

What is a Preschool Teacher's "Ideal Role"?

-- Case Study based on Kindergarten Regulation System

Jing He^{1,2,*}, Ping Wang³

¹ Centre for Cognitive Neuroscience, Katholieke Universiteit te Leuven, Leuven, Belgium

² School of Education Science, Anhui Normal University, Wuhu, China

³ Faculty of Education, Northeast Normal University, Changchun, China

*Corresponding Author: Jing He E-mail: lanyueliang_hj@126.com

ABSTRACT

Under the background of high-quality development of preschool education, the construction of a preschool teacher team is the critical support, and the construction of the ideal role of preschool teachers is an essential means of a high-quality teacher team. Based on the perspective of kindergarten norms and system cases, this paper takes the case norms of six kindergartens in Shandong and Tianjin as the research object and uses the case study method to show the reality of the ideal role of kindergarten teachers from the perspective of kindergartens. The results show that from the perspective of kindergarten practice, the ideal role of preschool teachers is described through strict role norms, kindergarten rules, class rules, new teachers' induction education and training, rewards, and punishments. Based on the expectation, relationship, status, and behavior of the social role theory, this paper disassembles and analyzes the ideal role of preschool teachers in detail and finds that the ideal role of preschool teachers in the concrete work practice of kindergartens is bound to be restricted by various systems and norms in kindergartens, and presents a variety of ideal roles.

KEYWORDS

Role Analysis; Impression Management; Customer Production; Preschool Teacher.

1. INTRODUCTION

1.1. Background and Motivation

The ideal role of preschool teachers can be understood as the ideal role or the supposed pattern of the role of preschool teachers. Exploring the ideal role of preschool teachers is significant to constructing a high-quality preschool education system. The ultimate value concern of regression research is the ontological problem of preschool teachers. In response to this problem, the ideal role of preschool teachers from the kindergarten perspective is taken as a breakthrough point, and the problems of "why and how to exist" of the ideal role of preschool teachers in the kindergarten field are analyzed. Taking "the ideal role concept of preschool teachers" as the object of analysis, summarizing and organizing the presentation of the ideal role from the perspective of kindergarten, the reality field of preschool teachers' work, and analyzing and discussing the form and specific content of the ideal role in this field by using four extensional elements of the concept of role. After integrating the presentation logic and content structure of the ideal role in the four relevant subject concepts in the education system, this paper extends to the deduction logic of the connotation. It presents the problem of "how the ideal

role of preschool teachers exists in the education system" after presenting concept extension elements. Therefore, before further summarizing and analyzing the presentation form of the ideal teacher from the perspective of kindergarten, we should first analyze the presentation form of the ideal role in the education system by exploring the issues of "how preschool teachers can grow in kindergartens" and "how kindergartens can promote preschool teachers to achieve their ideal role."

1.2. Research Problem

The professional role of preschool teachers is multifaceted and encompasses various aspects that contribute to their effectiveness in the classroom. Walkington(Walkington, 2005) discusses the importance of mentoring preservice teachers in the preschool setting and highlights the perceptions of the role in shaping their development. Court et al.(Court et al., 2009) delve into preschool teachers' personal-professional history, values, and beliefs, emphasizing the connection between critical events and perceptions of the teacher's role. Oktay et al.(Oktay et al., 2010) explore the relationship between preschool teachers' ethical behavior perceptions, moral judgment levels, and attitudes toward teaching, underscoring the importance of ethical considerations in their professional practice. Furthermore, Oplatka et al. (Oplatka & Stundi, 2011) examine the components and determinants of preschool teacher organizational citizenship behavior, emphasizing the discretionary and unrewarded role behaviors beyond formal expectations. Sundberg et al. (Sundberg & Ottander, 2013) focus on the conflict within the role of preschool student teachers, particularly concerning developing competence in science teaching and their evolving professional role. Ehrlin et al. (Ehrlin & Gustavsson, 2015) highlight the significance of music in preschool education and how student teachers perceive their future professional role in incorporating music into their teaching practice.

Additionally, Nie (Nie, 2015) discusses the ecological concern of preschool teachers continuing education, emphasizing the need to build a new system of continuing education from an ecological perspective. Ng et al. (Ng et al., 2020)explore building preschool teachers' capacity for teaching Chinese to ethnic minority children in Hong Kong, highlighting the importance of cultural competence in their professional role. Urbani (Urbani, 2020) focuses on teachers' continuing professional development and teamwork competencies, emphasizing the need to activate relevant competencies in professional settings to enhance the effectiveness of preschool teachers. In conclusion, the literature reviewed underscores the diverse and complex nature of the professional role of preschool teachers, encompassing mentoring, ethical considerations, organizational citizenship behavior, cultural competence, and ongoing professional development. These factors play a crucial role in shaping the effectiveness and impact of preschool teachers in the classroom.

The role of preschool teachers is crucial in shaping the educational experiences of young children. Research has shown that the professional identity of preschool teachers is influenced by various factors, including stakeholders' views on early childhood education (Jónsdóttir et al., 2014). In Estonia, there is a gap between the ideal aspirations of preschool teachers for curricular autonomy and the actual professional practice in preschool institutions (Tuul et al., 2018). Swedish preschool teachers have specific ideas about what constitutes an ideal preschool group, highlighting the importance of creating an optimal learning environment for young children (Pramling Samuelsson et al., 2016). Psychological capital plays a significant role in the professional commitment of preschool teachers, with working years moderating this relationship (Hsing-Ming et al., 2017). Peer mentoring has been identified as an effective support system for beginning preschool teachers, aiding their professional development in early childhood education (Kupila & Karila, 2019). However, there is a lack of standardized instruments to assess preschool teachers' science-specific knowledge, highlighting the need for further research in this area (Barenthien et al., 2020). Transformational leadership of headmasters has been found to positively influence the professional development of preschool teachers, emphasizing the importance of leadership in fostering teacher growth(Zaini & Mansor, 2021). The construction of preschool education teachers under the concept of full practice requires a focus on education quality, training mechanisms, and government support to improve the

social status of preschool teachers (Deng, 2021). School-based research has been linked to preschool teachers' teaching ability, with constructivist beliefs mediating in enhancing teaching practices (Yan & Zhao, 2022). Overall, the literature emphasizes the multifaceted nature of the ideal role of preschool teachers, highlighting the importance of professional development, leadership support, and a conducive learning environment for teachers and young children.

Lane et al. (Lane & Thornburg, 1981) conducted a study to investigate the influence of novel equipment and teacher direction on the activity participation of kindergarten children during free-choice play. The results showed that the group preferred teacher-initiated activities involving props. However, Pianta et al. (Pianta et al., 2002) observed that the most frequently observed forms of activity in kindergarten classrooms were structured teacher-directed activities and whole-group instruction. Varol (Varol, 2013) aimed to explore Turkish kindergarten teachers' beliefs about learning and teaching and their instructional practices in kindergarten classrooms.

Similarly, Gmitrová (Gmitrova, 2013) conducted a study involving kindergarten children and teachers to investigate the effectiveness of a teacher actively initiating pretend play. The results indicated that direct teacher involvement in facilitating play positively impacted children's engagement. Research by Pyle et al. (Pyle et al., 2017) focused on play-based pedagogies in kindergarten education, revealing a lack of consensus among educators regarding the role and benefits of play. While some studies endorsed free play and a passive teacher role for developmental learning, others supported teacher-directed play with an active role for academic learning. Sari (Sari, 2018) examined the directive speech acts used by teachers in kindergarten schools, identifying requests, requirements, and questions as common types of directives. Camilleri (Camilleri & Educ, n.d.) investigated the impact of Interactive Whiteboards (IWBs) on teaching practices in Maltese kindergarten classrooms, aiming to understand how technology-enabled tools like IWBs support or challenge teachers in transforming their pedagogical practices.

Additionally, Shlat (Shlat, 2020) analyzed the role of the kindergarten teacher in modern Russia, emphasizing the importance of understanding the mission, function, and results expected from a modern kindergarten teacher. Schriever (Schriever, 2021a, 2021b) explored the management of changing roles regarding digital technologies by early childhood teachers in kindergarten settings. The research highlighted the significant impact of digitization on the role of early childhood teachers and identified different ways teachers responded to the emergence of digital technologies in kindergartens. These studies underscore the evolving role of teachers in adapting to technological advancements in early childhood education.

The main of the article is structured as follows: Section 2 reviews the literature; Sections 3 and 4 provide the methodology, findings, and study discussion, respectively. Moreover, Based on the study's conclusions and suggestions, Section 5 is written.

2. LITERATURE REVIEW

The concrete operation of preschool teacher elements in the preschool education system is mainly based on the role of preschool teachers in the concept. However, the existence of roles cannot be separated from the complex preschool education system, and the main body of the education system should be taken as the essential foothold. "Operation system" is a top-down system composed of different levels, such as form and content. The logic is mainly to explore the characteristics and influence of the ideal role concept of preschool teachers, while the content structure is mainly to explore the extension structure of the ideal role of preschool teachers. Based on exploring the ideal role concept of preschool teachers, we can analyze the existence mode and specific content of preschool teachers' role elements from different levels and sides of the education system. Given the systematism of the "preschool education system" and the process of the concept of role, it is necessary to explore the operation mechanism of the "ideal role of preschool teachers" in the preschool

education system by summarizing the research object, that is, the way of realizing the ideal role of preschool teachers in the education system.

