

The Content Structure and Value of Kindergarten Teachers' Beliefs of Self-regulated Learning

Chao Liang

ChangSha Normal University, Changsha 410100, Hunan, China

Abstract: Teachers' beliefs affect teachers' educational and teaching behavior all the time. self-regulated learning plays an important role in the professional development of teachers and the construction of a learning society. Understanding the beliefs and content structure of kindergarten teachers' self-regulated learning is important to the cultivation of kindergarten teachers' beliefs of self-regulated learning.

Keywords: Kindergarten teachers; Belief of Self-regulated Learning

Fund Project: This paper is one of the research achievements of the Hunan Provincial Department of Education's general scientific research project "Research on the Current Situation and Training Strategy of Scientific Literacy of Normal Students in Preschool Education". (Grant No.: 19C0136)

1. The connotation of belief and self-regulated learning beliefs

In many researches on belief and epistemological belief systems, how to define belief has always been a difficult problem. However, some people (Frank Pajares, 1992) summarized and analyzed the literature on belief research over the years through literature review. Finally, Frank Pajares proposed that belief is a series of psychological structures that can describe a person's thinking structure and content and explain his behavior. At present, almost all the psychological research on epistemological beliefs can be traced back to Perry's research on students' ideas of Harvard University. Schommer (1990) used Perry (1970)'s research results to develop a different way of understanding ideas, as shown in Table 1. She believes that the belief includes four dimensions, each of which is relatively independent of the other dimensions, rather than being organized into stages, that is, individual synchronous maturity^[1].

Table 1 Four factor model of belief dimension

belief dimension	Low end tendency	High end tendency
Stability of knowledge	knowledge is absolute	knowledge is tentative and developing
Structure of knowledge	knowledge is isolated and definite fragments	Knowledge is a highly interconnected beliefs
learning ability	ability is a fixed and real thing	ability is growing
Learning speed	learning is either done quickly or never happened	learning happens gradually

2. The value of kindergarten teachers' beliefs of self-regulated learning

2.1 Teachers' internal beliefs is the guide of their educational practice

All teachers have their own ideas. Whether it is about the educational practice itself, students, or general knowledge, teachers' ideas are like a preconceived and implicit theory, all of which affect teachers' educational and teaching behavior all the time. In a specific situation, teachers' ideas even play a decisive role in education and teaching behavior. These educational beliefs are not necessarily good, scientific and worthy of reference. A good educational beliefs can guide teachers to make appropriate judgments in complex educational situations, choose good strategies, implement scientific educational and teaching behaviors, teach with the beliefs of "learning high as a teacher", and use the behavior of "being upright as a model" to achieve the goal of education and teaching. On the contrary, if teachers hold wrong or unscientific teacher beliefs and use them to guide their own educational practice, it will bring harm

and adverse effects to teachers, students and even society. Therefore, how should teachers face and analyze their own educational beliefs? When faced with changing educational situations, how should teachers choose and use their own scientific educational beliefs to make appropriate behavior to guide practice. This is a problem that can not be ignored in the current research on teacher behavior and teacher education^[2].

2.2 Self-regulated learning is the key path for kindergarten teachers' profesional development

The profesional development of kindergarten teachers is of great significance not only at the personal level, but also at the national and social level. For kindergarten teachers, as a teacher, they not only assume the role of educators, but also give the role of learners. Therefore, their profesional development includes not only the role development of educators, but also the role development of learners. However, how to solve the role conflict between learners and educators in practical work? That is self-regulated learning. It is precisely the characteristics of kindergarten work that make kindergarten teachers' self-regulated learning more practical, life-long. Through self-regulated learning, we assume the role of both educators and learners. Walking with two legs together is the long-term way to promote the profesional development of kindergarten teachers^[3].

3. Structure and content of kindergarten teachers' beliefs of self-regulated learning

The structure of kindergarten teachers' beliefs of self-regulated learning can be divided into four dimensions, namely: beliefs of self-regulated learning, motivation of self-regulated learning, knowledge of self-regulated learning and strategy of self-regulated learning.

