

AN EXPLORATION OF THE PRACTICAL DILEMMA OF TEACHERS' SELF-IDENTITY IN PRESCHOOL INTEGRATED EDUCATION FROM THE PERSPECTIVE OF GIDDENS' SELF-IDENTITY THEORY

Zhifang Li ^{1*}

¹ Master of Basic Education, Nanning Normal University of China

* Corresponding Author, E-mail: 2436052819@qq.com

Abstract: Preschool integrated education has been a hot topic in the field of education in recent years, and teachers' self-identity has an important impact on the quality and effect of preschool integrated education. Based on Giddens's self-identity theory, this paper explores the self-identity of preschool integration teachers. This paper mainly analyzes the current situation of preschool integration teachers' self-identity, which includes the crisis of self-identity under fractured modernity, the instability of dynamic self-identity, the dilemma of practical self-identity, and the challenge of relational self-identity. Secondly, the influencing factors of preschool integration teachers' self-identity were analyzed, including internal and external factors, such as teachers' own pressure, emotional consumption, professional quality, etc., and external factors including working environment, support and understanding of others. Finally, the relevant strategies for improving the self-identity of preschool teachers were proposed, including the enhancement of teachers' own professional knowledge and skills, active communication, continuous reflection and improvement, seeking support and help, establishing correct educational concepts, and creating a good working environment and atmosphere.

Keywords: Preschool Integrated Education, Preschool Integrated Teachers, Self-identity, Influencing Factors, Strategies

Introduction

In the report of the 20th National Congress of the Communist Party of China, it was proposed to make preschool education and special education be able to get inclusive development, and set new goals for the development of preschool education in the 14th Five-Year Plan, pointing out that the development of preschool education needs to improve the integrated education literacy of kindergarten teachers, so that special education children can be discovered as soon as possible, so that they can obtain timely rehabilitation and treatment, and learn the ability of sustainable learning and development, which is an urgent task facing preschool education in the new era. Preschool integrated education is to explore preschool education in an integrated way, truly for every child, eliminate the educational barrier for

special children, so that special children can integrate into society from an early age, so as to have the ability to communicate and learn normally. In the "Guiding Opinions on Strengthening the Work of Children and Adolescents with Disabilities in the Compulsory Education Stage", the Ministry of Education calls for persisting in the integration of ordinary education, respecting differences, helping children and adolescents with disabilities better adapt to social life, and accelerating the promotion of equitable and qualitative development of special education.

In 2021, the State Council issued the "14th Five-Year Plan for the Development and Improvement of Special Education", which provides an action guide for the high-quality development of integrated education in the new era. The overall requirements of the plan also clearly put forward "to appropriate integration as the goal, expand school services, promote integrated education, and improve support capacity", which clarifies the idea for the development of preschool integrated education: to accept and tolerate the uniqueness of each child from the perspective of integration, to explore how preschool education can truly teach each child according to his aptitude with the idea of integration, to unite more forces with an integrated mind, to jointly explore more integration methods and paths, and to eliminate the educational isolation of special children. Let ordinary children and special children achieve each other, achieve a win-win situation in education, and also achieve a win-win situation in social development.

Preschool integrated education refers to the form of education that allows children aged 0-6 with special educational needs to receive care and education together with ordinary children, so as to improve the quality of education for preschool children with special needs and promote the social adaptability development of special children through interaction and interaction. In the process of integrated education development, preschool teachers are the endogenous driving force for the high-quality development of preschool integrated education and are the main force of preschool integrated education practice and need to have a certain ability and literacy to implement integrated education. There are few teachers with integrated education ability, and preschool integrated teachers will be affected by many factors due to the special teaching objects and teaching contents, which will lead to the increase of work pressure, and the self-identity in the education process will also be invisibly affected by the internal and external pressure. As the driving force for the high-quality development of preschool integrated education, teachers need to receive good internal and external support such as human and material resources and self-professional quality development, so as to enhance teachers' self-identity and give full play to the driving force of teachers.

