

Investigation and Analysis on the Present Situation of Educational Belief of Normal University Students

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Abstract

The cultivation of educational belief of normal college students is conducive to promoting the professional development of teachers, strengthening the construction of teachers' team, improving teachers' accomplishment and ensuring the healthy development of basic education. A questionnaire survey on the educational beliefs of 811 normal college students in a normal college in Chengdu shows that, A questionnaire survey on the educational beliefs of 811 normal college students in a normal college in Chengdu shows that. Although it just about 42.4% normal college students basically known the knowledge of education belief. While it's important to set up the education belief for 95.8% of normal students. As for the lowly education profile atmosphere of society and college, which is in short of the scientifically manage and cultivate system so that to emergent the shortage of education belief for the large mount of college normal students. For the future researching statement the different gender, grand, background, minority and free or unfree normal students to make the difference to the education belief of cognitive ability, expectation, attitude, emotion quality. Firstly, the cultivation of normal students education belief to induce them to set up the lofty education dream mission for the ultimateness demand direction. Secondly, it should be builded up to the roundly cultivate and stimulate system. At last, it should be increasing the normal students as themselves to the main part of self-education.

Key words: Normal student; Education belief; Current situation; Cultivation

INTRODUCTION

Under the background of promoting the professional development of teachers in the world, the academic circles focus on teachers' thinking, emotion and willpower. "Educational belief, belief" has become a hot spot. Belief is the most powerful spiritual force of human beings. As the leading teacher in educational practice, it is even more important for teachers to establish educational beliefs, which can enhance their own significance in life. It is also possible to establish guidelines for educational action for the cultivation of ideal educational talents. Teachers' educational belief comes from and is formed in educational practice. Educational belief is to uphold and defend the original educational ideal and belief that is most important. It is the educational value that teachers have held fast and placed in worshiping position throughout their career, and are the most core spiritual force in promoting the sustained development of education. If this central axis deviates, the development direction of teaching and education will deviate greatly from the essence of education. In the field of education, teachers' educational beliefs are lacking at present, so it is even more necessary to cultivate the educational beliefs of teachers' students at the stage of normal education, so it is urgent to study the educational beliefs of teachers' students. This is of great significance to the future establishment of a contingent of teachers with higher educational and emotional qualities.

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1. OBJECT AND METHOD OF INVESTIGATION

1.1 Tool of Investigation

A self-designed questionnaire was used in this survey. Based on the theory of characteristics and the relevant theoretical results of educational beliefs, the questionnaire was compiled from four aspects: cognition, attitude, expectation and emotional quality. The questionnaire consists of two parts and 25 items. The questionnaire mainly consists of closed questions, including single choice questions and multiple choice questions. The first part is the basic personal information of normal students, which includes grade, gender, nationality and origin of students. The second part is about the four choices of normal students 'beliefs in educational cognitive skills, educational attitudes, educational expectations and educational emotional quality.

1.2 Sample Selection and Data Processing

From April 2015 to January 2016, based on the existing research literature and questionnaire analysis, 404 normal university students and 407 free normal university students were randomly selected from four grades of Sichuan Normal University by using the self-designed Questionnaire on Education Belief of Normal University Students. A total of 811 normal university students were surveyed. The results are representative. The composition of the sample is shown in Table 1.

Table 1
Sample Composition Table

	Sample type	Number of people	Proportion of total sample size
Gender	male	246	30.3%
	Female	565	69.7%
Free or unfree normal student	Yes	407	50.2%
	No	404	49.8%
Grade	Freshman	306	37.7%
	Sophomore	254	31.3%
	Junior	193	23.8%
Senior		58	7.2%
Nationality	Han nationality	747	92.1%
	Ethnic minority	64	7.9%
Biogenic land	Countryside	520	64.1%
	Country town	151	18.6%
	City	140	17.3%

A total of 850 questionnaires were sent out and 820 were recovered. 811 valid questionnaires were excluded, with an effective recovery rate of 95.4%. All collected survey data were processed by SPSS (20.0) software.

2. INVESTIGATION RESULTS AND CAUSE ANALYSIS

2.1 Descriptive Statistics of Four Dimensions of Normal Students' Educational Belief

2.1.1 Belief In Educational Cognitive Skills

2.1.1.1 Understanding of Educational Beliefs

The survey results show that 4.7% of normal school students have a good understanding of the concept of educational belief, 17.5% and 20.2% of normal school students have a better understanding of the concept of educational belief, the remaining 46.5% of normal school students do not understand it, and 11.1% of normal school students do not understand it at all. It further explains that normal students, as prospective teachers in the future, have little knowledge of educational beliefs. There are three possible reasons for this: the lack of publicity of educational beliefs in society; the lack of a good atmosphere of educational beliefs for teachers and students; the lack of awareness of educational beliefs among normal students; and the lack of strict requirements for establishing their own educational beliefs and active learning of educational beliefs. Theoretical knowledge.

2.1.1.2 The Necessary Situation of Establishing Education Belief

The survey results show that 32.4% of normal school students think it is necessary to establish educational beliefs, 19.0% of normal school students think it is necessary to establish educational beliefs, and 44.4% of normal school students agree that it is necessary to establish educational beliefs. 3.2% and 1.0% of normal school students still think it is unnecessary or completely unnecessary for them to establish educational beliefs. It further shows that although most normal students do not understand educational beliefs, they still affirm the importance of educational beliefs.

2.1.1.3 The Statement of Knowledge

The survey results show that normal school students are prospective teachers in the future, and education is a noble cause of cultivating human soul. Teachers mainly cultivate students by disseminating knowledge and culture. Therefore, knowledge outlook is of extra importance to teachers. Through investigation and research, it is found that most normal school students hold a positive attitude towards the value and role of knowledge, accounting for 14.8% of normal school students agree that "knowledge is what knowledge is". The View that Power and Knowledge Change Fate. However, 38.1% of normal school students agree with this view, 38.5% of them agree with it, while

7.5% and 1.1% of normal school students disagree with it. From the analysis of these data, we can see that most of the normal students may still agree with the future teacher profession and affirm the importance of knowledge.

