THE RELATIONSHIP BETWEEN PROFESSIONAL IDENTITY AND AUTONOMOUS LEARNING MOTIVATION OF PRESCHOOL EDUCATION STUDENTS

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Abstract: In order to explore the mediating effect of resilience and learning burnout on the relationship between preschool students' professional identity and autonomous learning motivation, this study used the preschool students' professional identity questionnaire, autonomous learning motivation questionnaire, psychological resilience questionnaire and academic burnout questionnaire., conducted a survey of 404 second- year preschool education majors in 4 colleges with different training levels, and found that preschool education students have a higher level of professional identity, independent learning motivation and psychological resilience, and a lower level of learning burnout; The sense of identity does not directly reduce learning burnout, nor does it directly have a significant impact on autonomous learning motivation; professional identity mainly uses the mediation effect of psychological resilience to achieve a positive impact on autonomous learning motivation, including two intertwined paths: 1. "Professional identity-psychological flexibility-self-learning motivation", 2 is "professional identity-psychological flexibility-learning burnout-self-learning motivation". Research shows that the country and society should continue to increase the teaching reform of preschool education majors and encourage students to learn independently; introduce and implement policies to improve the treatment of kindergarten teachers to increase the attractiveness of preschool education majors; pay more attention to the mental health of preschool education students Strength, by improving psychological flexibility, cultivate a tenacious, positive, and optimistic attitude, reduce the level of learning burnout, and improve the motivation for independent learning.

Keywords: Preschool students; Professional identity; Self-directed learning motivation; Psychological resilience; Learning burnout

1. QUESTION RAISED

an effective path for the professional development of preschool teachers, autonomous learning is directly related to the overall quality of the teaching staff and even the quality of preschool education. [1] Self-Directed Learning (SDL) comes from the adult learning theory, proposed by Knowles in 1975. The core of the process of participating in one's own learning activities is the individual's active regulation of one's own learning in order to achieve learning goals. [2] Professor Zimmerman, a social cognitive scientist, extensively absorbed previous research results and conducted a comprehensive and in-depth study on autonomous learning. He believed that autonomous learning can be divided into planning stage, behavior or will control stage and self- reflection3 The stage is affected by six dimensions : motivation, method, time, behavior, environment and sociality. [3] Self-directed learning motivation is the most subjective and controllable variable for individuals to initiate, maintain, and regulate the learning process. Affected by self-regulation, it is an internal driving force that directly promotes students to learn. Specifically, it includes self-realization, hobbies, learning control, learning willpower, influence of others, external rewards, and learning atmosphere. [4] The main factors affecting the autonomous learning motivation of preschool education majors are professional identity, psychological flexibility and learning burnout.

gradually assimilate themselves with the major and future professional roles, and gradually form a concept and value system consistent with the major during this process. [5] Professional identity mainly includes four aspects: professional cognition, professional emotion, professional behavior and professional training. [6] Among them, professional cognition refers to learners' cognition and understanding of the norms and requirements of the major they are studying, curriculum setting, training objectives, employment status, etc.; [7] Professional emotion refers to the learner's emotion, Attitudes, values, and predictions of professional development prospects; professional behavior includes both learners' learning behaviors for the major they are studying, and their performance in professional probation and practice; professional training refers to learners' attention to individual educational needs, and more Focusing on professional training is conducive to their employment and career development. [8] The study found that there is a close relationship between professional identity and autonomous learning motivation. [9] First of all, professional identity is a predictor of autonomous learning motivation. [10] Students with strong professional identity have higher motivation for autonomous learning. Secondly, the higher the level of learners' autonomous learning motivation, the higher their sense of professional identity. [11] The pursuit of success motivation has a positive predictive effect on college students' professional identity, that is, college students' positive behavior is conducive to the improvement of college students' professional identity. [12] Students with stronger self-learning motivation have higher self-control, easier academic success, and higher professional identity. Finally, a multi-cycle interactive process is formed between professional identity and self-directed learning motivation. [13] Those with high professional identity can promote the improvement

of learners' autonomous learning motivation, and with the improvement of learners' autonomous learning motivation, their sense of professional identity will also continue to increase, thus forming the "high professional identity-high autonomy" Learning motivation - high professional identity - high self-learning motivation" virtuous interactive cycle; on the contrary, learners with low professional identity have low self-learning motivation, and low self-learning motivation hinders the improvement of learners' professional identity, thus entering a vicious interactive cycle of "low professional identity - low self-learning motivation - low professional identity - low self-learning motivation".