Analysis of the current situation of self-identity of preschool integration teachers

1)The Crisis of Self-Identity in the Context of Fractured Modernity

Teachers of integrated preschool education are faced with the tension between tradition and modernity, conservatism and innovation. Giddens argues that the fracture of modernity has led to the

fragmentation and incoherence felt by individuals in time and space, and this rupture is reflected in the field of preschool integrated education as a conflict of educational concepts, a change in teaching methods, and a gap between society's expectations and reality of integrated education. In this context, teachers need to constantly self-reflect and orient themselves to find their own educational philosophy and values.

Integrated education in the narrow sense is to accept children with disabilities to study in ordinary schools, rather than separating them from studying in an isolated environment, and the starting point is to communicate and integrate children with special disabilities with the general population, so as to minimize the social isolation of people with special disabilities. It is necessary not only to integrate the special disability group into society, but also to let the public know and understand the special disability group. Advocating integrated education for children with special needs and children in general is also promoting the redistribution of personnel and resources in society and educational institutions. For children with special needs, they can complete their studies in the same way as ordinary children, and integrated learning is not only to learn knowledge and skills, but also to integrate into society.

However, in ordinary kindergartens, ordinary teachers occupy the majority of the teaching team, in the context of social construction and the continuous development and gradual implementation of integrated education, most of the preschool teachers can understand the concept of integrated education and have a high sense of identity with this concept, in the face of the complex situation and practical difficulties in progress, they have doubts about integrated education, which is mainly reflected in their rational identification with the model of integrated education, but in reality they show a difficult attitude, As a result, a contradiction between concept and reality is formed. In this way, integrated education will pose new challenges to preschool teachers, lack a certain amount of self-confidence, and even begin to doubt their own educational concepts and values, which may lead to teachers' sense of self-denial. The fixed expectations of pre-school teachers no longer exist, and established patterns of behaviour are no longer valid. Anxiety, irritability, and self-doubt have become common feelings and manifestations for them. These factors have led to a rupture of the self-identity of the teaching profession, which has led to a sense of professional crisis, confusion and anxiety. Teachers are vague about the question of "who am I?"

2) The instability of dynamic self-identity

Teachers of integrated preschool education need to respond to the changing educational environment and social needs. Giddens argues that modernity is dynamic, fraught with uncertainty and risk. As an emerging field, preschool integrated education is constantly changing its educational philosophy, policy support and educational resources. Teachers need to constantly adapt their educational strategies and methods in this dynamic environment to meet new challenges and opportunities. However, this instability also creates difficulties for teachers' self-identification, and

teachers need to constantly self-adjust and adapt. Teachers are placed on very high expectations by the society, schools, parents and other subjects, not only need to carry out daily care and education for ordinary students, but also need to provide targeted help to special children, individual tutoring, remedial teaching, which has brought new challenges and pressures to the teaching work of ordinary teachers to varying degrees, resulting in teachers in a constantly changing risk society, due to the special education object and the transformation of teaching mode, when dealing with current problems, Relying on the traditional experience of the past can be difficult. Due to the increasing requirements of society for teachers, the specialization of the student group, and the frequent occurrence of crisis events, the "routine" and "orderliness" have gradually disappeared. All these have led to existential anxiety, trust crisis, and threats to ontological security in the complex and ever-changing social environment. The new education model has an impact on teachers' original life experience and established routines, breaks the "routine" of life, and poses a challenge to teachers' "ontological safety".

In Giddens's theory of self-identity, "ontological security" refers to individuals who have a stable self-identity and a strong belief in taking effective actions to adapt to the social environment. In short, when individuals are faced with a changing external environment, they are able to be aware of the realities and potential risks they may face and have the confidence to cope with and solve problems by adjusting their state and taking practical actions, and that this good state is long-lasting. However, the current complex and changeable teaching environment and implementation process pose unprecedented challenges to the "ontological safety" of teachers.