2.1.1.4 Student Statement

The survey results show that the three elements of education include educators, educational environment and learners. Teachers' attitudes towards students are particularly important in the educational environment. Data show that 13.1% of normal students think that teachers need unconditional care for students, 24.0% of normal students think that teachers need unconditional care for students, 44.0% of normal students think that teachers need unconditional care for students. 17.0% and 1.8% of normal school students in turn think that teachers need more and do not need to care for students unconditionally. This view is too arbitrary and denies the view of teachers and students.

**Table 2
Belief in Educational Cognitive Skills**

Latitude	Option(N,%)				
What is educational belief	Very understanding 38 (4.7%)	More Understanding 142 (17.5%)	Understanding 164 (20.2%)	Not quite Understanding 377 (46.5%)	Not knowing at all 90 (11.1%)
Is it necessary to establish educational beliefs?	Very necessary 263 (32.4%)	More Necessary 154 (19.0%)	Necessary 360 (44.4%)	Not necessary 26 (3.2%)	Absolutely Unnecessary 8 (1.0)
Do you agree that knowledge is power and knowledge changes destiny?	Very much agree 120 (14.8%)	More agree 309 (38.1%)	Agree 312 (38.5%)	Comparatively disagree 61 (7.5%)	Totally disagree 9 (1.1%)
Teachers need to care for students unconditionally	Great request 106 (13.1%)	Comparative Needs 195 (24.0%)	Need 357 (44.0%)	Comparatively unnecessary 138 (17.0%)	Not need at all 15 (1.8%)

2.1.2 The Attitude of Education Belief

2.1.2.1 Motivation to Apply for Examination

Normal college students have different motivations to apply for the examination. Although they can be given respect and understanding, different motivations will lead to different behavioral effects. According to the data survey, 17.5% of normal school students think that the teacher's profession is sacred and great. Only 27.5% of normal school students apply for the teacher's examination according to their own personal interests. 28.4% of normal school students apply for the examination because of their parents' wishes. 18.7% of them apply for the examination because of the stable nature of the teacher's work. The remaining 7.9% are for other reasons. About 45.0% of the students apply for the teacher's examination because of subjective reasons.

2.1.2.2 The Agreement of Vocation

The most common assessment of teachers' profession is that teachers are the greatest profession in the sun and the engineers of human soul. However, in the stage of normal education, teachers' students have not reached a high

Teachers and students are the two main elements in the implementation of education, and the relationship between them is very important. The above data show that most normal students affirm the concept of teachers and students and believe that teachers have the duty to care for students, but they must grasp the corresponding scale.

To sum up, the beliefs of teachers' students' educational cognitive skills mainly include: the understanding of educational beliefs, the necessity of establishing educational beliefs, the view of knowledge and the view of students. Table 2 shows that although normal students know less about educational beliefs, they affirm the importance of educational beliefs. They believe that it is necessary for normal students to establish educational beliefs, have a high sense of professional identity for teachers, and affirm knowledge. The value is that teachers should care about students appropriately.

degree of unity on how to treat teachers' profession. Only 28.6% think that teachers' profession is noble and great, and 38.7% think that teachers are respected and work steadily. At the same time, some normal school students did not have professional identity, 21.1% thought that the teacher's career was boring, 7.5% thought that being a teacher was too tired and the task was too complicated. It further shows that the group of normal school students generally does not have a high professional identity for teachers' profession.

2.1.2.3 Ways to Understand Education Belief

Educational belief is a powerful spiritual force. Once people have faith, they will overcome all difficulties and obstacles. Normal students in pre-service education have different ways to acquire "educational beliefs". 15.7% of them understand "educational beliefs" through the teaching of teachers' daily teaching activities. In the age of internet, the ways for normal school students to acquire knowledge are also increasing. 17.9% of normal school students understand "educational beliefs" through

internet, and 26.3% acquire knowledge about educational beliefs through books and documents. There are still 5.3% of normal school students who have not been exposed to "educational beliefs", and they are almost blank about educational beliefs. According to the data, 59.9% of normal school students know about "educational beliefs". Although the ways are different, the overall situation is optimistic.

2.1.2.4 Have Normal Students Established Educational Belief

Teachers' professional development is mainly embodied in the high unity of knowing, knowing and doing, and affection is the foundation of knowing and doing. The development of knowing and doing requires firm belief and will. Therefore, emotional motivation is the internal mechanism to promote cognition and behavior. Normal students are prospective teachers in the future, so the role of educational beliefs can not be ignored. However, the survey found that about 43.8% of normal school students believe that they have established educational beliefs, 56.2% of normal school students believe that there is no or no need to establish educational beliefs. Educational beliefs are silent and reflect the overall spiritual value of

human beings. Therefore, we should advocate that normal school students establish educational beliefs.

2.1.2.5 Educational Function

Educational function has two directions: positive and negative. Its object is society and individual. We are talking about individuals in the study. Through the data, 90.6% think that students are teachable, and affirm the role of education. We believe that education not only promotes individual development, but also is the most basic of human social development. Another 7.0% of normal school students think that education has nothing to do with human behavior, and even 2.3% think that human is not teachable, which fundamentally negates the value of education.

To sum up, although the number of normal students has been increasing, there are huge differences in their motivation to apply for the examination. Only 45.0% of the students apply for the examination for the normal students for subjective reasons, which leads to the low professional identity of teachers. At the same time, it is considered that normal students do not have or need not establish educational beliefs, but they are optimistic about the way to acquire the knowledge of "educational beliefs" and affirm the role of education.

