

# Analysis on the Influence Factors of Kindergarten Teachers' Practical Wisdom from the Perspective of Cultural Ecology

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**Abstract:** From the perspective of ecology, the factors that influence the generation of teachers' practical wisdom are interrelated and interact with each other. Among them, internal native system is the defining factor, personality traits affect the teacher's professional quality, professionalism, in turn, nourishing personality traits, both internal native systems are constructed and work together. In the external support system, the social environment influences the organizational culture, which also has certain influence on the personality quality of teachers. Supportive organizational culture can improve the overall professional quality of teachers. Both internal and external aspects penetrate, interweave, influence and complement each other, forming the complex relationship picture that inspires the generation of teachers' practical wisdom.

## 1. Introduction

The development factor of teachers depends on two aspects: on the one hand, teachers must have the achievement motive of growth, that is, the inner self-development and the psychological need of self-improvement, on the other hand, the teacher must have the physical and psychological support factor that can realize the self-development. The practical wisdom of kindergarten teachers is generated in the complex, situational and changing field of kindergarten education practice, and the factors that influence the growth of teachers' personal practical wisdom are a multi-level, multiple-latitude system, in which various influencing factors interact. From the perspective of cultural ecology, the influence factors of kindergarten teachers' practical wisdom generation must include two paths inside and outside, on the one hand, teachers' subject should construct the individual practical wisdom constantly, on the other hand, we need to establish a strong support and guarantee system in the environment. The elements of Kindergarten teachers' practical wisdom generation can be divided into internal primary system and external support system, which together restrict or promote the generation of teachers' practical wisdom. The external system emphasizes the social support, the cultural guidance and interaction of the garden and the internal system mainly includes the teacher's personality and professional quality.

## 2. The Factors of Kindergarten Teachers' Practical Wisdom in the View of Cultural Ecology

The factors that influence the formation of teachers' practical wisdom are the structure of multi-level and multi-structure spatial network, the interaction of internal and external influence factors, and the joint restriction or promotion of the generation of teachers' practical wisdom. The generation of kindergarten teachers' practical wisdom is not only influenced by the internal native system such as the teacher's personality and professional quality, but also by the external support system such as organizational culture and social environment. The generation of practical wisdom of kindergarten teachers is the result of the combination of internal and external environmental factors of teachers, which can be expressed as:  $Pw=f(E, P)$ . PW on behalf of kindergarten teachers Practical Wisdom (practical Wisdom), E on behalf of kindergarten teachers in the external environmental factors (environnement), p on behalf of kindergarten teachers' internal main factors (personality). (See Figure 1)