3) The dilemma of practical self-identity

When the development of education becomes pluralistic, the traditional educational content and educational content are changed because of the change of educational mode, and the existing ideas, knowledge, experience and skills cannot meet the needs of education and teaching. Teachers need to face challenges and dilemmas in practice. Giddens emphasizes pragmatism as a positive response to a risk-taking society. However, in the practice of preschool integrated education, teachers often encounter many unpredictable problems and challenges, such as the behavior of special students, the lack of teaching resources, parents and so on. These problems not only Test Teachers' professional competence, but also test their patience and perseverance. In dealing with these challenges, teachers may feel overwhelmed, even self-doubt and frustration. "What do I need to do", "How can I do better", "What role should I play in the process of teaching so that special children can be better integrated into ordinary classes" and so on are the new difficulties and challenges encountered by preschool teachers in the process of education. Due to the differences between the educational objects of pre-school integration education and those of general integration education, the situation and background of each special child admitted are different and the adaptability is weak, this puts forward higher requirements for preschool teachers, and requires teachers to pay more energy and time than ordinary teachers, so that their own

family and life may appear some neglect, blurring the line between work life and private life, a state of selfless existence. And when the social awareness of inclusive education is low, the relatives and friends around the teachers will have doubts and do not understand their own work, there are misunderstood as “School nanny” and “Accompany read”, this leads to teachers' lack of support and increased sources of stress, resulting in self-identity crisis and self-role ambiguity.

4) The challenge of relational self-identity

Preschool inclusive education teachers need to seek self-identity in multiple relationships. These relationships include complex interactions with students, parents, colleagues, communities, and within the education system. According to Giddens, self-identity is constructed in relationships, but these relationships of preschool inclusive education teachers are often full of challenges and uncertainties, for example, the satisfaction of Students' special needs, parents' expectation and doubt on integrated education, and the cooperation and competition among colleagues. Students in pre-school integrated education classes have diverse special needs, which may include physical, psychological, learning and other aspects of the differences. Teachers need to invest a lot of time and energy to deeply understand the needs of each student, and design personalized teaching programs. This kind of personalized teaching is both challenging and stressful for teachers. Parents often have high expectations of inclusive education, and they want their children to develop better in an inclusive environment. However, parents may also have misgivings and concerns due to a lack of understanding of integrated education or fear of adverse effects on their children. Teachers need to communicate fully with parents to address their concerns and enlist their support and cooperation.

The influential factors of pre-school integrated teachers' self-identity

1) Too much pressure in education

Nowadays, the development of integration education in our country is not mature, and the development of pre-school integration education is even less ideal. First, pre-school integration teachers need to take care of different types of students, including students with disabilities and ordinary students. These students may have differences in communication, expression, behavior and so on, requiring teachers to have more patience, care and professional knowledge. In addition, pre-school integration teachers also need to deal with a variety of emergencies and emergencies, such as sudden illness or injury of students, which requires the ability and responsibility of teachers to respond to emergencies. Second, pre-school integration teachers need to communicate with students of different backgrounds, different personalities and their parents. In communicating with parents, teachers need to provide timely feedback on students' situations and address parents' concerns and doubts.

At the same time, teachers also need to establish a good cooperative relationship with colleagues, school administrators and so on, in order to better complete the task. In addition, preschool integration teachers usually have high expectations of their students, hoping that students can get the

best education and care. Such expectations may lead teachers to demand too much of their work, which increases psychological stress. Although pre-school integration education has been paid more and more attention in modern society, the social support and recognition of pre-school integration teachers is still not enough. This may lead to teachers feeling that their work is not given enough attention and support, resulting in psychological stress.

2) Excessive consumption of emotional resources

In the pre-school integrated education, the teacher is an indispensable role, the pre-school teacher is a job that needs high emotional input, the daily work content is tedious, the emotional and work pressure they face may lead to psychological problems among teachers. Teachers in integrated education are under more pressure in practice because children with special needs have more diverse and complex needs in cognition, emotion and behavior, this makes teachers face more workload when they organize class activities, carry out individual education and maintain the order of daily life. At the same time, teachers are required to have more professional integrated education literacy. Therefore, teachers not only need to enhance the integration of professional knowledge and practical ability, but also need to invest more emotional energy. And in the pre-school integrated education teacher system, female teachers occupy the majority of the teaching force, female teachers will be more emotional and delicate, mainly manifested in the frequent more sympathy and concern for children with special needs, more sensitive to the conflict of work and life, which leads to their own emotional and psychological problems and even spiritual internal friction. When an individual overdraws emotional resources, fatigue, depression and anxiety will inevitably occur, and even lose enthusiasm for work, eventually leading to job burnout.