2.1. The Process Integration of Preschool Teacher's Ideal Role

The construction of the preschool education system should integrate the relevant theories of ecology, systematics, and other disciplines and analyze the ideal role of preschool teachers in the structure of the preschool education system with systematic thinking. Combined with the above-mentioned relevant studies, it can be summarized in Figure 1 below. Due to the diversity of the specific content of the extension of the role of preschool teachers, it takes work to integrate into a simple expression, so it is mainly based on the presentation logic and basic content structure. The role concept system mainly involves four elements: status, relationship, expectation, and behavior, which is the process of role concept reflection. Since policymakers, education researchers, preschool teachers, and children are in different positions in the preschool education system, the roles of preschool teachers are mainly explained in an all-round way from different perspectives and logic, such as the logic of expectation, relationship, and status, and the logic of behavior. The process of realizing the role of preschool teachers, benchmarking the preschool education system, and realizing and transforming the role of preschool teachers must be distinct from the development process of preschool education. The process of carrying out preschool education activities is the process of realizing the role of preschool teachers.

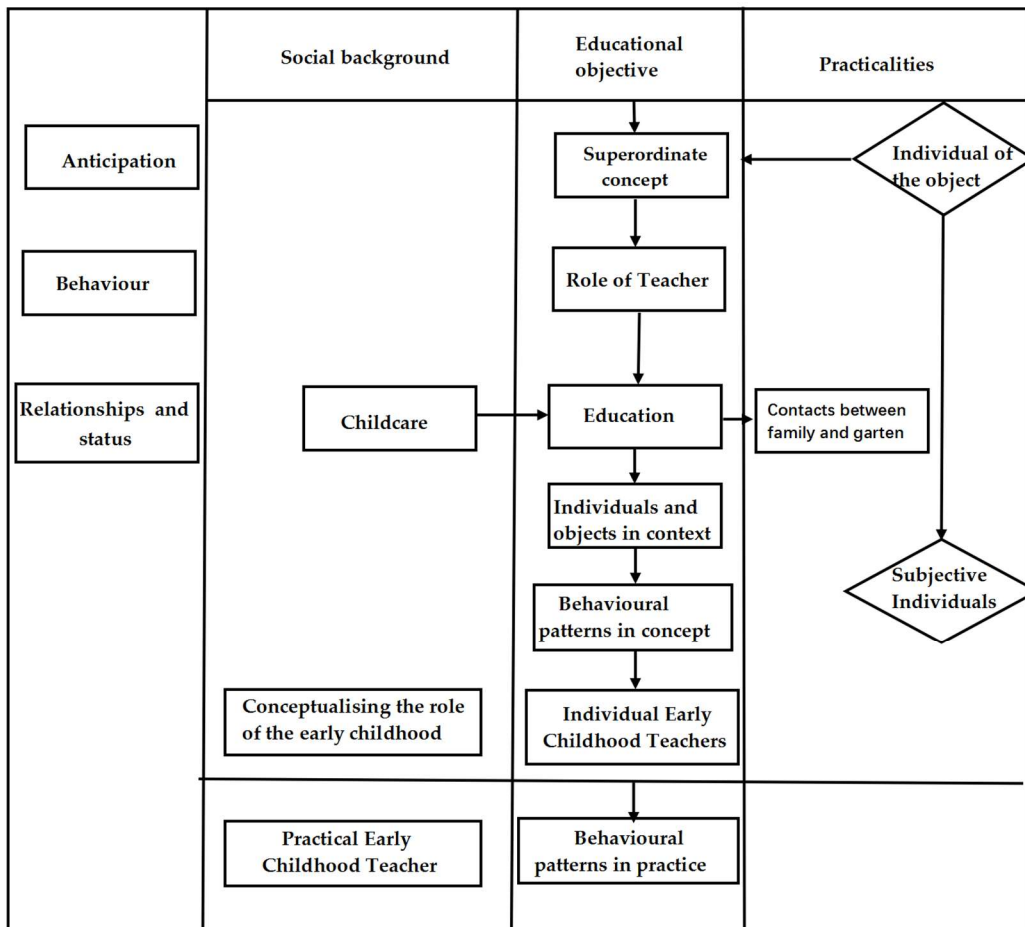


Figure 1. Ideal role of preschool teachers in the preschool education system.

Among them, (1) The roles of preschool teachers in policy texts tend to be expected roles, mainly due to the general expectations of policymakers for the preschool teacher profession. When this kind of expectation is specific to the role of preschool teachers, it is concretely reflected in the role expectation of preschool teachers in teaching and activities. Policymakers pay more attention to the role preschool teachers should play in preschool education-related activities and what measures preschool teachers should take to pay attention to the standards children should achieve in terms of results, which is the role of policymakers. (2) Role expectations must be transmitted to individual preschool teachers in specific ways. On the one hand, preschool education research is influenced by policy texts on role expectations and is also a direct source of role expectations. On the other hand, the role expectations of preschool teachers in the policy text should be systematically linked and organized to make the specific role expectations easier to realize. Because the study of roles in educational research is usually placed in a specific relationship, and in this context, the design, organization, and practice of role behavior. Kindergarten non-activities develop from the "relationship and status" requirement between preschool teachers and other elements. Since relationship and status are two aspects of a problem, they can be regarded as two of the four elements of the role. As the object of the relationship, education researchers can explore the ideal role of preschool teachers and the main object of the relationship from various relationships and further summarize the core elements, which can be summarized as education, childcare, and curriculum. (3) The ideal role of preschool teachers, limited by social norms and relevant systems, is to interact with children and other people and things in the kindergarten environment in practice. In teachers and children, this kind of educational influence mainly occurs between specific people and things in kindergarten education activities. After individual kindergarten teachers internalize the role of expectation, it becomes the "behavioral concept model" affecting kindergarten teachers. (4) After the interaction between the conceptual behavior pattern and the individual preschool teacher, the actual behavior pattern is finally displayed in each preschool teacher, which is usually the role of the child and the teacher in practice and the role behavior pattern in practice is also called the role key by Biddle et al.

Therefore, the "role expectations of preschool teachers" led by education researchers and policymakers in the education system need to be transmitted to preschool teachers through policy document learning and various training. In kindergarten education activities, preschool teachers are not the only existence, so it is necessary to consider the "relationship and status" between preschool teachers and other elements. The role (expectation, relationship, and status) of preschool teachers integrated into kindergarten education activities still needs to be integrated into specific activities to a certain extent, and finally, form some behavior patterns related to the role of people and things. The behavior pattern in this concept becomes the fundamental role of preschool teachers after the individual personalization of kindergarten teachers.

2.2. The Early Childhood Education System in the Customer Self-production

According to the above analysis, from the role perspective, we can more thoroughly understand how preschool teachers, as "an element" of the education system, "can be realized" through the ideal role in the preschool education system. In Mead's classic role theory, namely, role structure theory and role interaction theory, "self" reflects an individual's attitude toward the outside, and "guest self" is a set of systematic attitudes that an individual adopts toward the outside. By incorporating the above process into this role theory, it can be found that in the process of social individuation of preschool teachers, the above can be regarded as the "guest self" referred to in Mead's theory. Meade believes that "the Lord self" is the part of the subject's interaction with others, and "the guest self" is the part that reflects external ideas. The "guest self" is called the role expectation of the external individual concept in Greenhall's theory, is regarded as the role recipient in Kahn's role theory, and is regarded as the role expectation related to the system in Allport's role theory. In the research, the ideal role of kindergarten teachers in the external subjective concept is the embodiment of their "client and self."

From the ideal role concept in education policy to the role behavior of individuals, the role of kindergarten teachers in practice is formed based on the interaction between the subjective self and the client and self in the kindergarten environment. From the role theory perspective, we can better understand "the ideal role of preschool teachers" in the preschool education system. In the operation process of preschool teachers as elements in the preschool education system, the role shaping of preschool teachers mainly realizes the object "self" shaping methodically and top-down through the dimensions of expectation, relationship and status, and behavior. From the role theory perspective, preschool teachers are the elements of the preschool education system, and their "self-production" process is top-down, multifaceted, and procedural. In this process, the ideas of policymakers, education researchers, teachers, and even parents of children all interact with each other, and the "guest self" produced by kindergarten teachers constantly interacts with the "Lord self" of individuals.

3. METHODOLOGY

Theoretical hypothesis: Consistency and conflict of ideal roles among related subjects

The production process of the ideal role of preschool teachers reflects the characteristics of the development process of the ideal role, the degree of realization, and the role deviation in kindergarten education practice. Based on the realization process of the ideal role of preschool teachers, there are also some phenomena in kindergarten practice, such as some preschool teachers' role adaptation being better and some preschool teachers' role adaptation being complex. To analyze the reasons for the adaptation differences, we should not only explore the personality differences of preschool teachers themselves but also not ignore the logical relationship existing in the reproduction process of "subject self" and "object self" to deeply analyze the operation of the ideal role elements of preschool teachers in the preschool education system.

3.1. Premise

Through the ideal role pattern of preschool teachers in various subjects in the education system, the public's understanding of preschool teachers is affected, and it is also related to the operation of the preschool education system, which is the logical premise and basis for the research to be carried out. In order to explore the rationality of this logical premise, we can use the fundamental thought of Dewey's education theory to explain its rationality and further clarify the relationship between the ideal role of preschool teachers and early childhood education. In Dewey's education theory, education is the process of human development. This development is the process of children's self-development and socialization, and the direction of their growth is the society represented by adults, and the society is not fixed. The development of educational practice should be promoted through the developmental logic of children's experience. From a vertical perspective, children's development and growth are reorganizing and transforming experience, constantly improving intersubjective interaction in the relevant educational context. The DAP early childhood education concept of the United States believes that early childhood teachers should act as "effective teachers," should become the creators of the game environment, pay attention to the needs of children, abilities, and individual differences, and constantly change the setting of the environment. Teachers are the curriculum designers, observers, and recorders in the implementation process, and they pay attention to the communication and interaction between teachers and children. This concept is consistent with the description of the role of preschool teachers in the British EYFS early childhood education system.

