

Management Strategies for Teachers' Negative Emotions in Teacher-Child Communication

Yimeng Zhang^{1,*}

¹School of Education and Physical Education, Yangtze University, Jingzhou, 434023, China

*Corresponding author: Zhang Yimeng (Email: ym15536143056@163.com)

Abstract

Teachers' emotional management in teacher-child interaction is of great significance to the growth of children and teachers themselves. Teachers' bad emotions not only affect teachers' physical and mental health, but long-term emotional disorders lead to lower job satisfaction and job burnout; In addition, teachers' negative emotions can also infect children. Teachers' high-intensity negative emotional expression is not conducive to children's physical and mental health, and is not conducive to children's autonomy and social development. Teachers' negative emotions are also not conducive to the construction of a harmonious teacher-student relationship. Therefore, in the interaction between teachers and children, corresponding measures must be taken to manage the emotions of teachers. This study proposes countermeasures from three aspects: teachers themselves, kindergartens and parents. Teachers can self-regulate bad emotions by establishing a correct view of teachers, forming a psychological mechanism for emotional transformation, and mastering some psychological methods. Kindergartens provide certain support: adopt democratized management methods, psychological counseling, and provide places for emotional venting to help preschool teachers manage their emotions. Parents cooperate with kindergartens and teachers to jointly promote the physical and mental health of children and help teachers relieve negative emotions.

Keywords

Mood; Emotional management; preschool teacher; Teacher-child interaction.

1. Introduction

In kindergarten education activities, the communication between teachers and children is not only a cognitive process, but also an emotional communication process. Preschool teachers can only hope to achieve good educational effects if they strive to harmonize cognitive and emotional factors. Emotional and affective factors have special significance in teacher-child interaction. Teachers' positive emotional state is more conducive to carrying out teaching activities and getting along with children happily; negative emotional state not only damages the physical and mental health of teachers, but also is not conducive to the healthy growth of children. Therefore, we cannot ignore the emotional management of preschool teachers.

2. Concept Definition of Preschool Teachers' Emotion Management

Psychology believes that emotions are people's attitudes and experiences towards objective things in the process of mental activities. It generally includes positive emotions, such as love, happiness, joy, and surprise, as well as negative emotions, such as anger, sadness, resentment, and shame. Emotions have four functions: adaptation, motivation, organization, and signaling.[1] In the 1990s, emotion research began to be applied to the field of management. American psychologists Salovey and Professor Meyer put forward the concept of

emotional intelligence, from which the concept of emotional management was gradually formed. Professor Xiao Hanshi believes that emotional management refers to the practice of consciously adjusting, alleviating and stimulating emotions with psychological science methods to maintain appropriate emotional experience and behavioral responses, and to avoid or alleviate inappropriate emotional and behavioral responses. It includes cognitive adjustment, reasonable catharsis, active defense, rational control and timely help.[2] Mr. Guo Dejun, an expert in emotional psychology in my country, believes that the psychological process of emotional intelligence can be summarized into three aspects, namely, accurately identifying, evaluating and expressing the emotions of oneself and others; adaptively regulating and controlling the emotions of oneself and others; adaptively using Emotional information to motivate behavior programmatically and creatively.[3] There is no uniform definition of emotion management. Based on previous research, the author understands emotion management as: experience as many positive and good emotions as possible, let your bad emotions turn into good situations, and keep your emotions stable.

Emotional management for preschool teachers, on the one hand, refers to preschool teachers' self-emotional management, using pedagogy and psychology knowledge to analyze their own emotions, and using related methods to regulate their own emotions, experience positive and good emotions, and eliminate bad emotions. On the other hand, it refers to the process of management of preschool teachers by others.

3. Problems Existing in the Research of Preschool Teachers' Emotional Management in Teacher-Child Communication.

Existing studies have focused on the factors affecting teachers' emotions from the teachers themselves, and seldom explored the influence of children's emotions, teachers' own experiences, and society's expectations of teachers on teachers' emotional management.

3.1. The Influence of Neglecting Children's Emotions on Teachers' Emotional Management

Due to the characteristics of children's physical and mental development and lack of self-emotional management ability, they will cry and make a lot of noise. Especially the children in the nursery class and small class, the crying sounds come and go every day. Teachers face the crying of children every day. If they do not have enough love and patience, teachers will often show impatient, irritable, and their mood is affected by the emotions of children. Some teachers apply this negative emotion to young children again, forming a vicious circle. However, few studies have focused on the influence of young children's emotions on teachers' emotions.