Table 3
Belief Status in the Dimension of Educational Attitude

Latitude	Option(N,%)				
What is reason for making choice major in teaching?	Lofty, great 142(17.5%)	Intersting 223(27.5%)	Parents wellness 230(28.4%)	Job stablemen 152(18.7%)	Others 64(7.9%)
What do you think of teachers' profession?	Boring 171(21.1)	Redeem and stablemen 314(38.7%)	Noble ,great 232(28.6%)	Tired and busy 61(7.5%)	Others 33(4.1%)
What means to understand teachers' education belief?	Teacher teaching 127(15.7%)	Internet 145(17.9%)	Book and paper 213(26.3%)	Never to touch it 43(5.3%)	Others 283(34.9%)
Can you normal student set up education belief?	Large amount of having 125(15.4%)	A little of bit having 230(28.4%)	Large amount of nothing 321(39.6%)	Nothing 118(14.5%)	Much more to nothing 17(2.1%)
Which choice do you agree?	People can not to be taught 19(2.3%)	Human is kindness and education can make them perfect 157(19.4%)	It has none relationship ,just depend on Personal willingness 57(7.0%)	Education is the basement of human development 578(71.2%)	

2.1.3 The Expectation Education Belief

2.1.3.1 The Frequency of Accepting to Education Belief

In the 21st century, students need to master two kinds of abilities, not only to learn to survive, but also to learn to learn. However, the survey found that the frequency of educational beliefs among normal university students is not high. 44.1% of the students think that they do not often receive knowledge about educational beliefs in the learning process, and 29.0% have never received it. This may be on the one hand, the school does not create a good atmosphere of educational beliefs, or the teachers themselves do not establish educational beliefs, there is no

knowledge of educational beliefs, so there is no infiltration of educational beliefs knowledge in the teaching process; on the other hand, it may indicate that the current normal students may not learn to learn actively and regard learning as a passive behavior, which will lead to the formation of normal students for a long time. The view that students are passive also inhibits the initiative creativity of normal school students themselves. It may be difficult to cultivate students with initiative creativity in future teachers' posts, which lays hidden dangers and explanations for students who can not cultivate innovative spirit in education.

2.1.3.2 The Vision of Teacher Profession

Teachers' career vision of normal university students should not be underestimated, which is the premise of their own career planning. So based on this, we designed a topic about the career vision of normal school students. When normal school students become a real people's teacher, what expectations will they have? 64.7% think that when they go to the three-foot platform and become a quasi-teacher, they will love their positions and devote themselves to their work, cultivate pillars for the society, and 13.8% of the students will stick to their posts and devote themselves to the cause of education. Normal students' view is that good teachers can also broaden their sideline. It further illustrates that most of the normal school students have expectations for teachers' professional vision, and will love their jobs and devote their whole life to the cause of education. It also shows that most of the normal school students still have educational ideals.

2.1.3.3 The Expectation of Teaching Situation

Because of the shortage of educational resources, not all normal school students can teach in metropolitan areas with excellent teaching conditions and good salaries in the future. However, as normal school students, they should establish a broader mood, that is, they should not only consider the external teaching environment and salaries, but also devote themselves to the areas where teachers are more needed to disseminate knowledge and cultivate students. According to the survey, 4.1% of normal school students are willing to teach in remote mountainous areas after graduation. This part of students may think that remote mountainous areas need them more, and they are willing to take root in the remote areas. About 36.2% of

normal school students are willing to teach in towns and counties. This part of the students may be mainly from towns and counties. They think that their hometown has nurtured them. When they succeed in their studies, they should go back to their hometown to support their hometown and contribute to the development of their hometown. The metropolis is everyone's yearning, but according to the survey, 14.8% of the students think that as long as they can teach, they can go anywhere, but at the same time, it can not be ruled out that some of these students may have no plans for the future or no pursuit of performance, so it does not matter where they teach.

2.1.3.4 The Willingness of Education

Educational willpower is the embodiment of teachers' willpower to stick to themselves in the face of difficulties or temptations. According to the survey, only 37.2% of normal school students face material temptation and will not give up their teaching profession. Obviously, this part of normal school business has strong willpower and can be inferred that they really love the cause of education. Another 15.9% are in a state of contradiction and struggle. If they have strong will power, they may not give up. If they are weak, they will give up. Another 46.9% of them have no willpower at all. When faced with more abundant material conditions, they will immediately give up their teaching profession, which shows that they do not really love education, have low recognition of teachers' profession and have very weak willpower. Such normal students will not improve the overall level of teachers if they enter the teaching team in the future, and their work enthusiasm and working attitude are not good. It will not contribute to the improvement of the quality of education.

2.1.3.5 The Life Attitude About Education

Table 4
Belief Status in Educational Expectation Dimension

Latitude	Option(N,%)					
Accepting education knowledge when as to be a student	Very normally 30(3.7%)	More normally 80(9.9%)	Normally 108(13.3%)	Much more 358(44.1%)	often	Never 235(29.0%)
What is plan to do ,if you would be a teacher?	Loving career and cultivate knowledge for society 525(64.7%)	Insist in job and contribution everything 112(13.8%)	After job to expand another profession 165(20.3%)	Others 9(1.2%)		
Where is to teaching?	Radom mountain area 33(4.1%)	Common village 54(6.7%)	Town 82(10.1%)	Suburban 212(26.1%)	City 310(38.2%)	Everywhere 120(14.8%)
Facing to the much money ,would you give up to teaching?	Sure 66(8.1%)	Would will 315(38.8%)	Would not 221(27.3%)	No 80(9.9%)	Don't know 129(15.9%)	
What kind of life style do you like best?	Hardworking and pursuit the enjoyable and richness life 131(16.2%)	Freedom and leisure 221(27.3%)	Optimistic and try once best 405(49.9%)	Indifferent to fame and wealth 54(6.7%)		

Although everyone has the ideal goal of pursuing a life with good material conditions, as a profession with a sacred and inviolable mission, teachers may need more dedication and sacrifice, and the challenge is greater. According to the survey, 49.9% of normal school students recommend a positive, optimistic and enterprising lifestyle, 16.2% believe that hard work and comfortable life are the goals, 34% believe that the best living condition is leisure, indifference to fame and wealth, and no struggle with the world. Although each person pursues different goals, we can see that normal school students are positive and optimistic about their future life as a whole.