The professional development process of preschool teachers is also a process of individual socialization and social individualization. Through this process, preschool teachers construct characteristics that meet social requirements, and realizing ideal roles is a crucial way to promote the individual socialization of preschool teachers. Dewey's theory advocated the organization of teaching materials and learning situations according to "experience," which explained the logic of the development of educational activities. In this process, children promote individual development

through the learning experience, and teachers intervene in children's self-development according to their individual experiences and provide support or guidance. From this point of view, educational activities are also the process of "in the children, because of the children, for the children," which also conforms to the educational thought of the famous early childhood educator Montessori. Based on his view of children, Montessori believed that children can develop themselves, and children's growth is developing their inner life potential. The task of the teacher is to provide and prepare the environment, "this environment will prompt the child to concentrate on the most favorable external conditions." different children have different rhythms, so each child, according to their rhythm-free development through training to develop children's sensory perception and movement. She advocated that the primary duty of preschool teachers is to observe and give timely and meticulous guidance to children. Montessori's early childhood education system has changed the "teacher-centered theory" in the past, recognizing the subject status of children's learning and paying attention to teachers' "guiding" role. Preschool teachers mainly play the following roles: observer, environment creator, demonstrator, supporter, and liaison of home cooperation.

3.2. Clash

In this study, policymakers, education researchers, preschool teachers, and kindergartens have the ideal role of kindergarten teachers as four subjects of the corresponding analysis. The result of the interaction of each subject is the presentation of the ideal role of preschool teachers. In the process of analysis, it can be found that the ideal role of preschool teachers held by the four subjects is logically consistent with the four elements of the role theory (expectation, relationship, status, and behavior), that is, the four subjects tend to view the ideal role of preschool teachers from the perspective of expectation logic, relationship and status logic, and behavior logic. However, in the process of the integration of the preschool education system, each element still presents an inevitable role conflict. The views of policymakers, education researchers, teachers, and kindergartens on the ideal role of kindergarten teachers affect the judgment of kindergarten teachers on early childhood education and their actual behavior in early childhood education activities. For example, policymakers will formulate education policies according to the ideal role of kindergarten teachers, and education researchers will follow the concept of the ideal role of kindergarten teachers. To explain the relevant problems in the preschool education system, the role concept of preschool teachers will directly affect the development of early childhood education activities. The effect may be direct or indirect, but the effect is definite. Therefore, the role concepts of different subjects affect the role cognition and behavior of preschool teachers, and there are inherent logical conflicts in the ideal role concepts of preschool teachers of different subjects, which are internally manifested in different perspectives such as "expectation," "relationship and status" and "behavior." Due to different viewing angles, the content and structure of the ideal roles of different subjects are quite different, but it also accords with the premise that there is a logical conflict between the concepts of different subjects' roles. Although surface conflicts do not significantly impact the characters' actual development, placing such conflicts in the preschool system will impact the preschool system and its operation.

First of all, the ideal role of preschool teachers is a complex concept because different subjects follow different logic to examine the problem of the ideal role, so it often involves different ideal role images, and the aspects involved are different. As the ideal role of preschool teachers, there are still various conflicts and complex structures in the "objective concept," which affects the relationship between the "objective concept" and "subject concept," leading to problems in the role adaptation of the subject. In addition, due to the inherent conflict in the production process of object concept, there must be some conflict in the production result. At the same time, it is difficult to effectively integrate the conflict of different objects and different levels of role concepts due to internal conflict.

Secondly, it explains many contradictions in the preschool education system. The conflict between theory and practice often mentioned in preschool education can also involve the logical conflict of the ideal role of preschool teachers. As preschool education activities are influenced by the ideal role

of preschool teachers, education researchers, teachers, and kindergartens view the ideal role of preschool teachers from different perspectives, and under the influence of different visual threshold logic, they have different understandings of the subjects in preschool education activities. For example, when the ideal role of preschool teachers is discussed in terms of relationship and status in educational research, it is bound to be different from the discussion of the ideal role of preschool teachers based on behavioral logic. Another example is the concept of "preschool center" advocated in preschool education theory, which advocates that children should be placed in the center of the network, and preschool teachers should play the role of "assisting" and "helping." The "teacher guidance" concept also puts preschool teachers in the secondary and auxiliary positions of the relationship network. The root causes of these conflicts are affected by the natural, logical conflict of the ideal role of preschool teachers.

This means that policymakers, education researchers, teachers, and kindergartens all talk about the ideal role of the preschool teacher. However, in the concrete practice of early childhood education, they have made their judgments based on various aspects of early childhood teachers. Each subject's statements to preschool teachers are also placed at different levels. Although they are all ideal roles of the concept of necessity, they are all role ideas from different angles and levels. Although they are both the ideal role concept of preschool teachers, they come to different conclusions based on different positions and themes, leading to many irreconcilable contradictions.

Thirdly, the solution to several conflicts and contradictions in the preschool education system should be based on the integration of the ideal role of preschool teachers. Only by effectively integrating and interacting with the elements of expectation, behavior, relationship, and status and realizing the consistency of the perspective of the role between the object and the subject can the problem of separating the ideal role. The ways and approaches of role integration contain various forms. For example, deconstructing the ideal role expectation of preschool teachers into behavioral goals in concrete practice can be used as an integration way. However, the essence of role integration lies in effectively integrating the role concepts of different subjects and achieving unity based on role diversification. To sum up, according to the research results, the inherent complexity of the ideal role of preschool teachers stems from the logical conflicts between different subjects at the level of expectation, relationship, status, and behavior. Solving the conflicts, realizing the effective integration of the ideal role concept, and effectively applying it in educational practice can resolve such conflicts.

3.3. Accord

The "form" and "content" of the ideal role of preschool teachers are deduced or derived based on the research results. According to the previous analysis of the "conflict" of roles, the content and structure of the ideal role of preschool teachers also differ significantly due to different logic, which is first manifested in the difference in primary structure. In the policy text, the role of preschool teachers is mainly elaborated from the dimensions of professional development, such as childcare, education, and home co-parenting. In the research texts related to preschool education, the role of preschool teachers is discussed in the interactive relationship between preschool teachers and children and preschool teachers. In the role concept of preschool teachers, the ideal role is mainly reflected in the interaction between the individual and the environment. In addition, this difference is also reflected in the description of the specific discourse of the ideal role, and in the process of analyzing the specific content, the theme descriptors of the role are different. The reason for this difference is that the perspective and logic of investigating the ideal role of preschool teachers are different. Examining the ideal role of preschool teachers from different perspectives and levels, different roles, content, and structures are bound to be obtained. However, although there are differences in different content structures, there is still a sure consistency. Although childcare, education, and professional development are the main dimensions of the ideal role of preschool teachers in the policy text, due to the characteristics and rules of young children's young age, immature and immature physical and

mental development, the childcare dimension and education dimension are more important in the comparison of relevant dimensions, especially the childcare needs and childcare skills requirements of infants aged 0 to 3. All at a higher level. In the literature of preschool education research, although the relationship objects of the ideal role tend to show a diversified trend, the infinite relationship objects generally include teaching, games, activities, and other primary elements. The content analysis of preschool education research literature shows that the arrangement of these elements is centered on children and around childcare and education activities. In the concept of preschool teachers and kindergartens, the description of the ideal role concept mainly focuses on the environment and behavior of the individual in various educational activities and care activities, namely the kindergarten field. Therefore, although the ideal role ideas of kindergarten teachers in different subjects are different in basic structure and discourse content, they have high similarities in theme, all of which revolve around early childhood education activities. This means that the role conflict of preschool teachers is highly consistent in specific preschool education activities. It also explains the following issues:

Firstly, by summarizing the elements of the extension of the concept of the ideal role of preschool teachers, the concrete connotation of the ideal role of preschool teachers is described in detail. When these extensional elements focus on a particular topic, they can be summarized as one of the core positions and essential extensions of the ideal role of preschool teachers. This is an important content of early childhood education activities and one of the most essential characteristics of the ideal role of early childhood teachers. It is of great significance to discuss early childhood teachers in this category. At the same time, we should also consider how to ensure that the critical content of the early childhood education system plays its role. Through policy making, education research, and discussion of kindergarten and kindergarten teachers' concepts, the ideal role of kindergarten teachers in the public's concept is quite different from the role in practice.

On the one hand, it reflects that there is still a big gap between the role of preschool teachers in the concept and the role in practice, which needs to be filled by continuous role learning. On the other hand, it also shows that despite the continuous changes in the concept and practice of preschool education, "diversification" and "child-centered" are still the most essential aspects to embody the ideal role of preschool teachers. In discussing the ideal role of preschool teachers, we should be aware of some other secondary factors and recognize their essential characteristics. We should pay attention to the original meaning of the ideal role of preschool teachers and instead emphasize other contents.

Secondly, although the core content of the ideal role of preschool teachers is mainly presented in preschool education and childcare activities, childcare and education activities are also changing. Taking childcare activities as an example, after the promulgation of the Guidelines for Kindergarten Education (Trial) and the Guidelines, the contents of childcare roles of preschool teachers have significantly changed from appeasing children on the surface, doing a good job in safety and essential childcare to paying more attention to their internal needs. From a single focus on "protection" to paying more attention to "education," preschool teachers must understand their role changes correctly. The role change focuses on the combination of education and protection, from a single "protection" and a single "teaching" to the combination of education and protection. The relationship between childcare and education activities will be affected by time, theory, politics, economy, and other factors, and this change will further change the role of preschool teachers in the time dimension. From the vertical dimension, changing the role of preschool teachers according to the changes in conservation and education activities has become a new and more important topic for discussion. In addition to the changes in the understanding of childcare and education activities themselves, the way of dealing with the relationship between other elements of the preschool education system and childcare and education activities is also different, which is another way to integrate them into the early childhood education theory and the development of the experience of children, and another way to change the traditional early childhood education practice of childcare and education activities. In addition,

different objects have different concepts of the role of preschool teachers. How to deal with the role of preschool teachers in different forms has become another topic worthy of attention.

