: "collectivism" and "individualism". Some teachers have been solidified because of their values, and they are looking for personal meaning in educational activities. It has become more difficult, so it is difficult to find a suitable professional identity construction. This also shows that under the influence of educational values, the identity of pre-service PE teachers in China and the United States faces the challenge of value recognition.

3.3 Social Value Guidelines Impede Teacher Identity

The most basic and important value criterion in our country is the core values of socialism, which is mainly the high refinement of Chinese traditional culture, reform and opening culture, and revolutionary war culture. It includes the definition and measurement of individual behavior in the three levels of core values. However, in the specific practice process, these values are quite different from the social value criteria of the pre-service PE teachers themselves. For example, the Chinese advocate the values of "dedication" and require practitioners to dare to fight and dare to have a high sense of professionalism and responsibility, that is, to persist in dedication. However, in Western countries, people tend to pay more attention to personal interests, which is closely related to the system of "lazy people" created by Western society. It is precisely because of this social value conflict that Chinese and American pre-service physical education teachers are vulnerable to setbacks in their education work because they are compared with other colleagues' value standards, which leads to instability and adverse effects on work efficiency. In the case of Chinese and American pre-service physical education teachers, whether they can adapt to the Chinese social value norms greatly affects the internalization of their identity.

4. The construction path of cultural identity of pre-service PE teachers in China and the United States

4.1 Build identity with problem orientation

The educational sector's discourse construction of teachers has always been centered on the topic of "What should teachers be?" The same is true for foreign teachers. The pre-service PE teachers in China and the United States are real individuals who realize professional development, and should pay attention to their particularities. The confusion caused by pre-service teachers in cross-cultural communication is largely due to the neglect of the school's ontology of "what is the role of Chinese and American pre-service physical education teachers." To enhance the identity of pre-service PE teachers in China and the United States, only to pay attention to and respond to the issues such as "Who am I" and "How do I use this group" in the process of education and teaching, and to promote the identity of pre-service PE teachers in China and the United States From "normative theory" to "existentialism", focusing on the issue of identity adaptation and identity of pre-service PE teachers in cultural conflicts, and realizing the question of "who am I in the middle of the cultural adaptation of Chinese and American pre-service PE teachers" Self-definition, selection and re-engineering can lay a good foundation for their career development.

4.2 Care about the teacher's living status

From the perspective of cross-cultural perspective, Chinese and American pre-service physical education teachers can only report themselves to achieve self when they find themselves in cultural conflicts. In view of the challenges faced by Chinese and American pre-service physical education

teachers in the organization culture, educational values and social value standards, schools should not be constrained by the restrictions on social structure, but should pay attention to the living conditions of pre-service PE teachers. A comprehensive understanding of the identity of pre-service PE teachers in China and the United States is not a simple ideological indoctrination or role arrangement, but the result of self-proactive construction of pre-service PE teachers in China and the United States. In the process of re-engagement, schools must pay full attention to pre-service sports. The internal educational values of teachers are even world outlook, outlook on life and values. From the life value of the pre-service PE teachers and the meaning of teaching life, the school organizes diversified cultural exchange activities and gives them a pre-service position. Physical education teachers show their own space, so that Chinese and American pre-service physical education teachers can enhance the “emotional experience” in the activities, feel the value of Chinese culture, and then generate identity that is consistent with self-expectation.

4.3 Optimizing the environmental ecology

Marxism believes that people create the environment and the environment creates people. In a sense, human beings are the product of the environment. The identity dilemma encountered by Chinese and American pre-service physical education teachers is not unrelated to the environmental differences. In this regard, starting from the environment of adapting the life, teaching and scientific research work of the pre-service teachers in China and the United States can effectively enhance the internalization of the identity of pre-service PE teachers in China and the United States, including the use of time nodes of Chinese festivals and Western festivals. Carry out a collective celebration to enable teachers to deeply feel the atmosphere of Chinese festivals and slowly integrate into Chinese culture. At the same time, in the Western holidays such as Christmas and Easter, organize the Chinese and American pre-service physical education teachers to carry out diverse cultural activities, respect the religious beliefs and cultural traditions of pre-service PE teachers, and let them feel the inclusive mentality of Chinese culture. In the daily work, find the docking point that integrates with Chinese culture, eliminate the cultural difference ruler of “self” and “others”, and then achieve the social value and standard of personal behavior internalization.

5. Conclusion

In short, Chinese and American pre-service physical education teachers, as an important component of China's education and teaching participation and innovation reform, have a cross-cultural role in cross-cultural communication and education and teaching reform. In order to further enhance the educational value of this part of the power, it is necessary to pay full attention to the cross-cultural identity of pre-service PE teachers in China and the United States, to meet the professional development of pre-service PE teachers, and to pay attention to their individual living conditions and their diversity. It is an effective way to build identity and promote the main value of the pre-service PE teachers in China and the United States to achieve “teaching and educating people and cultural exchanges”.

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