To sum up, although the frequency of normal university students receiving educational beliefs is not high, they are optimistic about future teachers' career vision and attitude towards life. At the same time, they are not firm enough when facing temptation. At the same time, they do not necessarily pursue a metropolis with abundant materials and high quality teaching resources. Therefore, we mistakenly believe that all of us are striving for a metropolis. The idea is not accurate.

2.1.4 The Education Emotion Quality Belief

2.1.4.1 The Understanding of Education Belief

Generally speaking, "belief" refers to irrational religious beliefs and rational political beliefs, but educational beliefs are different from these two beliefs. From the data, we can see that 4.6% of the normal school students still think that educational beliefs are irrational. It think that educational beliefs are null and useless about 7%. Therefore, they think that educational beliefs are no pursuit of life goals, only for a stable life. 59.8% of normal school students still affirm the educational belief. They believe that the educational belief is the extreme belief and respect for the value and function of education, and strive to persist in education. Another 26.6% have low educational beliefs, so they are willing to engage in education and work hard. It further shows that most of the normal students still affirm their educational beliefs, but there is no unification.

2.1.4.2 The Resource of Teachers' Happiness

The ultimate goal of education is to cultivate happy people, but few people pay attention to the source of happiness of teachers. According to the survey, 75.7% believe that the greatest happiness of teachers comes from hard work and witnesses the growth of students. This part of the teachers may put education at the core and teach wholeheartedly, so they think that the greatest happiness is to witness the progress of students. Another 8.6% paid more attention to the results of their teaching performance, which was their greatest happiness, and 6.5% valued salary at first. They believed that good pay performance was the greatest happiness. This part of teachers may choose teachers' profession for the reasons of stable salary. Many teachers regard the support of their leaders, colleagues and family members as their greatest

happiness. This part of the teachers may have a better family and career balance, and have been supported by the surrounding people and constantly get ahead.

2.1.4.3 The Willingness of Graduation Career

Because of the severe employment pressure and form at present, many candidates apply for the normal school entrance examination with the motivation that teachers are "iron rice bowls", not out of love for education and willingness to be teachers. Therefore the data shows that 26.4% of normal school students show that they will not work first after graduation, which may be due to the low motivation of applying for the examination and teachers' professional identity. At the time of graduation, teachers' professional willingness is not strong. 73.6% of the normal school students are willing to graduate first as teachers, some of them are sure to have clear goals, sincere love of education, willing to be teachers. Some may be forced to do nothing, so they have no choice, so they will graduate first as teachers. Others are drifting along with the tide, without any ideas and goals, and feel that applying for normal school students and being teachers are a trend. Therefore, teachers will be the first to graduate. Whether it is for any reason, the number of teachers who graduate first can increase the total number of teachers. But if they love education and are motivated to be teachers, they will be enthusiastic and positive about their work, and they will devote a lot of attention and earnestness, and the teaching effect will be relatively good.

2.1.4.4 Outlook on Life

The particularity of teachers' profession is to cultivate people, so the impact of teachers' outlook on life on students can not be underestimated. According to the survey, 63.0% believe that a valuable life is to firm beliefs, strive to pursue, 16.0% believe that a meaningful life is to do something beneficial to others, and believe that life is to dedicate others. 3.7% believe that life is family harmony, family Happiness, treating the family as the center of gravity. It just as the saying goes, "why not sweep the whole world", but as a teacher should also understand their own mission in addition to the family. Another 17.1% think that life is hedonism. Although they have the goal of pursuing material and happiness, they are blindly enjoying without struggle and progress. Such a life is meaningless. As a teacher, he must "learn from high school to be a teacher and be a good person", so many of his ideas will affect students implicitly. Therefore, he must establish a correct outlook on life to lead students to a happy life.

In summary, we can see that most normal students affirm their beliefs in education, and agree that the greatest happiness of teachers comes from hard work, witnessing the growth of students, willing to teaching after graduate first of all, and supporting teachers' correct outlook on life, that is, firm belief and hard pursuit.

Table 5
The Belief Status of Educational Emotional Quality Dimension

Latitude	Option(N,%)				
What's your understanding of educational beliefs?	Be familiar with religion and irrational	It is very believing, redeeming, and insist in education value and function	Have no pursuit ,just live in peaceful life	Prefer career in and hardworking	Others
	37(4.6%)	485(59.8%)	57(7.0%)	216(26.6%)	16(2.0%)
What do you think is the greatest source of happiness for teachers?	Support by surrounding	Increase from personal	Look on student up-grown	Salary	
	75(9.2%)	70 (8.6%)	614 (75.7%)	52 (6.5%)	
Would you prefer to work as a teacher after graduation?	Must to do	Would be	Would not	No	Absolutely no
	21 (26.1%)	385 (47.5%)	148 (18.2%)	54(6.7%)	12(1.5%)
Which of the following views do you prefer?	Insist on belief and try to do	Help sb to do sth	Hedonism	Family have important meaning	
	511(63.0%)	130(16.0%)	139(17.1%)	31(3.7%)	

2.2 The Analysis of Difference in Normal Student Education Belief

2.2.1 The Cognitive Ability for Education Belief

2.2.1.1 The Understanding of Education Belief

From Table 6, we can see that there are gender differences in the understanding of educational beliefs. Male students may have stronger cognitive understanding ability, so they may have deeper understanding of educational beliefs. Therefore, male students have a better understanding of educational beliefs than female students. However, there is no significant difference in grade, which indicates that normal school students will not improve their understanding of educational beliefs with the growth of grade. There is also no difference in background of students' understanding of educational beliefs, which shows that the external urban, rural and township birthplaces have little stimulating effect on educational beliefs. At the same time, national understanding of students' educational beliefs will not have a significant effect, and there is no difference between teachers' understanding of educational beliefs.