Thirdly, although the concept of preschool education and the ideal role of preschool teachers is constantly changing, the impact on the practice of preschool education is not significant. With the continuous improvement of the gross enrollment rate of preschool education, the proportion of inclusive preschool education is gradually increasing, and preschool education is developing from quantitative to high-quality. However, through the research on the ideal role of preschool teachers, there is still a big gap between the theoretical ideal role of preschool teachers and the traditional role of preschool teachers. On the one hand, it shows that the transformation of the ideal role of preschool teachers in theory and the stability of the role in practice form a strong contrast. On the other hand, it also shows that the logic of practice plays an essential role in presenting the individual role of preschool teachers in kindergartens.

In summary, according to the research results, the content of the ideal role of preschool teachers is centered on kindergarten education activities, and kindergarten education activities have become the entry point for in-depth interpretation of the ideal role of preschool teachers. However, when we further think about kindergarten education activities, because of the many internal logical contradictions in the role of kindergarten teachers, the role concepts of each object related to early childhood education are different. Although the relevant objects all emphasize the role of preschool teachers, preschool teachers are indispensable in early childhood education. However, policy researchers mainly focus on the results of early childhood education, that is, the role that early childhood teachers, as the subject of education, should play in young children's physical and mental development. At the same time, educational research pays more attention to the essence of early childhood education, describing the ideal role of early childhood teachers, for example, through the perspectives of early childhood education theory and education mode. To describe the ideal role of children: In the process of interaction between teachers and children, mainly through the perspective of children, the focus is on the process of early childhood education activities, including various game activities, focusing on the specific behavior of the ideal role of early childhood teachers. Although the results of early childhood education, the nature of early childhood education, the types of early childhood education activities, and actual early childhood education practices all discuss "early childhood teachers" and "early childhood education," they are not the same "early childhood teachers," and they are not the same early childhood education. This inconsistency of understanding deepens the logical conflict of the ideal role of preschool teachers in the preschool education system.

4. RESEARCH RESULTS AND ANALYSIS

This paper discusses the conflict and consistency between the ideal role in concept and the ideal role in theory. The existence of consistency ensures the unity of the core elements of the ideal role concept of preschool teachers. The existence of conflict leads to the complexity of the ideal role concept of preschool teachers. The existence of consistency is the prerequisite for the realization of the ideal role of preschool teachers in practice. Conflict leads to differences in the ideal role of the preschool education system. However, due to the continuous coordination between "conflict" and "consistency," preschool teachers' ideal role can be realized. Although the conflict and consistency in the ideal role of preschool teachers are described theoretically, they are only partially felt from the perspective of practice. Although there is a difference between "just a kindergarten teacher, not a good kindergarten teacher" and there is a difference between a better role adaptation and a poor role adaptation, from the perspective of early childhood education practice, the ideal role of a kindergarten teacher does not appear to present many problems. In practice, preschool education activities can be carried out smoothly, and preschool teachers can achieve professional development, indicating that the "problem" of the ideal role of preschool teachers seems to be insufficient to affect the entire preschool education system, which means that the role practice in early childhood education activities has the

possibility of resolving role conflicts and achieving role consistency. To explore the debugging and development of the ideal role, we should return to the educational practice activities of preschool teachers, explore the practical logic of preschool education, further discuss the process of the ideal role of preschool teachers, and explore the actual role of preschool teachers in the preschool education system.

4.1. Practical possibilities

In addition to the above reasons, the coordination and realization of the ideal role of preschool teachers in early childhood education is also a problem that the research should solve. The main reasons are as follows:

1) The research involves the concept of the ideal role of preschool teachers. No matter the "other" in the concept or role theory or the "object self" in the concept of preschool teachers, the role theory is always outside the kindergarten teachers and is a whole, or it is called the content of expectations or specifications. The occurrence of an ideal role is realized in the interaction between preschool teachers and the ideal role concept. Based on the unity of subjective and objective, micro and macro in role theory, it is necessary to put preschool teachers in the interaction process of teacher and ideal role and re-examine the problem of the ideal role of preschool teachers.

2) The ideal role is regarded as a production process involving the object concept of relationship, status, expectation, and behavior. The role expectation, relationship, status, and behavior of preschool teachers are discussed through the concept, and after discussing these elements separately, they should be effectively integrated. Since the actual environment in which the ideal role of preschool teachers occurs is in the practice of preschool education, it is necessary to return to preschool education to observe the ideal role of preschool teachers and explore how factors such as status, relationship, expectation, and behavior are coordinated and developed in preschool education.

3) The ideal role of preschool teachers occurs in the process of individual socialization, and the degree of cognition of the ideal role may also reflect the degree of individual socialization in a certain sense. The above discussion is based on the background of the separation of kindergarten teachers from practice, so the kindergarten teachers are replaced in the practice background, and the actual occurrence of ideal roles needs to be replaced in the practice background of kindergarten. Choosing kindergarten because the ideal role of preschool teachers takes place in kindergarten, and the ideal role concept of policymakers, education researchers, and teachers is finally integrated into early childhood education.

Therefore, returning to practice is to clarify the reasons for the complexity of the ideal role of preschool teachers in theoretical discussion. However, it is a simple problem in preschool education: Why do preschool teachers have conflicts in theoretical research but have no fundamental impact on the practice of preschool education activities? Concrete semester education system into early childhood education practice, re-examine the preschool education process as an ideal role and the ideal role as an education process, can not be explained by another theory, can only describe several possibilities:

Possibility 1: Relationship, status, expectation, and behavior are still in a separate state in the practice of early childhood education, and there are still problems in the role of early childhood teachers in the practice of early childhood education, but this problem has not been fully highlighted.

Possibility 2: Expectation, relationship, status, and behavior are still separated in early childhood education, but the role of early childhood teachers can be viewed through some logic in early childhood education.

Possibility 3: Expectation, relationship, status, and behavior are still separated in the practice of early childhood education, but through effective control means, the ideal role of early childhood teachers can be played consistently.

Possibility 4: Expectation, relationship, status, and behavior are not separated in the practice of early childhood education, and there is a specific coordination and development gradually.

Possibility 5: Expectation, relationship, status, and behavior are not separated in early childhood education practice but are in harmonious coordination and development.

5. DISCUSSION & CONCLUSION

5.1. Ideal Role Education in Kindergarten Practice

Through the analysis of the above-related content, preschool teachers have different personality characteristics as individual members of society. If the ideal role of preschool teachers is realized in the "interaction," it should be considered that individual differences lead to different ways of realizing the role. On the other hand, the realization of the role of preschool teachers is also of research value in other research fields, such as psychology, and the problems of role adaptation and role conflict will occur in the process of role realization. Therefore, this study does not intend to deeply analyze how preschool teachers deal with the relationship between "self" and "client and self" and various contradictions in this process from the individual level. The realization of the role of preschool teachers can be promoted through the scenes that embody the role of preschool teachers in kindergarten practice. Regarding the role of preschool teachers, if we call the education and measures that guide preschool teachers to realize their roles "role education," then the entire preschool teachers' preservice education and in-service training in their career can be regarded as the main content of role education. Kindergarten education activities are based on the expected "ideal kindergarten teacher," the kindergarten teacher's childcare education skills are regarded as a vital assessment index of the role.

Various assessment indicators are regarded as the critical content of the role adaptation degree of preschool teachers, including business assessment, teacher ethics assessment, work activity assessment, attendance assessment, safety assessment, teaching performance assessment, and many other assessment indicators. When preschool teachers suffer from unsatisfactory annual and monthly assessment results for a long time, job promotion and post-grading will be directly affected, and the retention of teacher qualifications may be affected if the situation is serious. There is a direct correlation between assessment standards and the role shaping of preschool teachers. In practice, "assessment standards" and "assessment results" will be regarded as essential criteria for the role of preschool teachers, but the role-shaping process before assessment has not received enough attention. Although the "content" in the process of role shaping is regarded as an essential feature of the role of preschool teachers in theory, when the individual's role adaptation level differs significantly from the prescribed role standards, he or she cannot be regarded as a qualified preschool teacher. However, because early childhood education has been too focused on "the development of children" for a long time, From the concrete operation, the role-shaping process of preschool teachers has been out of the scope of roles. Therefore, complete vocational role education can be roughly divided into "knowledge education" and "role education," two interrelated aspects. One part focuses on the "content" of the role shaping of preschool teachers, while the other part focuses on how to make preschool teachers meet the standards. The role education scenes of preschool teachers mainly involve the fragments of kindergarten role education. Through these fragments, the author responds to the realization of the expected role of preschool teachers, as well as the actual integration of the expectations, relationships, status, and behaviors of preschool teachers in kindergartens, and further examines the specific characteristics of the production process of object roles in the practice of pre-middle school education system. The following is the role education scene, in which the kindergarten shapes the "image of preschool teachers" by various means.

5.1.1. Scenario: Strict Normative System

The "object concept" form of a preschool teacher, which is included in the concrete role image of a preschool teacher, is one aspect of the ideal role of a preschool teacher. However, it is still tricky to specify the ideal role image of preschool education, and it is also challenging to design a new role pattern for preschool teachers in practice. Assuming that the role confirmation of preschool teachers is a combination of expectation, relationship, status, and behavior, how can the ideal role of preschool teachers be transmitted to individual preschool teachers through the preschool education system to realize the interaction between the object self and the subject self, and promote the practical adjustment process of the internal conflict of the role? The role theory is unique as the early childhood education system is complex. Therefore, if the role theory is reduced to a theatrical metaphor and the kindergarten is regarded as the occurrence scene of "the role of the kindergarten teacher," then the role of the kindergarten teacher will have many operational conveniences. The first is the question of the "norms" on which the ideal role is based.

