

Internal factors affecting the life world of rural kindergarten teachers

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Abstract: The excessive "scientification" of teacher research obscures the real life of rural kindergarten teachers. This research places rural kindergarten teachers in the real life world and analyzes the internal factors that affect their life world. Self-awareness bias is the main internal factor affecting the life world of teachers, which leads to teachers' perception bias.

Keywords: rural kindergarten teachers; life world; internal factors

1 Introduction

The construction of rural kindergarten teachers is related to the future development of rural preschool education. At present, existing studies lack the embodiment of the "completeness" of rural kindergarten teachers. Based on the "complete" presentation of rural kindergarten teachers in their life world, this paper explores the internal reasons for "why is this the case" in their life world. Gao Yinan holds that for rural kindergarten teachers, the regrets, loneliness and confusion manifested in their living world all reflect the predicament of teachers' self-awareness [1].

2 Cognitive attribution

Self-cognition mainly responds to the question of "who am I".

2.1 Unstable professional beliefs

Feng Jie holds that only with a lasting professional belief can teachers develop correct educational attitudes and behaviors [2]. The original intention of some rural kindergarten teachers to engage in education is not out of love for education and realization of self-worth, but from utilitarian considerations, and they regard the teaching profession as a means of making a living. These teachers are often satisfied with following the rules at work and lack positive development motivation. In addition, the weak competitive atmosphere in rural kindergartens has also led to some teachers' lack of professional beliefs and determination. The lack of firm professional beliefs makes teachers often in a "selfless" state, affecting the stability of the rural preschool education teaching staff.

2.2 Low professional identity

Jin Haiying & Huang Danlin point out that how rural teachers can get out of the predicament of their contemporary identity has become the focus of their current development [3]. There are several reasons why some rural kindergarten teachers have low professional identity.

2.2.1 Professional cognition formed based on external judgment

When teachers connect their perception of the living world with external judgments, it means that they actively give up the rhythm of controlling the living world, which will inevitably lead to self-doubt and may even cause depression,

weak will, inferiority and other problems. Not only that, it will also lead to teachers constantly catering to external standards and habitually ignoring themselves. In the long run, teachers' experience in the life world will continue to decline. Self-cognition based on external judgment indicates the lack of self-power and endogenous motivation of rural kindergarten teachers.

2.2.2 The huge contrast between ideal and reality

Some rural kindergarten teachers have high expectations for the "ought self", but the "actual self" cannot meet their own pursuit of high value, which leads to teachers' emotional dissatisfaction and even self-denial.

The first is the high expectation of "ought self". As an important guide for the development of children, rural kindergarten teachers play a leading role in the development of children's morality, character, habits and behaviors. It can be said that rural kindergarten teachers are a sacred profession related to the future development of mankind.

The second is the low reality of "actual self". Rural kindergarten teachers are no less responsible and stressed than teachers of other school-age groups, but they are often on the edge of the teacher group in terms of social status and economic treatment. Even in some remote rural areas, there are still misunderstandings about rural kindergarten teachers, such as kindergarten teachers not being strictly defined as teachers.

3 Experience attribution

Self-experience mainly responds to the question of "whether I can accept myself at the moment". The main reason why some rural kindergarten teachers have poor self-experience is that their self-efficacy is not high.

3.1 Relatively weak professional quality

Compared with urban kindergarten teachers, rural kindergarten teachers have relatively weak professional quality. Rural kindergarten teachers generally have good childcare and educational literacy, but there is still a gap between their development level and the ideal standard. Their literacy about children's development is mediocre, and their knowledge about left-behind children in rural areas is relatively weak, which means that teachers still have a lot of room to improve their knowledge structure. Weak professional quality can easily lead to inferiority complex in the professional life of rural kindergarten teachers, put teachers in a negative mood of self-denial, and lead to a continuous decline in self-efficacy.

3.2 Lack of "local" professional quality

"Local" is the basic characteristic of the life world of rural kindergarten teachers, and it is also the reason why some rural kindergarten teachers have low self-efficacy. Wu Kaixin, Mao Ju and Zhang Silei point out that the new generation of rural teachers are often detached from rural society due to factors such as cultural values, educational experiences and living environments, thereby triggering an identity crisis [4].