3) Lack of professional literacy, teaching is hindered

Pre-school teachers combine special education and general pre-school education in their teaching so that the two types of education complement and reinforce each other, thus enabling each child to achieve maximum development in an environment best suited to him or her. This literacy requires teachers to have cross-disciplinary knowledge and skills and the ability to apply them flexibly. A teacher with good integration skills can better understand and pay attention to the needs of different children, flexible use of their knowledge and skills to provide better education services for children. This performance can enhance a teacher's sense of self-identity, career satisfaction and sense of achievement. On the other hand, a teacher with a high degree of self-identity will be more actively seeking professional development, and constantly improve their own integration literacy. They will actively learn and explore new teaching methods and strategies to better meet the needs of children. This attitude of self-promotion and development also helps teachers better deal with the challenges and problems in their work. However, the research shows that the general kindergarten teachers lack of knowledge about special education, lack of professionalism, and need to improve the quality of

integrated education, which will be frustrated in teaching, facing the special situation and unexpected situation of special children, there will be no way to deal with the situation, resulting in anxiety, doubt of their own ability, resulting in lack of motivation for self-realization, work and study are not high enthusiasm.

4) The influence of work environment and integrated education atmosphere

Working environment refers to the physical and social environment related to work, especially the interpersonal relationship between kindergarten and preschool teachers and their parents. A good working environment has a certain influence on teachers' working efficiency, enthusiasm and enthusiasm as well as teachers' teaching attitude. In the work environment, interpersonal relationship plays an important role in teachers' self-identity and organizational climate, and human-to-human interaction is the driving force of social development. Preschool teachers need not only material security, but also a sense of belonging and support. In teaching practice, teachers need to get enough sincere communication and communication. Preschool teachers need a high degree of interpersonal support in the face of the challenges of inclusive education. As emotionally engaged workers, they are more likely to crave collaboration and open relationships. In the teaching process, to establish good interpersonal relationship with teachers and parents of children can enhance communication with teachers and parents, so as to understand their students and classes more quickly, keep abreast of the latest developments. If teachers' interpersonal tension, such as conflicts with colleagues, parents' communication difficulties, students' interaction problems, social unsupported and misunderstanding, may lead to teachers' stress and anxiety. Such stress and anxiety may have a negative effect on teachers' self-identification and make them feel that they are not up to the task.

The construction of integration atmosphere needs the interaction and influence between teachers and various factors in the environment in the context of integration education. This kind of atmosphere will have a far-reaching impact on the individual behavior of teachers, and this impact is not necessarily direct, explicit, but also may be invisible or indirect, it plays a crucial role in all aspects of teacher cognition, emotion. Therefore, a good atmosphere of inclusive education can subtly cultivate preschool teachers' feelings of inclusive education and regulate their educational behavior.

5) Organizational management and institutional influences

It is found that the evaluation and management system have a certain impact on teachers' self-identity, and a good system can make teachers achieve better development, on the contrary, systems that do not support teachers do not allow them to see progress in their teaching. If the school is well-organized and well-organized, teachers can feel more deeply their own value and importance in the school, thus enhancing their sense of Self-worth. In order to give full play to the advantages of teachers in the development of preschool integrated education, it is necessary to make the management more scientific and humane. However, most studies point out that in some kindergartens, there is a lack of

scientific and reasonable leadership style, and the management style cannot be democratic and humane, which leads to the emotional dilemma of preschool teachers. Under this closed and undemocratic management mode, the pre-school teachers cannot provide good development opportunities, and their stability and professional quality will be negatively affected. Furthermore, clear rules and regulations as well as detailed rules for the implementation of integrated education are clearly lacking in the practice of integrated education, and in most kindergartens, many are not equipped with specialized rehabilitation equipment and resource classrooms, this results in the teaching, integration education is difficult to advance successfully, the difficulty of teachers in the process of work again upgrade, it is extremely easy to produce anxiety teaching.