Scenario 1: The ideal character

Each kindergarten teacher should play a unique role as an "ideal kindergarten teacher" and perform the role in an ideal way. Although the "ideal role image" of each preschool teacher is affected by the educational policy, educational experience, social culture, and other factors, the role-playing of each teacher should have a familiar character. When it comes to the connotation of teachers' "ideal role of a preschool teacher," a teacher in the interview answered the ideal role of teachers in her eyes, which made us reflect:

You give yourself to your children when you become a kindergarten teacher. Make a plan in advance, teach them to learn this and that according to the plan, and prepare the activity materials in advance. Teach them to sing, draw, play games, and teach them to know many things and the skills and techniques available. Learn to protect yourself, be civilized and polite, develop good habits, help the child solve the things he will not solve the problem, and hurry to go anywhere... Otherwise, leaders will think that your work ability is not strong, parents will also have opinions about you, care about what children learn from you, and judge whether you are responsible or a good teacher...

From the 164 phrases in kindergartens to the "Ten Codes of Conduct for Preschool Teachers" issued by the Ministry of Education, to the "Handbook for Preschool Education Students" of preschool education majors in colleges and universities, and professional norms for preschool teachers in major kindergartens, there are many norms and systems for the ideal role of preschool teachers.

Scene 2: Garden rules and class rules

In recent years, with the continuous attention of the media and society to the profession of kindergarten teachers, almost every kindergarten's "Code of Conduct for kindergarten teachers" has been hung in the corridor, classrooms, and other prominent places if they are only "hanging" in the kindergarten, it is inevitable that there is a suspicion of high interpretation. Because of its effectiveness, the "Code of Conduct for Preschool Teachers" only has the moral level of behavioral binding force but not the legal level of behavioral coercive force. In 2018, the Ten Guidelines for Professional Behavior of Kindergarten Teachers in the New Era, issued by the Ministry of Education at the national level, stipulated in detail the professional behavior of kindergarten teachers, including many contents such as politics, teacher ethics, moral cultivation, safety awareness, caring for children and following the rules of early childhood education, and standardizing educational behavior. In November 2018, the "Measures for Dealing with the Violation of Professional Ethics of Kindergarten Teachers" issued a corresponding regulation for the care and education behavior of preschool teachers so that the constraint on behavior not only stays a moral constraint but also rises to the legal level. In addition, at present, kindergartens in various provinces and cities have also formulated their normative systems, such as park rules and class rules, according to corresponding laws and regulations.

Segment One:

1) Entering the Garden:

- (a) teachers should stand at the door and smile, welcome parents and children to the garden.
- (b) Children say hello to the teacher and say, "Teacher good," and the teacher should give positive encouragement: "Children good," "polite," "Good boy," and so on.
- (c) When children take the initiative to tell the teacher what happened at home, the teacher should respond to the child promptly.

2) Morning activities:

- (a) When children enter the kindergarten in the morning, be sure to check whether there are dangerous items such as the national nucleus, jelly, glass, and knives in their school bags and pockets.
- (b) timely count the number of children in the class, do not miss a person and fill in the relevant records of the morning inspection.
- (c) When children are found to have a cold, physical discomfort, and other symptoms, call parents in time to inform them of the specific situation and discuss with parents how to take children to medical treatment in time.
- (d) Ask children about eating breakfast at home and encourage them to develop the good habit of eating breakfast on time. 5, children give teachers candy; the teacher should pick it up, reply "thank you," and return it to the child if necessary.

3) Educational Activities:

- (a). When communicating with children, teachers should crouch down and face the child with a smile.
- (b). When children answer a question correctly, teachers should praise or encourage them promptly.
- (c). when the child's performance is better or outstanding, the child should be praised, "You are great."
- (d). When children encounter unexpected situations or problems they cannot solve, teachers should suspend work and reply to children on time, no matter how busy they are.

Dining:

- 1) Create a comfortable, quiet dining environment to make children eat happily.
- 2) educate children to wash their hands before meals; wash their hands by rolling up their sleeves to prevent wet clothes; according to the "scientific hand washing seven-step method," the palm, the back of the hand, and the side should be cleaned too.
- 3) Teach children not to be picky eaters through games or stories.
- 4) Teach children to "cherish food" and not waste food.
- 5) you can carry out appropriate reminders and help for children who eat slowly, but you should not be urged.
- 6) In the process of eating, mainly do not pass on the head of children to prevent accidents.
- 7) Encourage children who help teachers clean up after meals: "You are awesome!".
- 8) Check the number of children in time before and after meals to prevent children from getting lost.

Lunch Break:

- 1) Organize children to take off clothes, shoes, and socks in an orderly manner, put socks in shoes, and put shoes neatly in front of the bed.
- 2) teach children to fold clothes, put them next to the pillow, and develop the habit of quiet sleep.

- 3) Remind children not to put the quilt over their heads to keep breathing smoothly when they sleep.
- 4) Wake up after a nap, remind children to wear clothes, shoes, and socks orderly, and comb girls' hair.

Segment two:

- 1) dignified and generous, clean and light clothing to facilitate the organization of activities. Up. Try not to wear heavy makeup at work, do not keep long nails, do not wear gold and silver jewelry, do not wear high heels, shoes with loud heels, long hair tied up, and do not wear a hair cape when on duty. In addition, we should adjust our image according to different occasions and times.
- 2) the teaching style is natural, kind, and generous; speak Mandarin, a civilized language, with a light and soft tone, and communicate with children using positive language.
- 3) warm and polite people, mutual respect and understanding with colleagues and parents of children to communicate using honorific, polite language.
- 4) master and master the theoretical knowledge of preschool education, practical efforts to study the business, master the professional skills, and pass the regular skills assessment.
- 5) Actively participate in the training organized by the kindergarten, learn advanced concepts in the field of preschool education, and improve the ability and level of education and teaching. Strengthen the basic skills training of "one specialty and multiple abilities" in early childhood education, constantly learn new knowledge, and improve their professional quality.
- 6) in the process of leading the class, be full of spirit, pay attention to children, be serious and responsible, do not go to the post without permission, leave the post, do not bring personal emotions into the post, and do not neglect children because of small talk with colleagues.
- 7) Respect for children, treat every child fairly and justly and be good at caring for and listening to children.

The above are two excerpts from the survey's specific code of conduct for preschool teachers in a kindergarten. Its specific content is much more detailed than the Ten Codes of Conduct policy provisions for Kindergarten Teachers in the New Era. It involves the behavior, appearance, language, class teaching, and other aspects of preschool teachers and includes several behavioral norms such as advanced learning, teacher ethics cultivation, and skill training. These norms include every kindergarten activity of teachers and even the details of the behavior of each activity. To ensure these kindergarten rules can be effectively implemented, the kindergarten has also issued corresponding punishment regulations. In the disciplinary rules of the park, the relevant violations are specified in detail.

Segment three:

1) Education work

- (a) Complete the work plan and summary on time. Each item counts for 2 points, which is missing part of a deduction of 2 points.
- (b) the lesson preparation should be carried out one week in advance, and there should be teaching reflection after class, not simply copy the teaching reference book, grade assessment when the teaching plan inspection, the score level is 3 points, 2 points, and 1 point, if there is a missing time in the inspection, 2 points will be deducted.
- (c) Submit weekly plans and observation records according to the class and submit them after school every Friday. One point will be added to those who submit them on time, one point will be deducted from those who submit late, and two points will be deducted from those who fail to submit them.

- (d) Each class board newspaper, bulletin board, and home contact, according to the park's requirements, in time to replace the class, each class rewarded 2 points, but did not meet the class requirements, so they deducted 2 points.
- (e) all kinds of materials were submitted on time in class, and each class was awarded 2 points; the not on time was deducted 2 points.
- (f) the design and organization of game activities are creative, and those recognized and adopted by the park are added 2-4 points.
- (g) Carry out activities according to the schedule of daily activities, reasonably grasp the rhythm of time, and teachers need to organize transitional links, so children will be deducted 2 points for waiting too long.
- (h) outdoor activities do not take care of children, with others to gather a group of chatters, a deduction of 2 points.
- (i) the class that does not have a safety accident in the month will be rewarded with 5 points. If there is a safety accident and it is the teacher's responsibility, 1-10 points will be deducted according to different circumstances.
- (j) If children are found wearing shoes backward, buttoning wrong or unbuttoned, shoelaces untied, and clothes and trousers not neatly worn, they will be deducted 2 points per shift.
- (k) Organize outdoor game activities every afternoon on time and make the form lively and exciting; the class with good effect will add 2 points, and the unorganized class will be deducted 2 points.
- (l) Part-time controls the indoor temperature, helps children cover the quilt, and does not exceed the standard class; deducts 2 points per class.
- (m) Children take a nap in winter and should take off their coats, and those who do not conform to the norm should deduct 1 point per shift.