3.2.1 Insufficient local knowledge reserves

Local knowledge is the knowledge about the local production, life, history, culture, folklore, art, geography and thought that rural kindergarten teachers should have in their area.

Rural kindergarten teachers have been rooted in the countryside for a long time, so they naturally need to have rich local knowledge. Only by basing themselves in the countryside and integrating rural culture into the education and teaching of kindergartens can rural kindergarten teachers improve the quality of rural preschool education to the greatest extent. However, the background of "leaving the countryside" and "leaving the land" has eliminated the understanding of local knowledge of some young rural kindergarten teachers. In addition, the separation of teacher training from the teachers' life world has made the professional development of rural kindergarten teachers lost the real soil.

3.2.2 Weak application of local resources

The awareness of applying local resources is weak. Some rural kindergarten teachers have a superficial understanding

of local resources and lack a deep understanding of the intrinsic value and significance of local culture, which leads to the loss of their conscious awareness of using local resources.

The ability to apply local resources is weak. First, the ability to design activities using local resources is insufficient. Rural kindergarten teachers generally have heavy workloads. They lack the time and energy to think about how to tap and utilize local resources, which makes them lack the initiative to apply local resources. Second, they lack the ability to develop local resources. Rural kindergarten teachers do not have a sufficient understanding of local culture. In addition, rural kindergartens generally lack guidance on the development of local resources, which makes teachers' ability to develop local resources generally low.

4 Regulation attribution

Self-regulation mainly responds to the question of "What should I do". Rural kindergarten teachers should realize the transformation of self-development from "other-oriented" to "autonomous". Wu Yonghong holds that teachers' autonomous professional development encompasses subject consciousness, development consciousness and development ability, and they can consciously assume the main responsibility for professional development, enhance their educational and teaching capabilities [5].

4.1 Lack of professional development plan

Most rural kindergarten teachers have relatively scattered and passive plans for professional development.

First, they lack the awareness of professional development planning. Society requires rural kindergarten teachers to constantly update their knowledge, but training opportunities are not sufficient. In addition, there is a gap between the working environment of rural kindergartens and urban kindergartens, which makes some rural kindergarten teachers have a "lying flat" mentality and lack the development awareness and planning awareness.

Second, the teachers lack goals for professional development planning. For some rural kindergarten teachers, randomness is the norm for their professional development. Whether it is work arrangements or personal development, some teachers' confusion about the future can be seen. Lack of planning is essentially a lack of sense of purpose, which not only leads to disorder in the teacher's life world, but also restricts the professional development of rural kindergarten teachers.

4.2 Lack of autonomous learning ability

Autonomous development is based on autonomous learning ability. Some rural kindergarten teachers lack autonomous learning ability.

4.2.1 Insufficient autonomous learning ability

First, the lack of awareness of autonomous learning. Some rural kindergarten teachers are confused about their future development, and accordingly, their requirements for self-development are also low. Some rural kindergarten teachers are "complacent" about their own professional level, and are detached from the outside world without knowing it, which leads to their lack of perception of autonomous learning. The lack of autonomous learning awareness among rural kindergarten teachers has made them lost the internal motivation to pursue progress and restricted the development of teachers.

Second, the lack of motivation for autonomous learning. The motivation of some rural kindergarten teachers for autonomous learning is not for self-improvement and enrichment, but for utilitarian purposes, such as professional title evaluation. The lack of consideration for their own professional development and individual value realization makes it impossible for these teachers to generate continuous learning motivation.

Third, the lack of time for autonomous learning. Sufficient time is the basis of autonomous learning. For most rural kindergarten teachers, their time is occupied by heavy kindergarten care, education, kindergarten affairs and family chores,

resulting in a lack of time guarantee for autonomous learning.