6) The impact of inadequate professional education support

It is one of the key factors that affect preschool teachers' integrated education literacy, and it also has a significant impact on whether they can get sufficient support. In the pre-school integrated education environment, teachers need to adjust and adapt to the new educational model and teaching methods. At the same time of adjustment and adaptation, it needs not only feasibility, but also the support and assistance of external forces. The main support comes from schools, parents and society. Among them, in the school organization, the perfect education and training system provided by the school and the society can promote their professional development, and provide effective and sufficient support for teachers' self-ability, furthermore, the long-term participation of teachers in special education training programs can improve their attitudes towards inclusive education and strengthen their beliefs in teaching practices, thus providing a deeper and more accurate understanding of special children and inclusive education practices, it is also easier to apply the relevant professional knowledge they have to the practice.

In the family aspect, the involvement and support of parents to integrated education will affect teachers' work effectiveness and sense of achievement, and then affect their self-identity. Teachers are more likely to develop a positive self-identity if parents are actively involved in and supportive of their education. However, the survey found that parents are not completely unconditionally supportive of inclusive education. Some ordinary parents have doubts about the measures to integrate special children into ordinary classes. They lack a certain understanding of the concepts of individualized education and integrated education and have some concerns about the quality of teaching. This will lead to preschool teachers in the practice of integrated education to communicate more difficult between parents, and therefore the quality of education and teaching is difficult to guarantee. Finally, in the social aspect, the social policy support and the integration education related popularization are not enough, various masses subject to its concept have certain doubts and incomprehension, this makes preschool teachers in the implementation of integrated education process may encounter from the community and parents questioned, leading to preschool teachers in teaching is not trusted, the author has doubts about his role

in preschool inclusive education, which affects the development of teachers' self-identity.

Strategies to enhance the self-identity of preschool inclusive teachers

1) Enhance their professional knowledge and skills

Giddens' theory of self-identity is based on the development of modern society, which promotes a lot of competition in various industries, and raises the requirements of education for teachers, in addition to the necessary teaching skills of teachers, but also need to have more relevant professional knowledge and flexible adaptability, every teacher has to face the challenges of new teaching and learning in a new environment, as well as the threat of continuing uncertainty and risk through continuous learning. In teaching, the teacher's own strength is the driving factor to improve self-identity, so teachers should also be in the real teaching process according to actual needs to constantly improve their ability in all aspects. This kind of self-promotion provides a solid foundation for teachers to face complex teaching situations, and also can provide them with strong psychological support. When teachers have deep knowledge and skills and strong psychological support, they can know themselves more clearly, facing problems with more rational, calm, more comprehensive analysis of the problem. As teachers continue to learn and improve themselves, they will continue to find themselves in the process of self-positioning more and more clear, self-identity will continue to be strengthened in the process, thus will learn to dialectical perspective to understand the relationship between the objective world and their own, think how to break through the self. When faced with various challenges, they will gradually overcome their inner fears and achieve self-growth and improvement.

2) Positive communication

Giddens' self-theory emphasizes that self-identity is formed in social interaction, and individuals understand and shape themselves through positive communication. Through positive communication with others, individuals can constantly reflect on their own identity and role, to explore their own ideal state, so as to constantly pursue self-improvement and development. This idealization of self-identity also helps individuals to maintain positive attitudes and actions in a changing society, to better understand themselves and to identify their interests, values and goals, and thus form their own identities and roles. This kind of self-identity is not passive acceptance of the identity given by others, but individual self-choice and construction of their own identity and role, so that self-identity is more active and creative. Therefore, preschool integration teachers need to establish good interpersonal relationships with children, parents, colleagues and other parties to promote effective communication and collaboration. CAN actively participate in teamwork, academic exchanges, regular communication with parents and other ways to get more support and help, timely learning from others to adjust their own state, combine self-evaluation with reference to others.

3) Continuous reflection and improvement

Giddens puts forward the concepts of self-reflection and institutional reflection. Self-reflection

refers to the individual who can consciously self-narrative, so as to constantly achieve the promotion of self-identity. Self-learning is the most common performance, with a certain degree of constructive. Institutional Reflection is an individual in the interaction with the environment, the use of all the knowledge available to build their own elements to achieve their own transformation. Specifically, teachers can effectively combine theoretical knowledge and practical situation, and use reflection as a structural element of institutional organization and transformation. Through self-reflection and institutional reflection, teachers can better understand themselves, adapt to the environment, promote professional development and personal growth. Therefore, reflection is an important quality that pre-school integrated teachers must have in educational practice. It goes deep into the core of teachers' self-growth. Through reflection, teachers can better examine their own teaching practice, find deficiencies, and seek to improve the quality of teaching, promote teachers' personal growth and development.