3.2. Kindergarten teachers' own experiences affect teacher-child communication

Studies have shown that teachers with a master's degree, a bachelor's degree, and a junior college degree are better than technical secondary school or other teachers in emotional expression. Teachers' own experience will also affect the emotional management of preschool teachers. Every teacher has a different growth environment, different educational experience, different family environment, different social environment, and different views and attitudes towards things. Therefore, the way teachers and children communicate will also be different. Some teachers can reasonably control their emotions when interacting with teachers and children, while others lose control.

3.3. Societal expectations of preschool teachers are too high

With the development of society, people pay more attention to education, and the society has too

high expectations for teachers. Kindergarten teachers should not only serve parents and children, but also serve parents and the society. They get more social attention, face more public opinion, bear too much pressure and expectations from the outside world, and worry that they will be criticized if they do not do well. If things go on like this, external factors will also make teachers feel anxious and affect teachers.

4. The Necessity of Preschool Teachers' Emotional Expression in Teacher-Child Communication

4.1. Emotional participation is the basic characteristic and inherent requirement of preschool teacher profession

As Hargreaves said: "Emotions are the core of teaching activities." Emotional and emotional communication is an indispensable and important part of teacher-child interaction and educational teaching activities.[4] Based on the emphasis on teacher-child interaction and emotional communication in kindergarten education activities, the expression and participation of emotions is undoubtedly an indispensable element in the professional practice of preschool teachers. The "Professional Standards for Kindergarten Teachers (Trial)" clearly requires kindergarten teachers to be "caring, responsible, careful and patient", "optimistic, enthusiastic, cheerful, and friendly", "good at self-regulating emotions, and maintaining a peaceful mind" .[5] It can be seen that loving early childhood education, being enthusiastic about work, and having good emotional literacy are the inherent requirements of the preschool teacher profession. In addition, appropriate emotional expression in teacher-child communication itself is an important content of children's social education.

4.2. Emotional expression is the need to construct teacher's role and optimize educational activities

In the practice of early childhood education, preschool teachers play multiple roles. They are the "organizers" of early childhood education activities, the "managers" of children's daily life, the "participants" of children's games, and the "supporters" of children's learning and life. Different roles have different tasks and responsibilities. In the process of interacting with young children, teachers need to organize different activities to achieve different educational goals, and their roles must also be changed. The change of roles usually relies on the change of presentation mode, that is, to present the role that children are playing through certain language, gestures, body movements, expressions, etc. Therefore, emotion is an important symbol of teacher role construction in teacher-child interaction.

5. The Influence of Teachers' Negative Emotion Expression in Teacher-Child Communication

5.1. The impact of teachers' negative emotions on teachers themselves

5.1.1. Negative emotions affect teachers' physical and mental health

Emotions are closely related to people's physical and mental health. Positive emotions are conducive to promoting people's physical and mental health, while negative emotions will endanger people's health. Due to the particularity of preschool teachers' educational objects, preschool teachers bear more pressure than other teachers, and the corresponding extremely low income makes them feel anxious and depressed. If things go on like this, these negative emotions will not only reduce the secretion of digestive juice, speed up the heartbeat, and endocrine disorder, but also reduce the enthusiasm of people to a certain extent, reduce the enthusiasm for work, interfere with the cognitive process, and reduce work efficiency and the quality of education and teaching.

5.1.2. Chronic emotional dysregulation among preschool teachers reduces job satisfaction and creates burnout

Kindergarten teachers are highly emotional workers, and this profession itself contains the risk of emotional disorders. Frequent negative emotional expressions will reduce the professional identity and professional satisfaction of preschool teachers, which will have an adverse impact on physical and mental health.

5.2. The impact of teachers' negative emotions on children

5.2.1. Preschool teachers' high-intensity negative emotional expression is not conducive to children's physical and mental health

Negative emotions are often accompanied by verbal or physical attacks, although in the practice of early childhood education, teachers' corporal punishment and abuse of children are decreasing with the improvement of laws and regulations, the supervision of public opinion and the improvement of teachers' own quality. However, teachers' verbal violence against young children has always existed in explicit or implicit ways, such as teachers satirizing or making sarcastic comments to young children when they are in a bad mood; In addition, physical violence still exists. For example, teachers sometimes pinch and push children. These words or behaviors that teachers disapprove of or behaviors will be remembered by children in their hearts, and they may even feel scared and nervous.