Research on resilience (Resilience) began with Rutter's research on maternal deprivation. [14] So far, the definition of psychological resilience has not been unified1. The generally accepted view is that psychological resilience changes in the dynamic process of interaction between society and individuals, which means that individuals have good adaptation in the face of adversity or major pressure. Ability is generally regarded as an individual's intrinsic quality. [15] As a homogeneous and differentiated special group, preschool education students are affected by many factors such as personal characteristics or abilities, family support system, school education environment and social and cultural environment. People with high psychological resilience show more positive individual characteristics, including being good at planning, quick to reflect, good at socializing, optimistic and humorous, and strong in initiative. Research on resilience mainly includes two aspects: 1. The definition of the concept of resilience and the discussion of variables of resilience. [16] 2. Research on the relationship between the theoretical model of resilience and other variables. [17] Research has found that psychological resilience is a positive psychological resource. When an individual is faced with a stressful situation, he can actively coordinate, repair and adjust to obtain the ability, process and results of positive goals by stimulating his own inner cognition, so as to maintain the inner Motivation is protected from negative events. Psychological resilience is not only an ability to protect individuals from adversity, but also a stable personality quality. [18] There is a close relationship between resilience and self-directed learning motivation. Psychological resilience, as a dynamic form, achieves dynamic regulation on the individual's autonomous learning motivation in the process of change. Specifically, when the academic pressure is too great and the study time is long, those with high psychological resilience can better adjust their mentality, form a good emotional experience and self-cognition, and better cope with it by improving their independent learning motivation. Work and study pressure. [20] Therefore, this study hypothesizes that resilience plays a mediating role in the effect of professional identity on autonomous learning motivation.

a persistent, negative, and passive state of mind that occurs when students are unable to meet their academic needs due to lack of interest and motivation, course pressure, academic burden, or other psychological factors. mental state. Specifically, it is manifested in three aspects: depressed mood, improper learning behavior, and low sense of achievement. [21] People with learning burnout show negative behaviors such as learning fatigue, dissatisfaction, anxiety, indifference, depression, and confusion, which are mostly related to many factors such as insufficient motivation for individual independent learning, low learning efficacy, and excessive reliance on mobile phones. [22] The study found that the lower the level of individual learning burnout, the higher the motivation for autonomous learning; [23] the more specific the orientation of learning goals, the lower the level of learning burnout, and the higher the level of learning burnout of individuals who avoid academic performance; [24] The higher the professional identity of college students, the stronger the sense of learning efficacy, the lower the learning burnout, and the sense of learning efficacy plays a partial mediating role between professional identity and learning burnout; [25] Academic pressure not only directly leads to learning burnout, but also It also leads to learning burnout by affecting learning self-efficacy; [26] Psychological resilience has a significant positive mediating effect on the relationship between learning pressure and learning burnout, and learning pressure has a significant predictive effect on learning burnout; [27] Academic self-efficacy Efficacy and self-esteem can predict learning burnout. [28] Based on the existing research results, this study hypothesizes that preschool education students' resilience and learning burnout play a sequential mediating effect in the impact of professional identity on autonomous learning motivation.

To sum up, this study intends to select students majoring in preschool education as the research object, and systematically analyze the internal mechanism of autonomous learning motivation by exploring the relationship between autonomous learning motivation, professional identity, psychological resilience and learning burnout. To further improve the self-learning motivation of preschool education students, provide preliminary quantitative research results to support.