2.2.1.2 The Necessary Situation to Set up Education Belief

From Table 6, it can be seen that there are gender differences in the necessity of establishing educational beliefs. Because boys have better cognitive ability than girls, their executive ability is significantly better than girls. However, there is no significant difference in grade, which indicates that normal school students will not gradually recognize educational beliefs with the growth of grade and think that it is necessary to establish educational beliefs. There is also no difference in the necessity of establishing educational beliefs between the places of origin, which shows that the place of

birth has no influence on the necessity of establishing educational beliefs. At the same time, there is no significant difference in the necessity of establishing students' educational beliefs among nationalities. Whether teachers are exempted or not does not differ in the necessity of establishing educational beliefs.

2.2.1.3 Outlook on the Knowledge

From Table 6, we can see that with the change of grade, the knowledge outlook of normal school students will show differences, which indicates that the knowledge learned in different grades will gradually change the students' knowledge outlook, reflecting the role of education in promoting students' knowledge from the side, so the grade has significant differences in the change of knowledge outlook. Whether teachers are exempted or not, teachers' students are more obvious than free teachers' students in the performance of knowledge outlook. Normal students are more relaxed than free normal students in the application for examination and have greater flexibility in graduation choices. Therefore, teachers' students may be more active in future teachers' profession and in a more free state. Therefore, their understanding of "knowledge is power, knowledge changes destiny" is more thorough. It is thorough and profound. However, there is no difference in students' knowledge view among gender, origin and nationality.

2.2.1.4 Outlook on the Student

From Table 6, we can see that there are gender differences in student outlook, which indicates that there are significant differences between male teachers and female teachers in student outlook. Perhaps female teachers are more perceptual, while male teachers may be more rational, and the personality characteristics of male and female themselves will influence the level of education

consciousness subtly. Therefore, female students' outlook on students is more significant than that of male students. There are also differences in students' outlook between students from different places of origin. Children from rural areas may be more plain and kind. Therefore,

compared with normal students from other places of origin, students' outlook on students is remarkable. However, grade, nationality and teacher exemption do not have a huge difference in students' outlook.

Table 6
Four Dimensions Difference Analysis of Belief in Educational Cognitive Skills

	Gender		Grand		Biogenic land		Nationality		Free or unfree normal student	
	χ^2	P	χ^2	P	χ^2	P	χ^2	P	χ^2	P
What is education belief?	11.553	0.021	2.232	0.693	7.361	0.118	4.310	0.366	5.318	0.256
Is it need to set up education belief?	12.458	0.014	5.714	0.222	4.409	0.353	3.184	0.528	4.999	0.287
Is it agree that knowledge is power or knowledge can change fate?	9.284	0.054	13.335	0.010	5.756	0.218	1.426	0.840	10.176	0.038
Is it teacher needs to care for student unlimited situation?	24.022	0.000	5.034	0.284	9.496	0.050	2.060	0.725	6.935	0.139

2.2.2 Belief in Educational Attitudes

2.2.2.1 Motivation to Apply for Examination

From Table 7, it can be seen that gender differences in the performance of normal school students, girls may prefer the teacher occupation, feel more stable, so girls in the motivation of normal school students than boys significantly. With the change of grade, the students' motivation to apply for an examination and their future teaching goals and professional aspirations will also change accordingly. Therefore, there is a significant difference in the performance of the students' motivation to apply for an examination. However, there is no difference in the motivation of the students who apply for the normal university entrance examination among the origin, nationality and whether they are exempted from the teacher.

2.2.2.2 Professional Identity

From Table 7, it can be seen that gender has different performance on teachers' professional identity. Girls have higher professional identity than boys, and more recognition of teachers' profession. Therefore, female teachers' professional identity is more significant than boys. There are differences in students' recognition of teachers' profession. Children from rural areas have a more realistic understanding of teachers' profession. They think that income is stable, and they pay more attention to the characteristics of teachers' profession. Therefore, compared with students' recognition of teachers' profession from other places, students' recognition of teachers' profession is more significant. There is no difference in grade, nationality and whether teachers are exempted from the recognition of teachers' profession.

2.2.2.3 Ways to Understand Educational Belief

From Table 7, it can be seen that gender differences in ways of understanding educational beliefs. Girls may have a more correct and serious learning attitude. Therefore, they will learn and understand educational beliefs through more ways. Girls have a more significant way of understanding educational beliefs than boys. With the continuous change of grade, the ways of normal school students to acquire educational beliefs are also changing, and the knowledge aspect is also changing. Therefore, the performance of grade on the way to understand educational beliefs is significantly different. Whether teachers are exempted or not has different ways to understand educational beliefs. Normal students are more obvious than free normal students. It may be that normal students have wider horizons and more flexible curricula. Therefore, normal students have more significant ways to understand educational beliefs than free normal students. There is no difference between the origin of students and the nation in the way to understand educational beliefs.

2.2.2.4 Have Normal Students Established Educational Belief

From Table 7, it can be seen that there are differences between grades on whether normal students have established educational beliefs, which indicates that normal students may change their awareness of educational beliefs with the change of grades. Therefore, there are significant differences between grades on whether normal students have established educational beliefs. There is no difference in gender, student origin, nationality and whether teachers are exempted from normal school students' educational beliefs.

2.2.2.5 Education Function

As can be seen from Table 7, gender differences in the performance of educational functions, female students have a higher sense of professional identity than male students, which results in female students' more accurate grasp of educational functions than male students.

Therefore, female students have a more significant performance in educational functions than male students. There is no difference in educational function among grades, students' origins, nationalities and whether teachers are exempted or not.