2) Health care

- (a) The teacher opens the window every morning for ventilation to ensure the indoor and corridor air circulation, cleans the classroom interior hygiene promptly, and finishes the nap after getting up the bedding, not up to the standard deduction of 2 points. (Nursing teacher)
- (b) Disinfect the kitchen tableware before school every Friday. Those who fail to do so on time will be deducted 1 point, and those who fail to disinfect will be deducted 3 points. (Childcare teacher)
- (c) If you do outdoor activities on time, 1 point will be deducted, and 2 points will be deducted if you do not do outdoor activities. (Main class teacher)
- (d) on time, an appropriate amount for children with special conditions to feed medicine. The case of missing medication will be deducted 2 points, and the wrong person will be deducted 6--10 points according to the severity of the situation.
- (e) Picture books, school bags, and children's coats should be placed neatly in the classroom. Those who fail to meet the standards will lose 2 points. (Childcare Teacher)

In addition, many kindergartens will also score this "code of conduct" management. A base score of 100 points is set for each class each semester, and points will be deducted for violations of regulations, and 1-2 points will be deducted for violations of essential regulations. This means that in many kindergartens, the behavior of preservice teachers has been highly refined, and this refined score is used to measure the suitability of their professional roles. Of course, many codes of conduct are explicitly stipulated in the current kindergartens. Due to the continuous ferment of the "child abuse" incidents of kindergarten teachers in recent years, the public has become more stringent on the role image of kindergarten teachers, so the daily work of kindergarten teachers is not only occupied by childcare work but also busy with various tasks of kindergartens and various assessments of the

Education Bureau during the break of children. Heavy occupational pressure, low social status, and the status quo not recognized by parents and the public are also essential aspects of the high turnover rate of many preschool teachers and the high career change rate of preschool graduates.

To sum up, the expected "norms" in role theory refer to the expected "rules" explicitly stipulated by kindergartens or implied in the ideas of preschool teachers and parents, and both of them affect the development of concrete educational practice activities of preschool teachers. These norms not only reflect the expectations, relationships, and status of preschool teachers but also directly relate to preschool teachers' nursing and educational behaviors, and these role norms play a role in kindergarten nursing and education activities, mainly in the form of behavioral norms. This means that in early childhood education, the preschool education system provides specific behavioral rules for early childhood teachers to follow. These standards include the daily routine of kindergarten teachers from the beginning of kindergarten and the specific code of conduct when dealing with children, parents of children, and internal staff of kindergartens. Different from all kinds of assessment indicators, assessment indicators and various evaluation contents are used to measure the degree of kindergarten teachers' adaptation to professional roles. However, these standards also directly solve some fundamental problems of whether kindergarten teachers can become kindergarten teachers. In preschool education, these codes of conduct have delineated the space of the ideal role of preschool teachers and are the basic guidelines that must be followed to become the "ideal role."

5.1.2. Performance: Interactive Relationship of Preschool Teachers as Supporters

The system and standard "script" of kindergarten regulate the behavior mode of kindergarten teachers and then restrict the actual role interpretation stage in practice. Preschool teachers have received professional training in preschool education, including the secondary or higher education stage. Therefore, influenced by academic education, their roles in the specific practice of kindergartens must be distinct from the educational guidance of kindergartens. In the concrete educational practice of kindergartens, the principle of "taking children as the center" should be followed, and the criterion of "taking the characteristics and rules of the physical and mental development of infants and children" and the role metaphor between various subjects in the interaction between teachers and children should not be separated. This kind of relationship in which children are regarded as the primary consideration of activities and teaching and kindergarten teachers are regarded as supporters exists in all aspects of the early childhood education process.

Scenario 3: Induction education and training for new teachers

In the current practice of preschool education, the ideal role education of preschool teachers exists everywhere. However, early childhood education is based on the education to promote the physical and mental development of children, so the ideal role of education of preschool teachers is dispersed chiefly rather than centralized, which is mainly reflected in the induction education of new kindergarten teachers and the regular or irregular training and learning of preschool teachers, the skills related to early childhood education and teaching, the relevance of curriculum content, and the scientific research skills of kindergartens. First, education and management concept training mainly refers to the policies and management concepts of kindergartens and national preschool teachers while also following the concepts of education and service. Teaching skills training mainly refers to the kindergarten curriculum and evaluation indicators issued by the National Education Department. Through these skills training, new kindergarten teachers can gain a sense of identity and better integrate into early childhood education. The primary purpose of education curriculum training is to create quality awareness; the purpose of education curriculum training is to confirm the quality of teaching and the specific guidance direction and requirements. Teaching and research training uses daily teaching and research activities to help new kindergarten teachers establish a self-development and adjustment mechanism to ensure the normal development of teaching and research work. Kindergarten rules and regulations training is crucial to pre-job training, so kindergarten teachers understand the rules and regulations to ensure a stable work attitude. The purpose of training new

kindergarten teachers is to help new teachers understand the job requirements of class teachers, understand and begin to learn their professional roles as soon as possible, improve their class management level and education and teaching quality, and achieve the goal of kindergarten teachers from introduction to professional development. At present, the induction education and training of new kindergarten teachers mostly stay in formal education, and whether it is ineffective remains to be further discussed. For example, the induction training of new kindergarten teachers in a particular kindergarten during the research covers not only the development history, current situation, kindergarten style, and functional departments of the kindergarten but also the laws and regulations regulating kindergarten teachers' behavior and professional ethics, and the understanding of their position roles, but also the deeds of "excellent teachers" in the field of preschool education to guide the continuous growth of new teachers.

Scene four: Paungsiong

Role model, as an educational method, is often used in educational activities, and it is also applicable to role education. The "excellent preschool teachers" in early childhood education are often regarded as examples. The Xinhua News Agency, the national radio network of excellent children, has reported this.

Teacher Caiyun Ying, who has adhered to the frontline of kindergarten education practice for more than 30 years, is a senior kindergarten teacher in Shanghai and a member of the expert group of the Ministry of Education, the Chinese Education Society, and the Shanghai Education Society. As one of the "National Excellent Kindergarten Teachers" selected by the Ministry of Education in 2018, Ying Caiyun has trained several special kindergarten teachers through the famous teacher base in Shanghai and was awarded the "10,000 Plan" Famous Teacher in 2016. In 2017, the media documentary column "Shi Dao · Ying Caiyun" reported her 30 years of unremitting cultivation and efforts in the front line of early childhood education. This excellent example of a preschool teacher carefully studying the children around her, exploring the character characteristics and emotional development of each child, respecting and caring for children, gaining insight into the needs of each child, delving into children's games, environment creation, and early reading, improved her professional ability, and gradually became the backbone teacher of the kindergarten.

Examples in early childhood education are not only reflected in the "excellent teaching expert" and "open class teaching expert" in teaching activities but also widely exist in the entire education system, and the preschool education system is no exception. These "ideal preschool teachers" have the characteristics of respecting and loving children, good communication skills, keen insight, and sound professional skills. These characteristics also fit the characteristics of the "ideal role" in the self-concept of preschool teachers analyzed above. At the same time, role models exist not only in official documents and preschool teacher training but also in the lives of preschool teachers. As role models in preschool education, excellent preschool teachers are the role players closest to "ideal preschool teachers" in the preschool education environment. In collecting associative words of "good kindergarten teacher," most kindergarten teachers and parents mentioned a teacher named "Li Juan" in the local kindergarten. She is recognized as a model that preschool teachers should learn and has become a locally recognized "excellent preschool teacher." The teacher not only has the moral character and essential quality of the early childhood education industry but also has the basic skills of the kindergarten teacher profession and loves the early childhood education cause. In addition, the deeds of excellent preschool teachers have been widely reported and become a "model" for the preschool teacher industry, to refer to their code of conduct to promote the professional development of preschool teachers.

Scenario 5: Reward and punishment

Because each preschool teacher's role adaptation degree is different, the problems are different. In addition to the policy texts and various forms of kindergarten education aimed at the group role of preschool teachers, many kindergartens have formulated a reward and punishment system for

preschool teachers, and the reward and punishment are often targeted at specific individual preschool teachers.

Reward:

- 1) If no safety accident occurred in the month, reward the principal class teacher, accompanying teacher, and nurse teacher safety award 50 yuan each.
- 2) children in the month attendance reaches more than 85%; total attendance awards the principal class teacher 50 yuan, reward class teacher and nursery teacher 30 yuan each.
- 3) In the teacher's assessment in the month, the top three will be awarded 50 yuan, 30 yuan, and 20 yuan, respectively, and the one who fails to pass the assessment will be deducted 30 yuan. In the monthly assessment, the nursing teacher will receive a reward of 50 yuan for excellent, 30 yuan for good, and 20 yuan for failing.
- 4) the park staff won the municipal honor, a reward of 200 yuan; won the county honor, a reward of 100 yuan; won the township honor, a reward of 50 yuan.
- 5) Teachers who carry out kindergarten-based teaching and research activities and submit relevant text materials will be rewarded with 50 yuan. 6, due to the active efforts of teachers, each semester, to add a nursery child and reward teachers 100 yuan.

Punishment:

Attendance section

- 1) Deduct 1 yuan for being late for work for 5 minutes, deduct 20 yuan from your monthly salary for 30 minutes to an hour, and deduct 30 yuan for being late for work more than three times a month.
- 2) The park leaders need to approve Sick leave and personal leave in advance (sick leave should be informed by phone to the director in charge, leave is not taught after recovery, and personal leave is not taken as absenteeism).
- 3) if the illness is verified, there is no deduction of salary, personal leave according to the sum of basic salary, and various types of allowances, divided by 31 days deduction, absenteeism deduction 100.
- 4) During the shift period, I chat privately, change shifts on my initiative, answer private phone calls, and find a deduction of 20 yuan.
- 5) Disputes with colleagues in the kindergarten, abusive and unreasonable, affecting the standard order of kindergarten activities, deduction of salary 50-100 experience, severe cases will be expelled.
- 6) quarrel with parents, cause complaints from parents, and the situation is actual, deduct 50 yuan.

Education and teaching

- 1) If the teaching plan for the next week is not made according to the stipulated time every week and is not posted on the bulletin board according to the stipulated time, the monthly bonus will be deducted 5 yuan for a single time, and 50 yuan will be deducted for more than three times accumulated.
- 2) If the teaching activities are not carried out according to the monthly plan or weekly plan, the monthly bonus of 10 yuan will be deducted for a single time, and 50 yuan will be deducted more than three times.
- 3) If children fail to submit next week's teaching plan on time before leaving the kindergarten on Monday and fail to accept health monitoring on time on Friday, the teacher in charge of the class will deduct 10 yuan for a single time and 50 yuan for three times accumulated in a month.