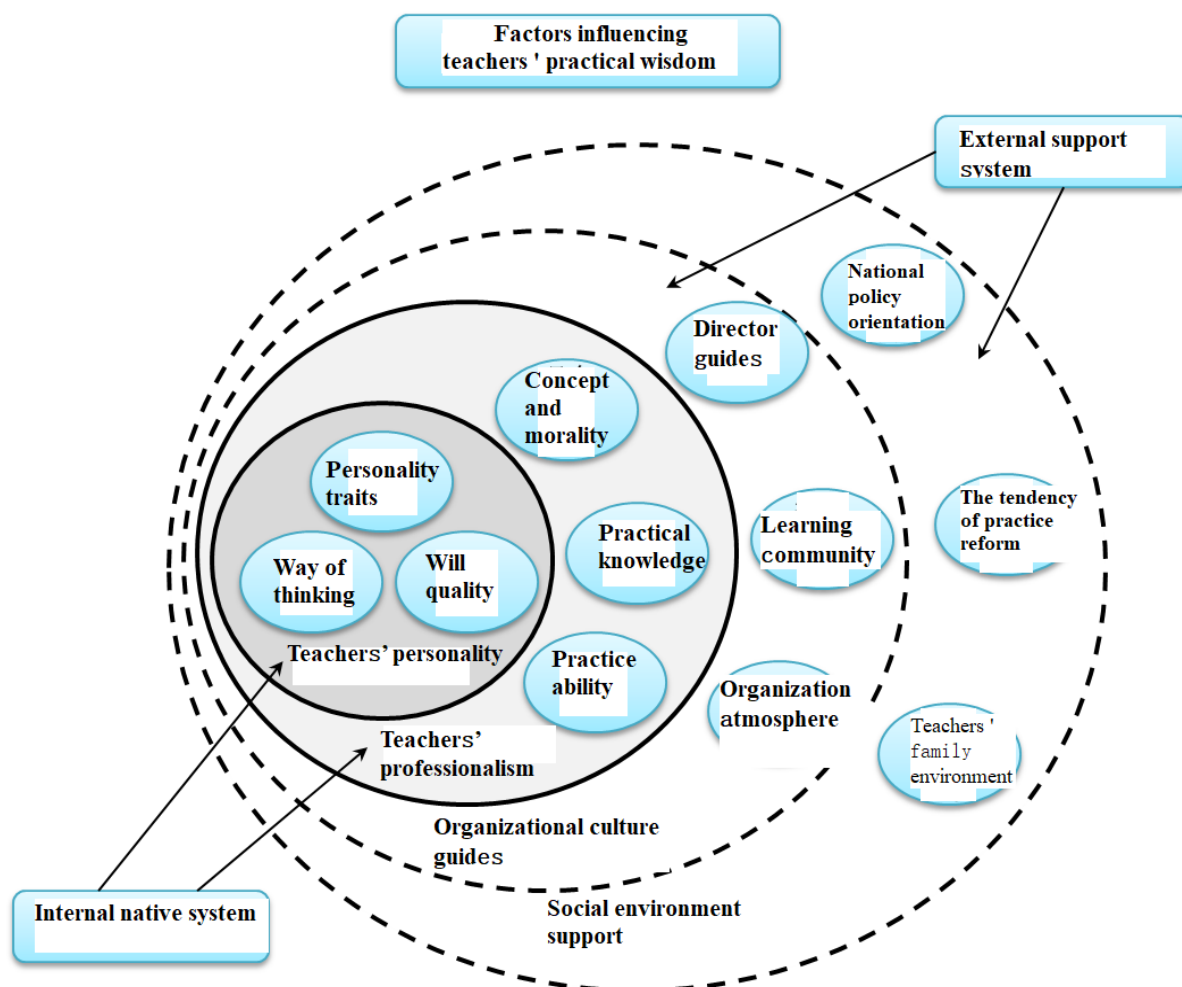


Figure. 1. The influence factor chart of kindergarten teachers' practical wisdom generation

### 3. Internal Primary System

The characteristics of teachers' personality, thinking mode and will quality are the personality traits of teachers' practical wisdom to generate the inner native system; The education idea and the teacher's morals, the educational practice knowledge and the educational practice ability are the necessary professional accomplishment in the internal native system of teachers' practical wisdom generation.

#### 3.1. Personality Quality of Teachers

The characteristics of teachers' personality, thinking mode and will quality determine the essential characteristics of individual teachers, which determine the type and style of teachers' practical wisdom.

Personality characteristics of teachers. Personality characteristic is the type and style label of teachers' practical wisdom, which determines the individualized characteristic of practical wisdom. Kindergarten teachers, based on their own personality characteristics, have specific professional development needs and independent practical wisdom generation way, latent their own professional development power and practical wisdom development potential, pay attention to the uniqueness and uniqueness of teachers, to promote the development of uniqueness and uniqueness. "Do not think of teachers as a unified, instrumental and materialized person, the teacher as a unique personality, free People" teachers will be full of individuality, full of self-confidence to construct the individual's practical wisdom. "When teachers can teach according to their own understanding, interests and personalities, only with this freedom can teaching be creative." The quality of teachers' personality has an important influence on the generation of practical wisdom.

Teacher's way of thinking. The way of thinking plays a decisive role in people's words and actions, and the way of thinking of teachers is the reflection of their way of life. The mode of thinking is the intrinsic program of people's brain activity, and it is the synthesis and unification of the thought form, thinking method and thinking procedure of the subject in the process of reflecting the object. " [4] the individual way of thinking is closely connected with its personality characteristics, which are interrelated and affect each other." Sternberg from the function, form, level, scope and tendency of psychological self-control, it divides thinking into 13 kinds of styles. [5] The way of thinking determines the kindergarten teachers' words and deeds, teaching methods and professional development mode. The mode of thinking influences the formation of teachers' educational knowledge and ideas, affects the way teachers interact with children in their educational life, and also influences the generation of their practical wisdom.

Teacher's will quality. Teacher's will quality is a comparatively stable will characteristic formed in the educational practice activity. The teacher's will quality mainly manifests in the consciousness, the persistence, the decisiveness and the self-control and so on. The teachers' conscious quality reflects their educational beliefs and positions, which runs through the educational action. Decisiveness is closely related to the development of individual consciousness and abstract logical thinking ability. The decisive nature of the teacher mainly shows the wit of education. [6] It is an important aspect of educational art and practical wisdom that teachers can make accurate judgments and take appropriate educational strategies and methods to solve problems promptly and promptly when they encounter accidental events in educational activities.

### **3.2. Teachers' Professional Quality**

Teachers' professional qualities, such as teacher's personal education idea and teachers' moral, practical knowledge and ability, are the main factors that influence the formation of teachers' practical wisdom.

Education concept and morality. The core of practical wisdom is virtue, the teacher with practical wisdom must have good morals, caring, sense of responsibility, patience and carefulness, care for each child's life growth, child-oriented, the development of children in the first place. Educational idea is the concept and rational knowledge of education formed by teachers on the basis of understanding of the essence of teaching, and the educational ideas held by teachers determine the aim, content and mode of educational activities, and affect the effect of educational activities, the development of children and the direction of teachers' professional development. The educational idea and the teacher's morality are the value orientation and moral basis of teachers' practical wisdom, and are the pursuit of "good".