4.2.2 Insufficient educational reflection ability

First, the lack of awareness of educational reflection. Most rural kindergarten teachers can recognize the necessity and importance of educational reflection, but in educational practice, their educational reflection is passive. For some rural kindergarten teachers, educational reflection is a prescribed task assigned by the kindergarten, and they do not regard educational reflection as a professional content that they should consciously complete.

Second, lack of educational reflection literacy. On the one hand, the professional theoretical foundation needs to be improved. Educational reflection needs to be supported by professional theory, otherwise it is easy to lose direction, and it will lack criticality, thus failing to promote the professional development of teachers. On the other hand, the skills of educational reflection are insufficient. The lack of educational reflection skills will lead to the educational reflection of rural kindergarten teachers being general and unable to grasp the key points, which will directly affect the teachers' in-depth excavation of educational problems, the attribution of educational problems, and the thinking and improvement of educational problems.

4.2.3 Insufficient ability to conduct educational research

The educational research ability of most rural kindergarten teachers is relatively low, and is basically in a spontaneous state.

First, there is a wrong concept of educational research. Some rural kindergarten teachers believe that educational research can only be done by experts and scholars, and they are "outsiders" and do not have the ability to carry out educational research. Some rural kindergarten teachers also take the view that educational research will take up a lot of spare time and is an extra burden. These teachers' misconceptions about educational research have become an invisible obstacle to improving teachers' educational research capabilities.

Second, rural kindergarten teachers lack the knowledge of educational research. Solid educational theory is the primary condition for improving teachers' educational research capabilities. Compared with urban kindergarten teachers, rural kindergarten teachers have a limited understanding of the trends of domestic and international educational development and various educational information, resulting in a low reserve of educational research knowledge for rural kindergarten teachers.

Third, the conditions for supporting education and scientific research are insufficient. On the one hand, most rural kindergarten educational research work is not properly positioned, lacking standardization and scientificity, resulting in a disorderly state of educational research. On the other hand, educational research is highly professional and academic, which is difficult for rural kindergarten teachers. And due to the lack of targeted and systematic educational research training, the educational research capabilities of rural kindergarten teachers are relatively weak.

4.3 Lack of emotional control ability

Rural kindergarten teachers rarely look at emotional problems from their own perspective and tend to ignore the impact of emotional control on themselves.

Most rural kindergarten teachers do not recognize the impact of emotional control on themselves. While paying attention to physical health, rural kindergarten teachers often ignore their mental health. Due to the lack of attention and understanding of their own psychology, teachers cannot detect their own psychological changes in time, which affects their early warning and handling of negative emotions.

Some rural kindergarten teachers lack the cognition and ability to actively change their emotions. They turn a blind eye to negative emotions and even let them spread, let alone emotional control. In addition, some teachers believe that

emotional control is a personal matter. In addition, some rural kindergartens lack support and understanding for teachers' emotional control, which has led to the emotional problems of rural kindergarten teachers being ignored.

5 Conclusion

Internal factors are the root cause of the development of things. Based on this, exploring the influencing factors of the life world of rural kindergarten teachers should start from the teachers themselves. Based on the real dilemma that some rural kindergarten teachers cannot correctly evaluate themselves and cannot see their own needs, this paper takes the self-awareness of rural kindergarten teachers as an internal factor affecting the life world of teachers. The self-awareness deviation of rural kindergarten teachers is manifested in the aspects of cognition, experience and regulation.

In terms of cognition, the lack of firm professional beliefs and low professional identity lead to the inability of rural kindergarten teachers to form correct self-cognition. In terms of experience, the main reason for the poor experience of rural kindergarten teachers is the low sense of self-efficacy. In terms of regulation, some rural kindergarten teachers lack the ability of active planning, autonomous learning, educational reflection, educational research and emotional control.

The self-cognition deviation caused by the deviation of cognition, experience and regulation is an important internal factor affecting the life world of rural kindergarten teachers. Rural kindergarten teachers should face themselves, face their real needs and form a strong self-awareness, which is not only related to the professional growth and development of rural kindergarten teachers, but also to the construction of rural kindergarten teaching staff and the high-quality development of rural preschool education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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