4) If there is scolding, corporal punishment, or disguised corporal punishment of children in the kindergarten, the monthly salary of 50 yuan will be deducted for the first time, and 100 yuan will be deducted for the second time.

5) the class teaching activities did not organize the corresponding activities, cartoons, and a deduction of 10 yuan.

Safety and care

1) Because teacher care is not timely, resulting in children's injuries (falls, scratches.) and complaints by parents, all teachers deduct the safety award. Small classes and nursery classes are not rewarded or punished, but parents should be contacted in time to appease parents and reflect on their work. In safety liability accidents (such as child loss, hospitalization, fracture, and other serious situations), according to the severity of the situation and the corresponding treatment, the class teacher deducts the safety award and pays 50% of the medical insurance costs.

2) During the eating process of children, it is necessary to guide their eating skills and cultivate good eating habits. It is strictly forbidden to chat privately, regardless of children, scolding children, and other phenomena, and it is found that the relevant responsible teacher will be deducted 5 yuan.

Hygiene

1) I was responsible for the area, health area, and activity room hygiene, which needed to meet the requirements. The nursing teacher bonus deduction of 5 yuan a month accumulated more than three times the deduction of 20 yuan.

2) If the teaching materials in the class are not placed in a standard way, the bonus of the principal class teacher will be deducted 5 yuan each time, and 20 yuan will be deducted more than three times in a single accumulation.

3) Before leaving the kindergarten, children should carefully tidy up their faces (hair, washing hands, washing face). If parents complain that the childcare work is not in place, the principal class teacher will be deducted 10 yuan, the class teacher and the childcare teacher will be deducted 5 yuan each, and the teachers of each post will be deducted 20 yuan if more than three times occur in a month.

The above is an excerpt from the "reward and punishment system for kindergarten teachers" in a kindergarten during the investigation. Reward and punishment are essential for kindergarten to shape the ideal role of teachers, not only in early childhood education but also outside of early childhood education. The reward and punishment here refer not only to material reward and punishment but also to the guidance and restriction of preschool teachers' behavior. The reward and punishment system for kindergarten teachers mainly regulates the behavior of kindergarten teachers through ideological morality, professional ability, professional ethics, and other aspects. The role behavior of kindergarten teachers is intensely regulated and revised through multiple aspects, with the primary purpose of improving the quality of kindergarten education. In the questionnaire survey of preschool teachers, according to preschool teachers' responses, the things that teachers most often reward and punish include matters related to attendance (such as the total attendance award is most frequently mentioned) and activities related to teaching work (such as teaching plans). At the same time, preschool teachers generally report the safety and care of children as "tasks with greater pressure."

To sum up, although preschool teachers guide the occurrence and development of various activities in kindergartens in terms of content and methods, preschool teachers and teachers, as the two main components of the interaction between kindergarten teachers and children, have a profound impact on the formation of the ideal role of preschool teachers. The above kindergarten standards undoubtedly impact the shaping of the ideal role of preschool teachers. Under this influence, different teacher-child interactions have been formed due to the difference in character between preschool teachers and children. However, in these interactions, the character is still developed like before, but the specific content and focus differ. The role of preschool teachers is not only in induction education

and education training but also in the process of specific preschool education activities. Although preschool education activities focus on children and play activities, preschool teachers should always abide by the norms and educational rules of kindergartens in various educational activities. When talking about this situation, the teachers in the interview also admitted that the senior teachers mainly conveyed the relevant norms and rules of the kindergarten to help them when they first joined the kindergarten. In addition, we can make specific provisions for their behavior and correct their deviant behavior in time through supervision.

5.1.3. Actor: Self-cultivation of a Preschool Teacher

Drama cannot be separated from the actors who play the characters, and the actors are often seen as the bearers of the characters and the actual interpreters of the characters. A Preschool teacher should also have deductive qualities of professional roles and assume different preschool education roles at different levels of role literacy.

Scenario 7: Impression Management

Impression management is a term borrowed from Goffman's role theory, which also aligns with American sociologist Cooley's "mirror me" theory. Individual behavior largely depends on other people's evaluations, attitudes, and other forms of self-concept. Individuals will have a specific understanding of role-playing in a specific situation, and to make their own "impression" in performing a specific role, they can be sustained and stable to adjust their behavior. The individual "self" image in other people's ideas or imagination is the social form of "self," also known as the "mirror self" or the reflection form of "self." In a sense, the role image in the object concept represents the existing form of the individual, that is, the image that the individual actively expresses and wants to be. The individual and society are not utterly opposed to each other but complement and promote each other. The individual is observed and understood as an "independent whole." The "good kindergarten teacher" in the kindergarten is the premise of completing the essential class tasks, can "win honor" for the garden, is the professional knowledge and skills "not only to reach the standard" but also prominent the most basic is to "ensure that children do not have safety accidents." From this logic, the "ideal role of kindergarten teachers" from the perspective of kindergarten has a high consistency with the "ideal role" in the eyes of kindergarten teachers, or the "ideal role" in the concept of kindergarten teachers is profoundly affected by various kindergarten rules and regulations. In addition, an independent preschool teacher's unique personality characteristics also significantly impact forming the ideal role. Each individual has a reasonable role image in his concept, and his role behavior in practice is mainly based on his role cognition and concept; that is, the formation and realization of a role in the interaction process between object and subject. When collecting the self-statements of preschool teachers working in kindergartens, a preschool teacher described what aspects should be worked towards to become a "good teacher" in kindergartens:

After graduation, I set foot on the job. It has been two years, two years of work has taken significant and small classes, accumulated some class experience, and the relationship with the parents of the children in the class is also more harmonious, less just entering the industry at a loss and worry. I am still a good teacher; it is OK because I prefer the kindergarten atmosphere, but it is also quite full of the joy of the game, and the compulsory education stage is different. I like the time spent playing with children in kindergarten. It is delightful to be with children. The children are also cute. So, I think I should be able to be a good teacher, but at this stage, my Evaluation of myself is still not too easy to say; I do not know what is done well; if you have to do a self-evaluation, it must be in a good direction.

To become a good teacher in kindergarten, the first thing is to improve the skills because kindergarten teachers are different from other primary and junior high school teachers. Vocal music, piano, singing, and dancing skills are required, and in this regard, our kindergarten will regularly organize teachers' skills tests, which can also be regarded as supervision to improve our skills. This is the first one. The second is handicrafts. I have been learning, but until now, compared with other classes, my things are

still not enough. I still need more creativity, and my practical ability will be worse; I have been trying to change this thing, and I have realized that the problem is that the movement must be quick in kindergarten. Kindergarten teachers should have strong adaptability because, after all, children are young, many times can not be seen at a glance, and it is easy to have problems, so this aspect may need to be improved now; we must work hard to improve. (Teacher L).

5.2. An Ideal Role for a Career that Points to a Code of Conduct

Under the initiative of educational reform, preschool education continues to transform the relationship between teachers and children and change the mode of education. Today's kindergartens still have much in common with kindergartens 100 years ago. The exploration of the ideal role of preschool teachers still has essential theoretical value and practical significance today. Soki Kurabashi, an essential founder of preschool education in Japan, once proposed a series of ideas on the development of preschool teachers. He believed that kindergartens should create an environment suitable for children's lifestyle, and the task of kindergartens and teachers is to realize the "original" of real natural life in kindergarten. According to Foucault, "In the case of Emile, Emile's teacher is a censor." The employee status of teachers determines that they should fulfill the supervision function given by the system and society, and they should also be supervised and constrained by the system and superior departments. In Foucault's view, the specific function of teachers is to discipline students.

(1) In terms of the nature of the role of the subject, from different perspectives and according to different standards, roles can be divided into various forms, such as pre-assigned, self-induced, open, prescriptive, utilitarian, and expressive. A pre-endowed role refers to a role that is naturally acquired and socially prescribed based on individual biology or the growth process, such as the role of father and son. A self-created role, reflecting the autonomy of the individual, requires the individual, through exceptional training, to obtain the role with the corresponding quality and talent. Such as individual career choice, students, and teachers belong to the role of self. Therefore, from this point of view, on the one hand, the role of preschool teachers is not born; it only appears in the preschool education system, and it is not a self-inflicted role. On the other hand, the role of a preschool teacher is a professional role, which can only be obtained by individuals through efforts, so it belongs to the category of a self-induced role. At the same time, there are clear standards and principles for the behavior norms of preschool teachers, so the class belongs to the prescriptive role. The role of preschool teachers has both obligations and rights. Each preschool teacher should fulfill the occupational requirements and play this role, and the problems arising in the process of role realization are mainly restricted by mandatory measures to ensure the practical realization of the role. However, the process of early childhood education is often a priori. Under the premise of being dominated, the role of early childhood teacher can also exert individual personality characteristics, so it has the characteristics of two role types.

(2) From the nature of preschool education, any system or norm is universal because it is often the embodiment of the social system and has a considerable degree of abstraction. That is, it is assumed that the system and norm apply to various specific educational situations and objects, and kindergartens and teachers are mandatory in the system implementation process. Therefore, when the role norms of preschool teachers become institutionalized norms in the preschool education system, kindergartens must shape teachers according to the norms that early childhood education should follow. Foucault believes "discipline" is a concrete and productive micropower reflecting individuals' interaction. Foucault also pointed out that society is a vast "control system," which requires specific individuals and institutions to carry out the work of discipline, and schools, because of their educational function, become a part of this system. Foucault pointed out that schools are institutions that discipline students and teachers, who, as workers, also play the role of "discipline." This "metaphor" reflects the relationship between kindergarten and teachers in the kindergarten field. With the implementation of the reform process of early childhood education, the whole early childhood education system is mainly carried out on the principle of "early childhood center" and "child-

oriented." However, considering the community status of early childhood teachers and children, it is inevitable that the necessary methods will be used to promote the realization of the ideal role of early childhood teachers. The process of realizing the ideal role of preschool teachers is the process of their professional behavior gradually conforming to professional norms and social rules. Kindergartens need to use corresponding norms and systems to shape the behavior of preschool teachers and gradually construct the image of the "ideal role" of preschool teachers to promote the realization of the ideal role of preschool teachers in the kindergarten field.