2. RESEARCH METHODS

2.1 Research Object

From the 8 colleges and universities offering preschool education majors in Shaanxi Province, 4 colleges and junior colleges recruiting high school starting points were selected as survey schools (1 college directly under the Ministry of Education, 2 public colleges, 3 private colleges and 1 public higher vocational technical school). Considering that first - year students mainly offer basic courses and less professional courses, some students still have the possibility of professional adjustment, and in addition to the impact of internships on the professional identity of third-year students in higher vocational and technical schools, third -year students in undergraduate colleges The impact of the increase in the number of probation and the internship of senior students on professional identity, this study selects sophomores majoring in preschool education in various colleges and universities with different training levels as the research object. The unified guidance language was used for group testing. A total of 404 questionnaires were distributed, and 404

questionnaires were recovered. The recovery rate and effective recovery rate were both 100%. 20 boys (accounting for 4.95%), 384 girls (accounting for 95.05%); 250 students (accounting for 61.88%) who choose preschool education majors independently, parents and others choose preschool education majors 124 30 students (accounting for 7.43%) were subject to adjustment arrangements; 314 undergraduates (accounting for 77.72%), and 90 junior college students (accounting for 22.28%).

2.2 Research Tools

In this study, by revising the research results of Liang Jinlong et al. [29], in terms of professional cognition factors, the topic "I have mastered the major I have studied" has been changed to "I have mastered the basic professional skills required for kindergarten education in various fields", and added "I have mastered the The current policy on preschool education is very clear"; in terms of professional emotional factors, "willing to engage in work related to this major" is changed to "willing to work in kindergartens or preschool education-related fields after graduation". The revised questionnaire contains a total of 25 items (including 6 items of 3, 10, 17, 19, 20, and 21 for reverse scoring), which constitute 4 factors: professional cognition (5 items), professional emotion (8 Questions), Professional Behavior (7 questions), Professional Development (5 questions). The questionnaire adopts a 5-point Likert scoring method (from 1 to 5 as "completely inconsistent" to "completely consistent"), and the higher the score, the higher the professional identity. The overall Cronbach's α coefficient of the questionnaire is 0.898, and the correlation coefficient between each factor and the total score is between 0.704 and 0.860.

2.3 Self-Directed Learning Motivation Questionnaire for Preschool Students

In this study, by revising the research results of Gong Wenjin and others, [30] added "preschool education is very important to my future development" in the self-realization factor; added "I feel that the content of the major I am studying is not interesting" in the interest factor. "; Add "I am more likely to learn actively in a quiet environment" in the learning atmosphere factor; increase "For me, winning a scholarship is the main motivation for me to study hard" in the external reward factor "For me, grades Ranking high is the main motivation for me to study hard" "For me, learning and competing with others to win is the main motivation for me to study hard". The revised questionnaire contains 45 items and constitutes 7 factors: self-actualization (10 items), hobbies (8 items), learning control (4 items), willpower (5 items), influence of others (7 items) questions), external incentives (6 questions), learning atmosphere (5 questions). The questionnaire adopts the 5-point Likert scoring method, the higher the score, the stronger the self-learning motivation. The overall Cronbach's α coefficient of the questionnaire in the study was 0.834, and the correlation coefficient between each factor and the total score was between 0.425 and 0.713.

2.4 Resilience Questionnaire

This study adopts the Connor-Davidson resilience scale (CD-RISC) revised by Zhang Jianxin et al. [31] The questionnaire contains 25 items and consists of 3 factors: tenacity (13 items), strength (8 1 question), optimism (4 questions). Using the 5-point Likert method, the higher the score, the better the psychological resilience of the individual. The Cronbach's α coefficient of the research instrument is 0.89, and the test-retest reliability coefficient is 0.87. The predictive effect of the CD-RISC questionnaire on resilience has been recognized and widely used.

2.5 The Learning Burnout Questionnaire of Preschool Education Students

In this study, by revising Lian Rong's research results, [32] deleted the items in the original questionnaire that were similar to the self-learning motivation scale, "Exams always bore me", "It is difficult to maintain long-term enthusiasm for learning", "After studying for a whole day, I feel exhausted" and "difficulty falling asleep the night before the exam " and other 4 topics form the learning burnout questionnaire for preschool education students. The questionnaire contains 20 items, which constitute 3 factors, namely: depressed mood (8 items), inappropriate behavior (6 items) and low sense of accomplishment (6 items). The questionnaire adopts 5-point Likert scoring method, and the higher the score, the more serious the learning burnout.