Table 7
An Analysis of Four Dimensions of Belief in Educational Attitudes

	Gender		Grand		Biogenic land		Nationality		Free or unfree normal student	
	χ^2	P	χ^2	P	χ^2	P	χ^2	P	χ^2	P
What is reason for choosing teachers' specialty?	14.055	0.007	44.362	0.000	4.480	0.345	6.007	0.199	8.743	0.068
How to view teachers' profession?	16.997	0.002	2.792	0.593	11.368	0.023	0.914	0.923	4.969	0.291
What means to understand educational beliefs?	69.826	0.000	10.542	0.032	8.155	0.086	1.789	0.775	16.616	0.002
Have normal students established educational belief?	7.365	0.118	17.633	0.001	2.051	0.726	2.332	0.675	1.675	0.795
Which of the following opinions do you agree with?	48.785	0.000	14.312	0.112	2.526	0.865	0.456	0.928	1.795	0.616

2.2.3 Faith in Educational Expectation

2.2.3.1 Frequency of Educational Beliefs

As can be seen from Table 8, the frequency of gender's belief in education is different. Girls prefer learning, so the frequency of girls' belief in education is significantly higher than that of boys. There is no difference in the frequency of educational beliefs among grades, places of origin, nationalities and whether teachers are exempted or not.

2.2.3.2 Teachers' Professional Vision

From Table 8, it can be seen that the difference of students' origin will lead to the difference of teachers' professional vision when they take office. Students from rural areas have a stronger vision of earnest teacher education in the future. Perhaps they are aware of the importance of knowledge to change their destiny. Therefore, teachers' professional vision from rural areas of students' origin shows remarkable performance. Gender, grade, nationality and whether teachers are exempted or not have no difference in teachers' career vision at the time of taking office.

2.2.3.3 Expectation of Teaching Environment

From Table 8, we can see that there are differences in students' expectations of teaching environment. Normal students from rural areas and towns do not have high expectations of urban teaching environment with good external material treatment. Normal students from cities have stronger expectations of teaching environment, so students' expectations of teaching environment are significant. Gender also has different expectations of teaching environment. Male students may have higher expectations of teaching environment than female students in material conditions, resulting in

higher expectations of future teaching environment for male students. Therefore, male students' expectations of teaching environment are more significant than female students. The change of grade results in different expectations of teaching environment. With the increase of grade, the expectation of material is also greater. Therefore, the higher grade, the stronger desire for preferential treatment in metropolis. The expectation of grade for teaching environment is significant. There is no difference between nationality and teachers' expectation of teaching environment.

2.2.3.4 Educational Willpower

As can be seen from Table 8, ethnic differences have different manifestations for educational willpower, which may be worse in the educational environment and living environment of ethnic minority areas. Therefore, this has created strong ethnic characteristics of ethnic minorities, which also exerts a subtle influence on their educational willpower. Therefore, ethnic minorities have more significant willpower for education than the Han nationality. Gender, grade, place of origin of students and whether teachers are exempted do not differ in educational willpower.

2.2.3.5 Attitudes Towards Educational Life

From Table 8, it can be seen that whether teachers are exempted or not shows different attitudes towards educational life. Normal students are significantly more liberal than free normal students. Normal students are naturally more positive and optimistic about educational life. There is no difference in attitude towards education and life among gender, grade, place of origin and nationality.

Table 8
An Analysis of Four Dimensions of Belief in Educational Expectations

	Gender		Grand		Biogenic land		Nationality		Free or unfree normal student	
	χ^2	P	χ^2	P	χ^2	P	χ^2	P	χ^2	P
Have you received any knowledge of educational beliefs?	129.536	0.000	16.717	0.161	4.654	0.794	3.970	0.410	3.549	0.470
If you really become a teacher, what are you plans?	5.857	0.210	12.570	0.401	19.185	0.014	3.412	0.491	6.041	0.196
Where are you going to teach?	11.307	0.046	36.889	0.001	93.920	0.000	6.842	0.233	3.496	0.624
Would you choose to give up your teaching career?	5.310	0.257	7.744	0.101	11.054	0.199	69.497	0.000	2.587	0.629
What kind of lifestyle do you admire?	5.531	0.137	4.143	0.902	8.059	0.234	0.229	0.973	9.956	0.019

Table 9
Analysis of Four Dimensions of Belief in Educational Emotional Quality

	Gender		Grand		Biogenic land		Nationality		Free or unfree normal student	
	χ^2	P	χ^2	P	χ^2	P	χ^2	P	χ^2	P
What's your understanding of educational belief	11.024	0.026	12.396	0.015	4.186	0.381	5.549	0.235	1.599	0.809
What do you think is the greatest source of happiness for teachers?	16.300	0.003	4.156	0.385	3.080	0.379	0.435	0.979	5.956	0.202
Would you prefer to work as a teacher after graduation?	11.264	0.024	1.596	0.810	6.579	0.160	8.919	0.063	49.414	0.000
Which of the following views do you agree with?	368.035	0.000	23.788	0.005	9.340	0.155	5.419	0.144	6.109	0.106

2.2.4 Belief In Educational Emotional Quality

2.2.4.1 Understanding of Educational Belief

From Table 9, we can see that gender has different understanding of educational beliefs. Although boys have better understanding ability than girls, girls usually know more about educational beliefs than boys, resulting in a slightly deeper, farther and wider understanding of educational beliefs than boys. Therefore, girls have a significantly better understanding of educational beliefs than boys. With the increase of grade, the knowledge is expanding, so the understanding of educational belief is more profound. There are significant differences in the understanding of educational belief between grades. There are no differences in the understanding of educational beliefs among students, nationalities and teachers.

2.2.4.2 Sources of Teachers' Happiness

From Table 9, we can see that there are differences in the sources of teachers' happiness between the sexes. Girls have a higher sense of identity with teachers than boys, having more ways to acquire educational beliefs, having a better understanding of educational beliefs, and having a more precise understanding of educational functions.

Naturally, they are more enthusiastic and serious about educational undertakings than boys. Therefore, when they witness students' growth, female teachers are lucky. The sense of well-being is stronger than that of boys, and boys pay more attention to external material conditions, while girls pay more attention to emotions and internal feelings. Therefore, girls have more significant sources of teachers' happiness than boys. There is no difference in the source of teachers' happiness among grades, places of origin of students, nationalities and whether teachers are exempted or not.

