

Influence of Teacher-student Relationship on Children's Anxiety

Tianwen Song^{1, a, *}, Hanling Yao^{2, b}, Lu Lin^{3, c}, Kexin Sun^{4, d}, Shuwen Zhan^{5, e},
Yingyi Zhou^{6, f}

¹Zhejiang Ivy International Education, Hangzhou City, Zhejiang Province, China

²Beijing No.11 High School, Beijing City, China

³The Affiliated High School to Hangzhou Normal University, Hangzhou City, Zhejiang Province, China

⁴The Affiliated High School to Hangzhou Normal University, Hangzhou City, Zhejiang Province, China

⁵Jin Hua Foreign Language School, Jinhua City, Zhejiang Province, China

⁶Chengdu Experimental Foreign Languages School, Chengdu City, Sichuan Province, China

^a2323796260@qq.com, ^bnancy13520678931@163.com, ^c2813436084@qq.com,
^d2813436084@qq.com, ^e1987829458@qq.com, ^f1317552658@qq.com

These authors have contributed equally to this work

Abstract

As one of the emotional states often experienced by children, anxiety plays an indispensable role in their psychological development and growth. Based on the anxiety of students in school, this paper studies the influence of the close relationship or conflict between teachers and students created in school on children's anxiety. Firstly, this paper expounds the literature research on children's psychological anxiety and teacher-student relationship in recent years, summarizes the two aspects of the influence of teacher-student relationship on children's anxiety mentioned in the literature, and puts forward the harmness and future development trend of children's anxiety. The current literature research is still not comprehensive, and further practical investigation is needed. Secondly, through a questionnaire survey of primary school children and teachers and an analysis of existing literature, the author draws a conclusion: A good teacher-student relationship can promote children to form the psychology of being cared for, which is conducive to establishing children's confidence in life and study. On the contrary, the estrangement between teachers and students can easily cause children's anxiety, and even cause children's language barrier and psychological shadow. In order to solve the problems of children's social disorder caused by children's anxiety, this paper provides some educational suggestions based on the type of teacher-student relationship and the characteristics of children's anxiety. It is expected that the possibility of children's anxiety can be effectively reduced through the establishment of a good teacher-student relationship, so as to promote the healthy growth of students and improve the formation of personality.

Keywords

Teacher-student relationship; Children anxiety; Intimate; Conflict.

1. Introduction

At present, children's anxiety caused by the disharmony between teachers and students is more and more serious, which even leads to a lot of child suicide cases. The society pays more and

more attention to the influence of teacher-student relationship on children. As one of the main interpersonal relationships of primary school children, this relationship has attracted more researchers' attention. Different schools of thought put forward their own views on children's anxiety and its related factors, among which most psychologists believe that anxiety is generated in interpersonal relationship. Through the study of the existing literature, it is found that the existing literature pays more attention to the anxiety phenomenon of middle school students, and the research on the anxiety of children stage is relatively one-sided, which cannot provide sufficient theoretical support for further research. This paper investigates children's anxiety, classification and quality of teacher-student relationship, and draws a conclusion by means of regression analysis, which further demonstrates the beneficial effect of a good teacher-student relationship on children's physical and mental health. It is expected that the Suggestions and references provided in this paper will play a role in the future researches on teacher-student relationship and children's anxiety.

2. Research Methods and Results

2.1. Family Intervention By Psychological Education

Family is an important place for the physical and mental development of teenagers. The better the overall function of family system, the better the psychological state and behavior performance of its members will be. Which lead the less negative emotion and behavior problems. Family function can not only directly affect adolescents' depression, but also indirectly affect their depression through positive adolescent development. [1]

Family intervention by Psychological education is a kind of family intervention. It's main purpose is to provide effective psychological support to adolescent depression patients and their families. By increasing the understanding of disease-related knowledge of patients and their families, enhancing the understanding of family members to patients, reducing the negative emotional reaction of family which make patients feel more warm from their families. Family intervention by Psychological education provides psychological education and psychological support to patients and their families, so as to shorten the distance with patients, enhance their sense of trust, and timely dredge the bad emotions of patients [2].