3 MEASUREMENT PROCESS AND DATA PROCESSING

3.1 Test Procedure

Before the research, as the investigators of this study, the training postgraduates distributed the questionnaires uniformly in the way of class group testing, and the training postgraduates uniformly explained the purpose and significance of the research to the surveyed subjects, read the instructions and filled in the questionnaire requirements. In the form of anonymity, it will be collected on the spot. The time is controlled at 25-30 minutes.

3.2 Data Processing

First, all the survey results were quantitatively assigned, and the four latent variables of professional identity, self-learning motivation, psychological flexibility, and learning burnout were analyzed by Harman single factor test method for principal component analysis, and the common method bias was tested. Secondly, SPSS 22.0 was used to conduct exploratory factor analysis, descriptive statistics, correlation analysis and regression analysis on the data. Finally, AMOS 22.0 is used to conduct confirmatory factor analysis on the data and construct a sequence mediation model, and conduct research along the line of "status analysis—relationship between four actors—mediation model establishment —testing—analysis".

3.3 Research Results and Analysis

(1) the overall situation of professional identity, autonomous learning motivation, psychological flexibility and learning burnout. The overall situation of preschool education students' professional identity.

Table 1 The overall situation of preschool education students' professional identity (n=404)

	mean	SD	Min	Max	Range
Professional cognition	3.112	0.348	2.200	4.200	2.000
Professional emotion	3.466	0.651	1.880	4.400	2.520
Professional conduct	3.191	0.443	1.570	4.430	2.860
Professional training	3.320	0.544	1.800	5.000	2.900
total Professional identity	3.272	0.370	2.160	4.390	2.230

It can be seen from Table 1 that first, the total score of professional identity of preschool education students is above the middle level (Mean=3.272>3); second, the order of the average scores of each factor of professional identity is: professional emotion (Mean=3.466)>Professional training (Mean=3.320)>Professional behavior (Mean=3.191)>Professional cognition (Mean=3.112); third, the average gap of professional training factors of preschool education students The largest (Range=2.900), and the average difference of the professional cognition factor is the smallest (Range=2.000).

3.3.1 The overall situation of preschool students' autonomous learning motivation

Table 2 The overall situation of self-directed learning motivation of preschool students (n=404)

	mean	SD	Min	Max	Range
Self realization	3.740	0.554	2.300	4.700	2.400
Hobby	3.525	0.532	2.080	4.800	2.720
Learning control	2.886	0.610	1.000	5.000	4.000
Influenced by others	3.285	0.604	1.140	4.280	3.140
External rewards	3.072	0.497	1.000	4.800	3.800
Learning atmosphere	3.093	0.499	2.440	4.140	1.700
Willpower	3.172	0.404	1.600	4.600	3.000
Self-directed learning motivation total score	3.204	0.263	2.440	4.140	2.700

It can be seen from Table 2 that first, the total score of self- directed learning motivation of preschool education students is above the middle level (Mean=3.204>3); =3.740)>Hobbies (Mean=3.525)>Influence of others (Mean=3.285)>Willpower (Mean=3.172)>Learning atmosphere (Mean=3.093)>External rewards (Mean =3.072)>Learning control (Mean=2.886); No. 3, the average difference of learning control factor among preschool students is the largest (Range=4.000), and the average difference of learning atmosphere factor is the smallest (Range=1.700). The overall situation of psychological resilience in preschool education students.

Table 3 The overall situation of psychological resilience of preschool education students (n=404)

	mean	SD	Min	Max	Range
Strength	3.504	0.581	1.880	4.750	2.870
Tenacity	3.210	0.627	1.770	4.690	2.920
Optimism	3.149	0.608	1.000	5.000	4.000
Mental Resilience Total Score	3.288	0.517	1.880	4.360	2.480

It can be seen from Table 3 that firstly, the total score of psychological resilience of preschool education students is at the upper-middle level (Mean=3.288>3) ; 504)>Toughness (Mean=3.210)>Optimism (Mean=3.149); No. 3, the average score difference of preschool education students' strength factor is the smallest (Range=2.870), and the average score of optimism The largest difference (Range=4.000).