2.2.4.3 Graduation Career Willingness

From Table 9, it can be seen that there is a significant difference in the performance of teachers' willingness to graduate. Teachers' students are more liberal than free normal students. Free normal students enjoy state subsidies and tuition fees. They may return to their places of origin after graduation. They may live under coercion and pressure. Teachers' students are more relaxed and more receptive. There are differences between sexes on the career wishes of graduates. Girls themselves prefer teachers' professions. When facing the career wishes of

graduates, they will also choose teachers' professions as the first choice. Therefore, female students' career wishes for graduates are more significant than male students. Grades, places of origin and nationalities do not differ in their career aspirations for graduation.

2.2.4.4 Outlook on Life

As can be seen from Table 9, gender differences in outlook on life exist. Girls' recognition of teachers will not only affect their teaching, but also affect their attitude towards life and life. The higher the sense of achievement in education, the higher the enthusiasm of life. At the same time, boys bear more pressure than girls, and the sense of happiness is lower than girls. Therefore, girls' outlook on life is more significant than boys. Grades differ in outlook on life, With the increase of grades, the mind is more mature, the ideal and belief are more firm, and the outlook on life is more scientific and stable. Therefore, grade has a significant performance on outlook on life. There is no difference in the outlook on life among students, nationalities and teachers.

3. STRATEGIES FOR CULTIVATING NORMAL STUDENTS' EDUCATION BELIEF

Jaspers once said, "Education must have faith, Without faith, it can not be education, but just teaching technology (Jaspers, 2004). Education is a very serious and great undertaking. Teachers can't take a speculative attitude to perfunctory things. They must devote themselves wholeheartedly to it and serve for the generation of human beings, a stable and continuous work. People will overcome all difficulties if they have faith. Education needs faith. As the leading teacher of education, it is also very important to establish educational belief. The source and formation of teachers' educational belief are based on educational practice. This strong spiritual force is that teachers have been upholding and placed in a position of worship with great respect throughout their career, but the most important thing is to uphold and defend it. The most authentic educational ideal and belief. In recent years, various educational problems, incidents and teachers' job burnout are ultimately the lack of educational beliefs. As prospective teachers, teachers' educational beliefs will affect the development of future education, as well as the overall level and quality of teachers. Therefore, the cultivation of teachers' educational beliefs should be strengthened.

3.1 Guiding Normal School Students to Take the Lofty Educational Ideal Mission as the Ultimate Value Orientation

3.1.1 Constructing Belief Communication Education Based on Sublime

Values are the core of the world outlook, the beacon of personal life progress, the overall evaluation and view of the significance and importance of things in the environment, affecting people's value judgment and behavior choice, with relative stability and persistence, and will not change in general (Zhang, 2014). According to the survey, the value orientation of male students in normal universities tends to be materialized, while that of female students tends to be stable and happy. Normal students from countryside and County town do not show strong desire for the teaching environment of good material treatment in metropolis. They may be born in a plain and peaceful countryside to pursue a more simple and realistic life. Normal students from urban areas expect better treatment and teaching environment in metropolitan areas. They may have lived in metropolitan areas since childhood, and have been accustomed to this way of life while affecting their educational values. Especially in today's social transition period, under the influence of high freedom and openness of market economy, blindly pursue high salary and high welfare posts, regardless of the nature of the work, regardless of the working environment, whether it is suitable for oneself or not, where can provide better material support go. The salary is regarded as the first condition of career choice, pursuing material satisfaction, indifferent education emotion, and seldom considering the special social value and responsibility of teachers' profession (Zhang, 2014). In the long run, people will pursue more material enjoyment, and gradually indifferent to educational emotions and beliefs. Teachers without educational beliefs will bring up education without educational beliefs, and students without educational beliefs will also be trained. With continuous circulation, the development of education, human quality and social civilization will become a dangerous problem. Therefore, the society should construct a belief communication education based on lofty beliefs, mobilize everyone to rebuild their beliefs through the strength of society. Teachers as engineers of human soul should also establish a belief based on lofty educational ideals and mission. The whole society should strive to create a civilized, harmonious and lofty atmosphere, with the pursuit of the highest ultimate value as the guide.

3.1.2 Promoting Traditional Culture and Giving Full Play to the Positive Guiding Role of Public Opinion Propaganda

Culture is the main content of education transmission, culture is not achieved overnight, condensed in people's wisdom, so promoting education must take culture as the carrier. Educational belief is based on scientific and rational educational knowledge. Only by possessing solid subject knowledge and educational theory knowledge, can we have a deep insight and successfully solve the problems in the educational situation, discover the laws of

education, liberate the restraints of teachers in educational practice, and move towards the free kingdom of education (Li and Ren, 2012). Normal students, especially in the stage of normal education, should form scientific and rational educational concepts by reading a large number of educational masterpieces, taking famous educators and excellent teachers as examples in the process of learning. The formation of educational belief is based on certain rational cognition. Correct educational belief cognition is the necessary condition and ideological guarantee for rebuilding normal students' educational belief. Only correct and proper cognition of educational beliefs can effectively guide normal school students to adhere to their inner educational beliefs, to pursue the ultimate goal of educational activities and to realize their educational ideals (Zhang, 2014). The practice of culture is through the dissemination of knowledge, so in order to enhance the educational cognition of normal school students, it is necessary to strengthen their knowledge mastery, at the same time, strengthen the understanding of students' educational beliefs, take learning traditional cultural knowledge as the medium, give full play to the positive guiding role of public opinion propaganda, make normal school students firmly believe in educational beliefs, and practice educational beliefs under the guidance of scientific educational belief theory knowledge.