Through self-exploration and self-reconstruction, the individual is the main way to connect self-change and social change. In this way, pre-school integration teachers can effectively deal with the anxiety brought about by changes in the outside world, remain calm and focused, constantly adjust their ideas and actions with new knowledge and information, through their own continuous reflection, through self-reflection. Of course, the teacher's self-reflection in isolation is closed to some extent. He needs the teacher to communicate with other subjects in his behavior space to complete his self-reflection, communication and reflection are mutually reinforcing. In the actual teaching, the pre-school integrated teachers can continuously reflect and improve their teaching by writing teaching reflection diary, taking part in teaching observation and evaluation, continuously reflecting and analyzing their own advantages and disadvantages, and take corresponding measures to improve.

4) Seek support and help

Pre-school integration teachers can get more support and help by participating in professional organizations, seeking support and help from colleagues and experts, participating in academic research. Teachers can integrate themselves into the organizations, through the establishment of a variety of interpersonal relationships, to gain more confidence and courage in social interaction to find themselves, break through self-difficulties. In the school, the support of the school manager, the mutual encouragement of the colleagues around and the respect from the students are the sources of teachers' spiritual strength. This enables teachers to feel their own value and the feeling of being needed, thus helping to eliminate the crisis of self-identity, to overcome fear of teaching. According to Giddens, Positive Trust has an inseparable relationship with self-identity. For Giddens, trust is actually a pure relationship that requires individuals to be tolerant and open to each other, in this kind of relationship, the subjects do not simply recognize each other, but trust and construct each other to promote the self-identity of both sides. Pre-school integration teachers need to constantly get the full support and understanding from the various subjects they interact with, for example, the support and full trust of

their family and friends, and the understanding of the society are all the “Nutritional support” of the integrated teachers. When facing complicated problems in the teaching process, they will not feel isolated and helpless, but full of confidence and passion to enhance their teaching ability and tap the potential, the courage to face difficulties and solve problems.

5) Set up the correct concept of education

Pre-school integration teachers should establish correct educational concepts, including respect for the rights and individual differences of each child, attention to the needs and potential of children, pay attention to the comprehensive and inclusive education. Only with the right educational concept, can we better carry out the idea of integrated education in practice.

6) Create a good working environment and atmosphere

Having a good working environment can improve the emotional value and support of preschool integration teachers. When teachers are in a supportive and positive environment, they are more likely to feel valued, which helps boost their self-esteem and confidence. In the area of social acceptance, there is a need to raise the level of social acceptance and to make teachers feel supported in the external environment by making a great deal of publicity to enable members of society to understand and receive integrated education; secondly, in schools, school administrators should establish a system that meets the needs of teacher development, create a good working environment, and improve the opportunities for continuous professional development.

Conclusions

Based on Anthony Giddens, Baron Giddens' self-identity theory, this research has carried on the thorough exploration to the self-identity of preschool integrated education teachers. Giddens' self-identity theory emphasizes that individuals actively shape and monitor their own lifestyles and life stories through self-reflection and self-classification in modern society, this theory provides a new perspective for understanding the practical dilemmas faced by teachers in preschool inclusive education.

In the context of preschool integrated education, teachers face many challenges. First, they need to face students from different backgrounds, with different abilities and needs, which requires them to have a high degree of professional competence and flexible teaching strategies. However, in the actual teaching, many teachers feel confused and powerless, they cannot find suitable teaching methods for each student, and it is difficult to balance the needs of different students. To a great extent, this kind of predicament affects teachers' self-identity and makes them doubt their professional value and meaning. Secondly, teachers of preschool integrated education also need to face the pressure from society and the school. The expectation and requirement of society to the integrated education are constantly raised, and the evaluation and assessment of teachers are more and more strict. This kind of pressure makes

the teacher in the pursuit of professional development at the same time, but also constantly reflect on and adjust their teaching philosophy and behavior. However, because of the particularity and complexity of preschool integrated education, teachers often fail to meet the expectations of society and school, which further aggravates their self-identity crisis.