3.3.2 The overall situation of learning burnout among preschool education students

Table 4 The overall situation of learning burnout among preschool students (n=404)

	mean	SD	Min	Max	Range
Depression	2.880	0.777	1.330	4.550	3.220
Misconduct	2.838	0.876	1.000	4.600	3.600
Low sense of achievement	2.796	0.714	1.500	5.000	3.500
Learning Burnout Total Score	2.817	0.619	1.250	4.370	3.120

It can be seen from Table 4 that first, the total score of learning burnout of preschool education students is below the middle level (Mean=2.817<3), which is lower than the theoretical mean; second, the order of the average scores of each factor of preschool education students' learning burnout is as follows: Low sense of achievement (Mean=2.796)<misbehavior (Mean=2.838)<depressed mood (Mean=2.880); 3rd, the gap between preschool students' depression factor is the smallest (Range= 3.220), The misbehavior factor has the largest average gap (Range=3.600).

4. SERIAL MEDIATION EFFECT TEST

an indirect effect produced by the mediating variable, which can explain why and to what extent the independent variable affects the causal variable. variable. [33] This study introduces two intermediary variables, psychological resilience and learning burnout, and controls selection variables such as school, major choice, education level, and gender. Further test the relationship between self-learning motivation, professional identity, psychological resilience and learning burnout (coefficient, standard error and confidence interval) : professional identity has a significant positive predictive effect on psychological resilience (B=0.30, SE=0.07, P<0.001). Secondly, regression analysis was performed with learning burnout as the outcome variable and psychological resilience and professional identity as predictor variables (controlling demographic variables such as school, professional choice, education level, gender, etc.), the results showed that psychological resilience had a significant effect on learning burnout Negative predictive effect (B=-0.40, SE=0.07, P<0.001), professional identity has no significant direct predictive effect on learning burnout (B=-0.15, SE=0.10, P= 0. 132), and its 95% confidence interval contains 0, indicating that the effect between variables is not significant. Finally, regression analysis was performed with independent learning motivation as the outcome variable, and professional identity, psychological resilience, and learning burnout as predictor variables (controlling demographic variables such as school, professional willingness, education level, and gender). The direct predictive effect of learning motivation is not significant (B=0.03, SE=0.03, P=0.85), but psychological resilience has a significant positive predictive effect on autonomous learning motivation (B=0.26, SE=0.03, P<0.001), learning burnout has a significant negative predictive effect on autonomous learning motivation (B=-0.07, SE=0.02, P<0.001).

5. SEQUENTIAL MEDIATION PATH ANALYSIS

According to the results of hierarchical regression analysis, model construction can be carried out. According to the research hypothesis, AMOS 22.0 software was used to construct a structural equation model diagram with professional identity as the independent variable (X), self-directed learning motivation as the dependent variable (Y), and mental resilience and learning burnout as the serial mediator variable (M) (See Figure 2), it is found that the model fit index is good (see Table 5), indicating that the model has a good fit with the actual data.

Table 5 Fit index of mediation model between resilience and learning burnout

Fit index	χ2/df	GFI	NPAR	NFI	IFI	TLI	FMIN	RMSEA
Fit index	3.46	0.86	57	0.90	0.85	0.91	0.97	0.07

From Table 5 that the two direct paths of professional identity to learning burnout and professional identity to self-directed learning motivation are not significant, and the other paths all reach a significant level. According to the path effect decomposition principle, the total effect value is equal to the sum of the direct effect and the indirect effect, and this mediation effect is composed of the indirect effects produced by two paths: the total effect of "professional identity-psychological flexibility-self-learning motivation" in path 1 The value is: 0.01+0.39×0.51=0.208, the total effect value of "professional identity-psychological resilience-learning burnout-autonomous learning motivation" in path 2 is: 0.01+0.39 ×0.50×0. 15=0.039, the confidence interval does not include 0, indicating that the indirect effect of this path has reached a significant level, and the direct effect of professional identity on self-learning motivation is not significant, mainly through the complete mediation of psychological flexibility Effect and sequence mediation of resilience and learning burnout affect autonomous learning motivation.

