

# 教育实习对学前教育师范生职业认同的影响研究

## 摘 要

教育实习是师范生通过真实体验建立职业认知的过程，对于发展师范生职业认同意义重大。本研究用文献法、问卷法和访谈法对陕西某省属高校 2020 级学前教育专业师范生实习后的教师职业认同进行调查。通过分析问卷了解到教育实习后学前教育师范生的职业认同总体较高，但职业认同具体在职业社会认知、职业角色接纳、职业环境接纳、职业意志维度中比较低，结合对问卷和访谈结果的分析，笔者围绕教育实习主要从实习基地的质量选择、实习指导教师的选聘、实习计划的制定、师德师风教育的加强等方面提出了建议。

**关键词：**教育实习，学前教育师范生，教师职业认同

## **Abstract**

Educational practice is the process of establishing professional cognition of normal students through real experience, which is of great significance to the development of professional identity of normal students. In this study, literature, questionnaire and interview methods were used to investigate the professional identity of teachers after the practice of pre-school students in a province of Shaanxi province. Through the analysis of the questionnaire, it is found that the professional identity of pre-school normal students is generally high, but the professional identity is relatively low in the dimensions of professional social cognition, professional role acceptance, professional environment acceptance and professional will. Some suggestions are put forward on the selection and employment of teachers, the formulation of practice plan, and the strengthening of teachers' moral education.

**Key words:** educational practice, pre-school normal students, teacher professional identity

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