From the perspective of Giddens' self-identity theory, we can see that teachers' self-identity in preschool inclusive education is a process of constant change and reconstruction. Through self-reflection and self-classification, they actively shape and monitor their own teaching methods and life stories to meet the challenges and dilemmas of modern society. However, in this process, they face many pressures and challenges from students, society and school, which make their self-identification process more complex and difficult. In order to alleviate the self-identity dilemma of teachers in preschool integrated education, we need to start from many aspects. First of all, society should strengthen the publicity and promotion of inclusive education, improve the public's understanding of inclusive education, so as to reduce the social pressure on teachers. Secondly, schools should provide more support and help to teachers, such as providing professional training and lightening the teaching burden, so as to improve teachers' professional competence and self-confidence. Finally, teachers themselves should strengthen self-reflection and self-adjustment, constantly exploring their own teaching methods and life story to achieve self-identity and career development.

References

- Ali, A. A. (2020). Teachers' perceptions of educational administrators' support for inclusive education. *Journal of Education and Learning*, 29(6), 112-115.
- Chen, L., & Wang, J. Y. (2013). A probe into the self-identity of first-time teachers based on Giddens' self-identity theory of modernity. *Theory and Practice in Education*, 13(2), 36-40.
- Colin, H. M. O. (2018). Sue P. Giddens, modernity and self-identity: The 'hollowing out' of social theory. *Arena Journal*, 12(9), 45-75.
- Ediyanto, N. K. (2023). The measurement of teachers' attitudes toward inclusive education: An empirical study in East Java, Indonesia. *Cogent Education*, 10(2), 12-20.
- García, G. M. (2023). Generations of the community perspective in today's inclusive education. *Education Sciences*, 3(10) 13-19.
- Grant, M. (2020). *Inclusive Education: Perspectives, Practices and Challenges*. Nova Science Publishers, Inc.
- Guo, Q. X., & Wu, S. Y. (2023). A survey of preschool teachers' attitudes and attitudes towards integrated education. *Educational Observations*, 11(9), 111-115.
- Guo, W. B., & Wang, X. L. (2022). Quality development of integrated pre-primary education: Implications and pathways. *Modern Special Education*, 13(2), 26-33.

- Jia, G. H. (2003). Giddens' review of self-identity theory. *Jiangnan Forum*, 13(5), 56-58.
- Li, H. M. (2005). “Noumenon security”: An interpretation of Anthony Giddens, Baron Giddens' theory of self-identity. *Journal of Hebei Software Vocational and Technical College*, (3), 4-6.
- Park, Y. K. (2015). A study on the relationship between the attitude of kindergarten teachers on integrated education and teacher efficacy. *Journal of Special Education Rehabilitation Science*, 54(1), 393-406.
- Qiu, R. (2023). Research on the practical problems and countermeasures of preschool integrated education in the context of high-quality development. *Theoretical Observations*, 12(8), 118-125.
- Sığirtmaç, D. (2020). The opinions of pre-service early childhood education teachers about using an inquiry-based approach in an inclusive education course. *International Journal of Early Childhood Special Education*, 19(3), 202-214.
- Şimşek, Ü. K. B. (2019). Inclusive education through the eyes of teachers. *International Journal of Psychology and Educational Studies*, 16(3), 27-37.
- Strnadova, A. P. (2023). Pupils' attitudes toward inclusive education. *Children*, 10(1), 12-19.
- Timo, S. (2020). Attitudes of teachers towards inclusive education in Finland. *Scandinavian Journal of Educational Research*, 64(2), 270-282.
- Wang, L. L. (2017). Difficulties and suggestions on promoting the professional development of teachers in pre-primary integrated education. *Modern Special Education*, 12(2), 71-76.
- Wang, S. J. (2021). The age of artificial intelligence: A probe into the influence of machine “Biology” on teachers' self-identity based on Giddens' self-identity theory of modernity. *Science in Education*, 24(2), 16-20.
- Zhang, L., & Deng, M. (2023). The connotation, characteristics and course of action of the high-quality development of preschool integrated education in our country. *Research on Preschool Education*, 12(8), 160-169.