6. DISCUSSION

6.1 The Overall Situation of Professional Identity

The research results show that the total score of professional identity (Mean=3.272>3), the total score of autonomous learning motivation (Mean=3.204>3) and the total score of psychological resilience (Mean=3.288>3) of preschool education students They are all above the middle level, and the total score of learning burnout (Mean=2.817<3) is below the middle level. The reasons for the above results are: 1. In recent years, the "Preschool Education Law" has been included in the legislative process of the National People's Congress, and the "Several Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening Reform and Regulating the Development of Preschool Education" proposed to increase the proportion of public kindergartens and regulate private kindergartens. Development, build a long-term mechanism for the popularization, inclusiveness, safe and high-quality development of preschool education. Coupled with the implementation of the " two- child" policy, all walks of life have continued to pay more attention to the quality of preschool education, and the social status and salary of preschool teachers have gradually improved, which has gradually improved the professional identity of preschool students. This result is basically consistent with the existing research results. [35] Second, with the continuous deepening of classroom teaching reform in colleges and universities, the adoption of teaching forms such as MOOCs, micro-classes and flipped classrooms, the status of students as the main body of learning has been continuously strengthened. [36] The autonomous learning ability of preschool education students and motivation are enhanced, and a sense of self-fulfillment for professional learning is realized. Thirdly, preschool students have mastered certain emotional regulation skills through learning psychology, developmental psychology, etc. When dealing with stressful events, they can adopt a more rational approach, actively deal with problems, maintain a peaceful mind, and have a relatively High psychological resilience. Fourth, preschool students have a high degree of identification with their majors, have shown strong self-learning ability in the course learning of majors, and have a strong sense of self-realization. When encountering academic difficulties and negative attitudes, they can pass High psychological flexibility, actively respond to the occurrence of learning burnout, so the level of learning burnout is low, and the sense of academic achievement is high. This is basically consistent with the conclusions found in the existing research on cultivating college students' love and recognition of majors, making them interested in professional knowledge, actively exploring professional learning independently, and avoiding learning burnout. [37] is also found in this study Evidenced by the results of its high levels of strength and toughness.

6.2 The Mediating Role of Resilience

The research shows that the professional identity of preschool education students has no significant direct predictive effect on autonomous learning motivation, and mainly indirectly predicts preschool students' autonomous learning motivation through psychological resilience. The results of the mediation effect test support the mediation model, indicating that professional identity through Psychological resilience indirectly affects autonomous learning motivation. There are several reasons for this result. First of all, preschool students' professional identity will be affected by teachers' words and deeds. The preschool education students in this survey are all teachers who are trained in first-line kindergartens (one of the affiliated colleges is a public-funded normal student), and the teachers will instill in the students the idea of "going to be a teacher in a kindergarten in the future" during teaching,[38] In addition, preschool teachers in the western region are mainly college graduates or below, and it is difficult for undergraduate students to accept and adapt to such results, which leads to preschool students losing their learning goals, motivation and interest in learning. This is consistent with the results found in this study that the preschool students have a higher level of hobbies and being influenced by others, but a lower level of learning self-control. Secondly, the role of psychological resilience is to serve as a protective factor and play a mediating role between professional identity and self-learning motivation

[39], that is, when preschool students encounter difficulties in professional learning and lack self-learning motivation, Psychological resilience can play a preventive and buffering role to a certain extent, allowing individuals to adjust their physical and mental states, thereby awakening and promoting individuals to devote themselves to professional learning with a positive psychological state, helping individuals successfully cope with academic difficulties and get out of the downturn in their studies. Third, psychological resilience, as an important psychological resource, plays a more important role than professional identity in the process of stimulating preschool students' professional learning motivation. Preschool students with high psychological resilience can formulate professional learning plans in advance, carry out professional learning for a long time according to the plan, and can better deal with the negative emotions caused by setbacks in learning. [40] Dare to face difficulties, accept Challenging learning tasks to complete more difficult learning tasks to achieve personal professional improvement. This is consistent with the conclusions found in previous studies that learners with high psychological resilience set and implement specific and clear learning goals in a step-by-step and hierarchical manner in accordance with problem solving-self-planning-self-investment in long-term goal orientation[41].