3.2 Establishing and Perfecting the Incentive Mechanism of Educational Belief Cultivation

3.2.1 Establishing and Perfecting the Educational Belief Cultivation Mechanism for Normal Students

The establishment and improvement of the Educational Belief Cultivation System for normal university students requires not only the formulation of the Educational Belief Cultivation Program for normal university students in the form of strict scientific system, but also the standardization of the system. On the other hand, it should take into full account the concerns and needs of the objective existence of Normal University students and establish corresponding supporting systems so that the Educational Belief Cultivation of normal university students can meet the external requirements and internal needs to unity. Through investigation, it is found that female teachers' professional identity is higher than male students in educational attitude and belief, and that the vocational ideal of normal students from rural areas is more realistic. Therefore, we should cultivate male students' sense of pride and responsibility for teachers' professional identity, and adjust the balance between teachers' educational ideal and reality. Because girls' learning attitude is more correct and serious, which affects their teachers' higher sense of professional identity and more accurate grasp of educational function, they should cultivate their correct and serious learning attitude when cultivating male normal students, and gradually expand their ways of understanding educational beliefs will

deepen their understanding of educational function. At the same time, the most important thing is to cultivate normal students' educational emotion, which is the subjective feeling and psychological experience of teachers in educational beliefs, that is, teachers are in a "happy" mental state. This kind of feeling and experience can be an irrational mental state, such as insight, hallucination, obsession, enthusiasm, peak experience and even transcendental experience, which is inspired or inspired by teachers in educational practice. It can also be a kind of "love" feeling for the educational object, a unique emotional body of teachers for students, their profession and the whole educational cause. Experience includes giving, responsibility, respect, care, empathy and understanding (Zhang, 2014). To establish and improve the cultivation mechanism of teachers' students' educational beliefs, we should start with cultivating their professional identity, expanding their understanding of educational beliefs, educational functions and educational emotions, so as to cultivate teachers' students' firm educational beliefs.

3.2.2 Improving the Incentive and Supervisory Mechanism of Education Belief

Normal students are the role of prospective teachers in the future. By cultivating and improving their educational belief mechanism, the more important thing is to improve the incentive and supervision mechanism of educational belief. Through selecting excellent teachers and setting up their good teachers' morality and style, as an example force to inspire teachers' educational beliefs, and through theoretical teaching, thematic activities, model demonstration and campus culture construction, we can integrate education of educational beliefs into all aspects of personnel training and form an incentive mechanism of teachers' educational beliefs with teachers' morality as the core (Zhang, 2014). According to the survey, female students have a stronger sense of teachers' professional well-being than male students, so they should be encouraged to engage in education more, praise more and increase their sense of professional honor. When their professional identity is increased, their teaching will be affected, and when their sense of professional achievement is higher, their enthusiasm for life will also be affected. At the same time, we should also reduce the restrictions on exemption from teachers and students, which can provide diversified selection and career choice. At the same time, society and schools should carry forward the traditional cultural atmosphere of respecting teachers and respecting education, publicize the advanced deeds of educators and excellent teachers, and commend the exemplary teachers, constantly encourage normal students to set up the ideal of excellent teachers and form the image standard of excellent teachers, so as to experience the tremendous spiritual power of educational beliefs. These models come from vivid examples of real educational life and play a more significant role in stimulating and promoting normal

students. It is easier to arouse the inner resonance of normal school students, empathy experience to "beauty" and "goodness" in education, and it can also guide normal school students from teaching career in the future, and gradually evolve into the behavior mode of normal school students, which can inspire and promote them to learn and imitate, and turn the psychological respect for the model into self-conscious behavior that is aligned with the model (Zhang, 2014). After encouraging the educational beliefs of Normal University students, we should strengthen the supervision mechanism to ensure the maintenance and implementation of the educational beliefs of normal university students by formulating relevant reward and punishment systems.

3.3 Promoting the Self-Education of Normal Students With Self as The Main Body

3.3.1 Mobilize the Subjective Initiative of Normal Students and Strengthen Self-Discipline

To enhance and improve the educational beliefs of Normal University students, besides cultivating, encouraging and supervising mechanisms, it is more necessary to mobilize and bring into playing the subjective initiative of normal university students themselves. Normal school students need to play their own role in self-education. According to the goals and requirements of educational beliefs, they should constantly standardize and adjust themselves. First, they should establish a sense of self-awareness. On this basis, they gradually form firm and scientific educational beliefs through self-experience, self-reflection and self-restraint (Zhang, 2014). By establishing firm and scientific educational beliefs, we can better inspire and improve our thoughts and behaviors, and constantly practice the core values of society and schools as the scientific theoretical basis and behavioral criteria of educational beliefs.

Self-discipline is the ultimate ownership and the strongest guarantee only when self-education norms are developed towards freedom. Kant holds that true freedom is self-discipline, and the principle of self-discipline is the principle of rationality. Individuals should have rational principles to clear their own code of conduct. By virtue of a choice made by their own rationality, they are opposed to each other in pursuit of spiritual transcendence, with the aim of their souls being promoted and saved (Kant,

2005). Only by fully tapping the inner emotions and professional ethics of normal school students can they form the motive force and root of educational belief. According to the survey, strengthening the self-education of teachers 'students' educational beliefs should start from four aspects: improving their educational cognitive skills, educational attitudes, educational expectations and educational emotional quality.

3.3.2 Adopting Scientific Approaches to Ensure Self-Education of Normal Students' Educational Belief

The cultivation of normal students' educational beliefs is based on self-education and must grasp scientific and effective ways. Firstly, normal school students must study hard the theoretical knowledge related to educational beliefs, and strengthen the understanding of educational beliefs, knowledge outlook and student outlook. Secondly, normal school students should correct their learning attitude, improve their teachers' professional identity, expand their learning channels of educational beliefs before, during and after class, and deepen their understanding of educational functions. Thirdly, teachers' students should plan teachers' career vision, not regard material prosperity as the sole criterion of teaching environment, strengthen their educational willpower and establish a positive and optimistic attitude towards education and life in the practice of education and teaching. Finally, normal students must establish and establish scientific and effective educational beliefs, constantly improve teachers' happiness, and lay a meaningful outlook on life.

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