3.1 Kindergarten teachers' beliefs about concept in self-regulated Learning

The concept of Self-regulated learning is the basis of kindergarten teachers' concept of self-regulated learning, which includes kindergarten teachers' understanding of what self-regulated learning is. Based on the definition of self-regulated learning and the analysis of interview texts, this study divides the concept of self-regulated learning into three dimensions, namely, the essence of self-regulated learning, that is, kindergarten teachers believe that self-regulated learning is essentially a learning method or a learning process; The dimension view of self-regulated learning, that is, when teachers further discuss the essence view of self-regulated learning, from which angles they will elaborate; The characteristic view of self-regulated learning, that is, what do teachers think are the different characteristics of self-regulated learning and other learning^[4].

3.2 Kindergarten teachers' beliefs about motivation in Self-regulated Learning

Everything happens with a conscious intention, including the expected purpose. Motivation is the cause of self-regulated learning behavior. It is precisely because of the participation of motivation that self-regulated learning activities will show a certain degree of purposefulness and autonomy. Social epistemology holds that, as the subject of understanding society, the motivation of individuals mainly includes three basic types; First, on the practical level, the need to rely on and master social relations; Second, for the desire and pursuit of an ideal society; The third is the cognitive interest aroused by the desire for knowledge, which together constitute the motivation structure of the cognitive subject.

3.3 Kindergarten teachers' beliefs about knowledge in Self-regulated

LearningThe knowledge belief of self-regulated learning contains two meanings of the dimension of self-regulated learning, one is to point to the content of self-regulated learning, the other is to point to the results of self-regulated learning. Teachers' different understanding of self-regulated learning content will form teachers' beliefs and opinions on self-regulated learning knowledge. After the end of self-regulated learning activities, the content of learning develops into the result of learning, which still belongs to the category of self-regulated learning knowledge, but the level of knowledge as the result of learning is higher than that as the content of learning. According to the existing research on the clasification of knowledge and the division of kindergarten teachers' profesional knowledge in the Profesional Standards for Kindergarten Teachers (trial), this research divides kindergarten teachers' beliefs of knowledge about self-regulated learning into the beliefs of theoretical knowledge and the beliefs of practical knowledge^[5].

3.4 Kindergarten teachers' beliefs about strategy in Self-regulated Learning

The beliefs of self-regulated learning strategies refers to the beliefs and opinions of kindergarten teachers on the choice and application of self-regulated learning strategies in the proces of self-regulated learning. According to the clasification of self-regulated learning strategies in social cognitive theory and other researches on self-regulated learning strategies, this study divides kindergarten teachers' beliefs of self-regulated learning strategies into three sub dimensions: teachers' beliefs of internal adjustment strategies for self-regulated learning individuals, the beliefs of behavioral adjustment strategies, and the beliefs of learning environment adjustment strategies. According to the connotation and extension of the three strategies, The researcher will code and analyze teachers' beliefs

on self-regulated learning strategies based on their interbeliefs^[6].

4. Conclusion

The beliefs of self-regulated learning is a part of the individual idea system, which has the overall characteristics of individual ideas. At the same time, it is also an idea system composed of different idea groups. The characteristics of each idea group will also affect its overall characteristics. Therefore, teachers themselves are the decisive factor in cultivating kindergarten teachers' beliefs of self-regulated learning. Kindergarten teachers can improve themselves through self construction, self reflection and self practice, cultivate their own beliefs of self-regulated learning, and promote the formation, renewal and transformation of ideas.

References:

- [1] Wang J J. Marxist Epistemology[M]. Changchun: Jilin People's Publishing House, 1986: 236-242.
- [2] Muis K R. The role of epistemic beliefs in self-regulated learning[J]. Educational Psychologist, 2007,42(3).
- [3] Zimmerman B J. Becoming a Self-Regulated Learner: An Overview[J]. Theory Into Practice, 2002,41(2):64-70.
- [4] Paris S G, Winograd P. How metacognition can promote academic learning and instruction. In B. F. Jones & L. Idol (Eds), Dimensions of thinking and cognitive instruction [M]. Hillsdale, NJ: Lawrence Erlbaum Associates, 1990: 15-51.
- [5] Deborah L. Butler. Qualitative Approaches to Investigating Self-Regulated Learning: Contributions and Challenges[J]. Educational Psychologist, 2002,37(1):59-63.
- [6] Liu R D. Psychology of Learning [M]. Beijing: Higher Education Press, 2010: 220.