6.3 The Sequential Mediating Effect of Resilience and Learning Burnout

The study found that professional identity has no significant direct effect on autonomous learning motivation, and professional identity mainly affects autonomous learning motivation through the complete mediation of resilience and the sequential mediation of resilience and learning burnout. There are mainly the following reasons for the above results. First, compared with professional identity, internship experience and feelings have a greater impact on preschool students' autonomous learning motivation. Although preschool education students have a high sense of professional identity, it is mainly manifested in high professional emotion and low professional cognition level. The four colleges in the study arrange students in grades 1 to 3 of preschool education majors to enter kindergartens for a one-week professional practice in April and May of each academic year. The experiences of kindergarten principals and trainee instructors encountered by preschool education students during their probation will have different impacts on their future independent learning motivation. If the preschool education students in the probationary kindergarten feel that the preschool education work intensity is high, the salary level is low, and the occupational pressure is high, [42], they will have a fear of the work of preschool teachers, which will bring about a negative impact on their independent learning motivation. On the contrary, if preschool students feel cooperation, forge ahead, love, and energetic team spirit in the trainee kindergarten, it will enhance their sense of professional identity, which in turn will have a positive impact on their independent learning motivation. This result has also been confirmed by existing research. [43] Second, the higher the sense of professional identity, the higher the level of psychological resilience. It may be because preschool students with a high sense of professional identity are more satisfied with the major they are studying, have clearer professional prospects and their own future, have specific and clear learning goals, and are more likely to obtain a sense of accomplishment in professional learning, so they are more confident about their professional learning ability. Self-confidence, more positive feedback obtained in learning, and high psychological flexibility. Third, psychological resilience acts as a bridge and a buffer between professional identity and self-learning motivation. Preschool students with a high sense of professional identity and high psychological resilience can consciously protect themselves in the process of professional learning, consciously adjust their physical and mental states, and ensure that their original positive psychological environment is free from subsequent difficulties and problems. The impact of setbacks. Even if the psychological environment is temporarily affected and disturbed by people with high psychological resilience, they can restore it to the previous state through the reconstruction of personal psychological resilience [44] and devote themselves to learning with a more positive attitude. Fourth, in addition to the path of "professional identity-psychological resilience-self-learning motivation" as a bridge and buffer between professional identity and self-learning motivation, psychological resilience can also be achieved through "professional identity-psychological resilience-learning The path of burnout-self-directed learning motivation regulates learning burnout, and then plays a role in the relationship between professional identity and self-directed learning motivation. Preschool students with high psychological resilience have a higher awareness of self-protection, will take the initiative to guard against risk factors in learning, eliminate the learning burnout induced by them, and then maintain a high level of independent learning motivation. This is consistent with the research results that the level of mental resilience can negatively predict depression, low sense of accomplishment, and misbehavior in learning burnout[45].

Future research should adopt the method of stratified cluster sampling, and take the students of preschool education majors from grade 1 to grade 4 as the research objects, and explore more deeply the professional identity of preschool education students through the sequential mediation effect of psychological resilience and learning burnout on autonomous learning The impact of motivation.

7. CONCLUSIONS AND SUGGESTIONS

7.1 Conclusion

First, preschool students have higher levels of professional identity, self-learning motivation and psychological resilience, and lower levels of learning burnout. Second, the professional identity of preschool education students can

neither directly reduce learning burnout, nor can it directly have a significant impact on autonomous learning motivation. Thirdly, the professional identity of preschool education students mainly relies on the intermediary role of psychological resilience to realize the impact on autonomous learning motivation. learning motivation"; the other path is "professional identity—psychological flexibility—learning burnout—self-directed learning motivation".

7.2 Suggestion

First, continue to increase and maintain the teaching reform of preschool education majors, encourage students to learn independently through various channels and means, and use the skills they have learned to gain successful experience.
Second, the government should increase the use of public opinion to create a new image of preschool teachers in the new era, provide preschool students with a good learning and practice environment and an atmosphere of public opinion that respects teachers; introduce and implement specific policies to improve the treatment of preschool teachers, improve the economic treatment and social status of preschool teachers to increase the attractiveness of preschool education majors.
Third, the government, society, and various educational departments at all levels should pay more attention to the mental health of preschool students, improve their psychological resilience through flexible and diverse methods such as group counseling and mental health education courses, and cultivate their tenacity, positiveness, An optimistic attitude can reduce their learning burnout and improve their self-learning motivation.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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