(3) Individuals will show different consciousness through behavior; the nature of behavior and whether it conforms to the rules can be judged according to the behavior norms. If preschool teachers have destructive behaviors, that is, role anomie, timely intervention can be carried out through the above ways. These activities are to shape the role of preschool teachers in kindergartens. In terms of specific behavior norms, it can be called the behavior management of preschool teachers. From the perspective of role, the process in which preschool teachers (elements) play a role in the preschool education system is the process in which the preschool education system produces the object concept of preschool teachers. In this process, the expectation, relationship, status, and behavior of multiple objects are presented, and the different role concepts reflect the internal logical conflict and content consistency. To explore the possibility of reconciling the internal conflict and consistency in early childhood education, educational activities should be concretized into the concrete practice of kindergarten education. In different scenarios of ideal role shaping of kindergarten teachers, given the particularity of kindergarten teachers, their roles, and early childhood education, kindergartens often carry out ideal role shaping of kindergarten teachers through some short-term training and mandatory policy means to integrate the inherent logical conflicts of roles forcibly. In addition, individual discipline is more standardized and specific, and kindergartens pay more attention to the training of children, which is reflected in the discipline of individual behavior of preschool teachers. As the professional training of preschool teachers gradually becomes standardized, the component of "discipline" does not decrease. As Dewey said, its control mode gradually turns to social control.

To sum up, as far as the current research is concerned, preschool teachers play a role in the preschool education system and are also the "customer and self" production process in which the preschool education system produces the ideal role of preschool teachers. This top-down production process shows consistency in content, conflict in fusion logic, and a certain degree of conflict in concrete practice.

CONFLICTS OF INTEREST

The authors declare that they have no conflict of interest.

ACKNOWLEDGEMENTS

This is the place to fill in information about funds, sponsors, etc. that need to be thanked.

REFERENCES

- [1] Jackie Walkington; "Mentoring Preservice Teachers in The Preschool Setting: Perceptions of The Role," AUSTRALASIAN JOURNAL OF EARLY CHILDHOOD, 2005. (IF: 3).
- [2] D. Court; Liat Merav; Ety Ornan; "Preschool Teachers' Narratives: A Window on Personal-professional History, Values, and Beliefs," INTERNATIONAL JOURNAL OF EARLY YEARS EDUCATION, 2009. (IF: 3).
- [3] Ayla Oktay; Oya Ramazan; Ahmet Sakin; "The Relationship Between Preschool Teachers' Professional Ethical Behavior Perceptions, Moral Judgment Levels and Attitudes to Teaching," GIFTED EDUCATION INTERNATIONAL, 2010.

- [4] Izhar Oplatka; Masada Stundi; "The Components and Determinants of Preschool Teacher Organisational Citizenship Behaviour," *INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT*, 2011. (IF: 3).
- [5] Bodil Sundberg; Christina Ottander; "The Conflict Within The Role: A Longitudinal Study of Preschool Student Teachers' Developing Competence In and Attitudes Towards Science Teaching concerning Developing A Professional Role," *JOURNAL OF EARLY CHILDHOOD TEACHER EDUCATION*, 2013. (IF: 3).
- [6] Anna Ehrlin; Hans Olof Gustavsson; "The Importance of Music in Preschool Education", *AUSTRALIAN JOURNAL OF TEACHER EDUCATION*, 2015. (IF: 3).
- [7] Shaohua Nie; "Discussion on The Ecological Concern of Preschool Teacher Continuing Education," 2015.
- [8] C. S. Ng; W. Chai; H. Fok; Sing-pui. Chan; H. Lam; K. Chung; "Building Preschool Teachers' Capacity for Teaching Chinese to Ethnic Minority Children in Hong Kong: A Qualitative Study," *JOURNAL OF EARLY CHILDHOOD TEACHER EDUCATION*, 2019.
- [9] Chiara Urbani; "Teacher Continuing Professional Development and Team-Working Competences: A Case Study From Italy," *INTERNATIONAL JOURNAL FOR RESEARCH IN VOCATIONAL EDUCATION*, 2020.
- [10] Iryna Melnyk; Lyudmyla Zaremba; "THE ART OF COMMUNICATION IS AN INTEGRAL PART OF PEDAGOGICAL SKILLS OF THE EDUCATOR" 2020.
- [11] Arna H. Jónsdóttir; M. Coleman; "Professional Role and Identity of Icelandic Preschool Teachers: Effects of Stakeholders' Views," *EARLY YEARS*, 2014. (IF: 3).
- [12] Maire Tuul; R. Mikser; Evelyn Neudorf; A. Ugaste; "Estonian Preschool Teachers' Aspirations for Curricular Autonomy – The Gap Between An Ideal and Professional Practice", *EARLY CHILD DEVELOPMENT AND CARE*, 2015.
- [13] I. Pramling Samuelsson; P. Williams; S. Sheridan; Annette Hellman; "Swedish Preschool Teachers' Ideas of The Ideal Preschool Group," *JOURNAL OF EARLY CHILDHOOD RESEARCH*, 2016. (IF: 3).
- [14] Lee Hsing-Ming; Chou Mei-Ju; Chin Chia-Hui; Wu Ho-Tang; "The Relationship Between Psychological Capital and Professional Commitment of Preschool Teachers: The Moderating Role of Working Years", *UNIVERSAL JOURNAL OF EDUCATIONAL RESEARCH*, 2017. (IF: 3).
- [15] S. Thulin; A. Redfors; "Student Preschool Teachers' Experiences of Science and Its Role in Preschool," *EARLY CHILDHOOD EDUCATION JOURNAL*, 2017. (IF: 3).
- [16] Päivi Kupila; Kirsti Karila; "Peer Mentoring As A Support for Beginning Preschool Teachers," *PROFESSIONAL DEVELOPMENT IN EDUCATION*, 2019. (IF: 3).
- [17] Julia Barenthien; M. A. Lindner; Tobias Ziegler; Mirjam Steffensky; "Exploring Preschool Teachers' Science-specific Knowledge," *EARLY YEARS*, 2020. (IF: 3).
- [18] Zuriani Hanim Zaini; Mahaliza Mansor; "The Influence of The Transformational Leadership of The Headmasters on The Professional Development of Preschool Teachers," 2021.
- [19] Yuxi Deng; "The Construction of Preschool Education Teachers Under The Concept of Full Practice," 2021.
- [20] Zhonglian Yan; Shoumei Zhao; "The Relationship Between School-Based Research and Preschool Teachers' Teaching Ability: The Mediating Role of Constructivist Beliefs in Teaching," *FRONTIERS IN PSYCHOLOGY*, 2022.
- [21] A. R. Lane; K. Thornburg; "Props and Teacher-Direction: Influence on Activity Participation By Kindergarten Children," *FAMILY AND CONSUMER SCIENCES RESEARCH JOURNAL*, 1981.
- [22] Robert C. Pianta; Karen M. la Paro; Chris Payne; Martha J. Cox; Robert Bradley; "The Relation of Kindergarten Classroom Environment to Teacher, Family, and School Characteristics and Child Outcomes," *THE ELEMENTARY SCHOOL JOURNAL*, 2002. (IF: 7).
- [23] Filiz Varol; "What They Believe and What They Do," *EUROPEAN EARLY CHILDHOOD EDUCATION RESEARCH JOURNAL*, 2013. (IF: 3).
- [24] Vlasta Gmitrová; "Teaching to Play Performing A Main Role–Effective Method of Pretend Play Facilitation in Preschool-age Children," *EARLY CHILD DEVELOPMENT AND CARE*, 2013. (IF: 3).
- [25] A. Pyle; Christopher DeLuca; Erica Danniels; "A Scoping Review of Research on Play-based Pedagogies in Kindergarten Education," *REVISTA DE EDUCACION*, 2017.
- [26] Kharisma Puspita Sari; "Teacher's Directive Speech Acts at Kindergarten School," *VISION: JOURNAL FOR LANGUAGE AND FOREIGN LANGUAGE LEARNING*, 2018.
- [27] Rose-Anne Camilleri; "Investigating The Impact/role of The Interactive Whiteboard on Teaching Practices in Maltese Kindergarten Classrooms Through An Activity Theory Approach," 2019.
- [28] Natalia Shlat; "PORTRAIT OF THE KINDERGARTEN TEACHER IN THE SOCIAL AND CULTURAL SPACE OF MODERN RUSSIA," 2020.

- [29] Wang, B., Cui, J., & Mottan, K. (2024). Exploration and Analysis of Chinese University Students' Performance in Business Innovation. *Economics & Management Information*, 1-9.
- [30] Cui, J., Gan, Z., & Ning, Z. (2023). Impact of Management Philosophy and Organization on China Technical Xiaomi Company:--A Systematic Review Analysis. *Academic Journal of Management and Social Sciences*, 5(2), 45-49.
- [31] Vicki Schriever; "Early Childhood Teachers' Management of Their Changing Roles Regarding Digital Technologies in Kindergarten: A Grounded Theory Study," *AUSTRALASIAN JOURNAL OF EARLY CHILDHOOD*, 2020.
- [32] Vicki Schriever; "The Impact of Digital Technologies on The Role of The Early Childhood Teacher," *Children's WELL-BEING: INDICATORS AND RESEARCH*, 2021.