2.2. Psychological Intervention Treatment

Psychological intervention treatment means the process of using theory and methods of psychotherapy to improve the mental illness of the patients. Which includes cognitive therapy, psychological guidance and work-amuse treatment. [3]

1 Cognitive therapy: the medical staff comprehensively understand and evaluate the patient's basic personal information, depressive disorder symptoms and personality characteristics. Then help patients improve their understanding and evaluation of personal ability through health education, listening and self suggestion.

2 Psychological guidance: communicate with patients regularly to eliminate inner fear and negative emotions, then improve the mental health of adolescent patients. According to patients' psychological diseases to carry out relaxation training by providing a quiet and clean treatment environment, playing light music with slow rhythm that makes patients relax their psychological emotions for 30 minutes each time.

3 Work-amuse treatment: medical staff should make plans for industrial and recreational activities according to patients' personal preferences, so as to improve patients' adaptability to social environment and alleviate negative mental symptoms.

2.3. Emotional Intelligence Health Education

The level of emotional intelligence of individuals are closely related to the emotional stability, interpersonal relationship and self-monitoring. The higher of Emotional intelligence level, the more stable of emotion. [4] The education of emotional intelligence health guides patients to develop a new family communication mode, so that patients can understand others' emotions from the perspective of bystanders. So as to create a more harmonious family environment and reduce exogenous stimulation [5]. Combined with aerobic exercise which can disperse the individual's attention to frustration, anxiety and worries, that release the negative emotions of individuals, so as to make their emotions more stable [6].

3. Discussion and Conclusion:

Psychological intervention treatment is a planned and step-by-step intervention process under the guidance of psychological theory. Through cognitive therapy, psychological guidance, work-amuse treatment and other measures to improve the personality characteristics of patients with depression, improve the subjective initiative, which effectively improve the mental and psychological symptoms of adolescent patients with depression, change the way of dealing with things. The Psychological intervention treatment has positive significance for the treatment of the disease.

At present, children's anxiety is mainly treated with drugs combined with psychological intervention. Family intervention is an effective psychological intervention model, which can effectively alleviate the depressive symptoms of children's anxiety patients, improve their quality of life and nursing satisfaction. It has important application value to carry out group health education of emotional intelligence for children's anxiety patients, that cooperate with aerobic exercise to improve their emotional intelligence level and relieve their depression.

However, it is necessary to further explore the treatment which are more appropriate for clinical applications and sustainable application by strengthen the further relationship between research and application.

References

- [1] Miller IW, Epstein NB, Bishop DS, et al. The McMaster Family Assessment Device. *Journal of Marital and Family Therapy*, 1985, 11(4): 345-356.
- [2] Zhu Shuihua, Kong Lingjun, Peng Jing, et al. Study on family function and family treatment and intervention of adolescent depression patients [J]. *Chinese medical innovation*, 2014,11 (27): 118-120.
- [3] Xu Xiaojin, Miao Ying, Xu Yanqin, et al. Effects of psychological intervention combined with drug therapy on psychological defense mechanism of adolescent patients with depression [J]. *Chinese Journal of health psychology*, 2019, 27 (2): 173-176.
- [4] Wang Gang, Liu Yanling, Zhang Dajun. Correlation between locus of control and parental rearing patterns of senior high school students in Chongqing [J]. *Chinese Journal of school health*, 2006,27 (4): 1064-1065.
- [5] Bai Xuejiao, Li Suping, Zhao Juan, et al. Application of emotional intelligence group health education in early adult patients with depression [J]. *China nursing education*, 2017,14 (8): 599 – 603.
- [6] Zhang Jing. Influence of social emotional learning on emotional intelligence of children and adolescents: Based on the perspective of mental health education [J]. *Journal of Kaifeng Institute of education*, 2018,38 (3): 187-188.