Knowledge of educational practice. The education practice knowledge of kindergarten teachers is a comprehensive understanding of how to do the kindergarten education which is formed and embodied in the practice of kindergarten education. The practical knowledge of kindergarten teachers is the knowledge that kindergarten teachers must possess in teaching practice. Is the teacher's own understanding, experience of knowledge, it comes from the teacher's personal experience, it is highly personalized and situational, from the teacher's experience in the world of education and life, service to the teacher personalized education action, is a kind of integrated and summarized knowledge, the cognitive basis of the formation of teachers' teaching practice wisdom.

## **4. External Support System**

### **4.1. Organizational Culture Leads**

The spiritual guidance of the Director of Wisdom. The management idea of the kindergarten decision-making head, which is led by the director, has direct influence on the teachers' professional development and the improvement of practical wisdom. The director is committed to creating a learning organization culture, so that kindergartens become such a place, "where there are all kinds of open new ideas have been nurtured, people scramble to create their true desire for the achievement of

continuous expansion of the capacity of the collective aspiration to be released, people continue to learn how to learn together." [7] The director should like to believe that every child is capable, confident learners, and firmly believe that each teacher has to improve their own education and quality of life and the pursuit of practical wisdom of the inherent vitality of life. The director applies the heart to the teacher to provide the appropriate feedback, helps the teacher to change from "The fixed type" the thinking pattern to "the growth" mode of thinking. It is preferable to recognize and recognize teachers' hard work, willpower and adaptability compared to the innate talent and intelligence of teachers.

The construction of professional learning community. Community is a sociological concept, which was first proposed by the German sociologist Tönnies in its 1881-year book, *Community and society*. "Learning community" is to introduce the concept of "community" into the field of education. Establishing the professional learning community of kindergarten teachers, it means that teachers, in conjunction with the community members around a common theme and content, to engage in equal dialogue and exchanges, out of the shackles of "ego", break the thinking set, think of their own educational practice, awaken professional consciousness, stimulate the motivation of professional growth, the personal education problems into a public topic, It is helpful to improve the teachers' practical wisdom by solving the collective wisdom and constructing a virtuous circle to accelerate the teachers' individual practical wisdom.

The establishment of supportive organizational atmosphere. Organizational atmosphere has an important influence on teachers' growth. The study of Chadha (1989) holds that "democracy and supportive organizational atmosphere can improve teachers' professional identity and reduce teachers' job burnout." [8] Fox (2004) research also suggests that "supportive, research-oriented organizational atmosphere can effectively inspire teachers' work potential, realize their self-worth, and strict atmosphere restricts teachers' initiative." "[9] Qian Qinzhen, Jiang Yong and other people's research that," the kindergarten organization atmosphere has the remarkable influence to the teacher profession development. The reflection of the environment of empowerment on preschool teachers, learning initiative, job burnout, professional identity plays an important role; the supportive atmosphere plays an important role in the reflection, learning initiative, job burnout and educational efficacy of preschool teachers. The research atmosphere plays an important role in the reflection, professional identification, educational efficiency and educational innovation of preschool teachers. "[10] The generation of teachers' practical wisdom requires a supportive organizational atmosphere that matches it.

#### **4.2. Social Environment Support**

Kindergarten teachers are the people in the society, the professional activities and professional growth of kindergarten teachers cannot be separated from social values, macro-policies of education and the influence and support of social groups including teachers' own family and children's parents.

National policy orientation for early childhood education. Teachers' practical wisdom is not only a teacher's individual use of effective methods to learn can be generated, but also needs a broad social environment support and policy and regulation of protection. Kindergarten teachers as professionals engaged in early childhood education, their practical wisdom level and professional development degree directly determine their position and situation in the large education system. It is important to promote kindergarten teachers' welfare treatment from the state policy-oriented, to improve the evaluation system of kindergarten teachers' professional titles, to lead the public to pay much attention to kindergarten education, to support the development of kindergarten teachers, and to form a positive education force to support kindergarten teachers' practical wisdom generation.

The reform tendency of preschool education practice. With the popularization of computer technology, information technology is becoming an important way and means to influence the reform of preschool education practice and teachers' professional development. "Blog", "micro-letter" and the cloud platform, such as new media are based on the network as a carrier, anytime and anywhere to release their own experience, and always communicate with others a comprehensive platform. The new media, with its simplicity, instant release, immediate updating and management convenience,

has become a new network application model after courseware, resource base, education theme website and other information teaching mode. The new media information technology provides the teacher with more full reflection opportunity, provides the information platform which discusses the education practice question, helps the teacher to develop the education thought, enhances the teacher to the professional question ponder depth and the breadth, is the teacher practical wisdom generation important media tool.

## 5. Conclusions

From the perspective of ecology, the factors that influence the formation of teachers' practical wisdom are interrelated, interacting and interacting. The internal primary system is the decisive factor, the teacher personality quality affects the professional quality, the professional quality in turn nourishes the individuality character, and both construct the internal native system, the common function. In the external support system, the social environment affects the organization culture, also has certain influence to the teacher individuality quality, the supportive organization culture can promote the teacher overall professional accomplishment. Both internal and external infiltration, mutual interwoven, mutual influence and complementarity, constitute the control of teacher's practical wisdom generated by the complex relationship picture.

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