5.2.2. Teachers' bad emotions are not conducive to the development of children's autonomy

According to Erikson's personality development theory, the psychological crisis of preschool children aged 3-6 is the sense of initiative versus guilt. Children in this period are more active and curious about the world around them. We should let children do it, try it, and know the world through personal experience and practical operation. Giving children appropriate space and freedom will promote their autonomous and social development. However, when children engage in behaviors that teachers consider inappropriate, teachers often express negative emotions by shouting and other means to restrain and manage children. But this will only strengthen children's dependence on external rules, which is not conducive to the development of children's autonomy.

5.2.3. Teachers' bad emotions are not conducive to children's social development

Kindergarten is the place where young children live the most besides school. School is society. Kindergarten is a small society where children live. Teachers are the people children have the most contact with besides family and classmates. They are important influencers of children's learning and social behavior. If teachers do not pay attention to their own emotional management, children will not dare to go to school. This will make children afraid of school, and they will not dare to communicate with classmates. It will be difficult for them to integrate into kindergarten life. Failure to appease children's emotions in time will also cast a shadow on their adaptation to society when they grow up.

5.3. The impact of teachers' negative emotions on the relationship between teachers and children

Emotions can be contagious. When the teacher vents bad emotions to the children, the children will feel the bad emotions. If they are infected, the children's emotions will also deteriorate, manifested as crying and making noise, which will stimulate the teachers even more. The teacher's negative emotions will become stronger, forming a vicious circle between the child and the teacher. Under the influence of teachers, young children may also treat negative emotions in a negative way instead of taking a positive way to solve them. At the same time, the

relationship between children and teachers will also be affected, resulting in fear and rejection of teachers, which is not conducive to building a harmonious teacher-student relationship.

6. Management Measures of Teachers' Unhealthy Emotions in Teacher-Child Communication

The negative emotions of teachers in the teacher-child interaction will have a negative impact on the growth of children, the health of teachers, and the relationship between teachers and students. This study puts forward some countermeasures from the aspects of teachers, kindergartens and parents.

6.1. Teacher's personal emotional regulation

6.1.1. Establish a correct view of education

Rousseau believes that children have their own unique spiritual world, "It is the most stupid thing to try to replace their views, thoughts and feelings with our own". [6] Teachers should establish a correct view of children, realize that children are capable individuals with independent personalities, they have their own ideas, and respect children. Teachers should also correctly define their own roles. Teachers are children's guides, supporters, and companions, not managers or controllers. Teachers should uphold the principles of equality, respect, and respect when interacting with children, and face children optimistically and positively. The correct view of children and teachers is the premise of establishing a correct view of education. Based on the physical and mental development level and age characteristics of children, scientific and reasonable methods are used to solve the problems in children's daily life.

6.1.2. Kindergarten Teachers Should Form the Psychological Mechanism of Emotional Transformation

In the interaction between teachers and children, the sensitivity and infectivity of emotions require teachers to view their emotions correctly, and make efforts to adjust and control their emotions. The profession of a teacher requires every teacher, regardless of his mood or how bad his mood is, to put all his troubles behind him when he enters the classroom and devote himself to educational activities. Especially preschool teachers, facing lovely children one by one, teachers should treat them with the most beautiful smile. When teachers often ask themselves in this way and can persist in implementing it, as long as they are in an educational situation, as long as they face children, they will consciously realize emotional changes, and infect children with happy, full and exciting emotions. If things go on like this, they will gradually form a good career.

6.1.3. Learn how to self-regulate

When teachers have negative emotions, their heartbeat will speed up, blood pressure will rise, and their bodies will be in a state of tension. Some methods can be used to relieve teachers' excited emotions. For example, slow breathing method, meditation method, positive language prompt method, isolation method, etc. can help teachers relieve negative emotions. Slow breathing method by breathing in hard through the lower abdomen, let the shoulders sink, the head feel pulled up, the mouth is circular and slowly exhaled bit by bit to help teachers reduce negative emotions, relieve the teacher's accelerated heart rate, stress hormones and other symptoms, and make the mood stable and the body in a relaxed state. If the emotional agitation cannot be adjusted through breathing and meditation methods, you can use positive language prompts to relieve emotions. When the teacher is too emotional to control, he can adopt the isolation method: leave the child who made him angry and the situation at that time, and tell another teacher to pay attention to the child. The teacher suspends the interaction with the child and solves the problem after calming down.

6.2. Kindergarten Helps Teachers Manage Emotions

Kindergarten is the place where preschool teachers work every day, and it is very important to support and help teachers manage their emotions. Kindertartens should provide teachers with some ways to relieve negative emotions, and help teachers control their emotions from management methods and psychological counseling.

6.2.1. Kindertartens should adopt democratic management methods

Kindergarten management methods have a great impact on teachers' emotions. First, teachers are given more warmth and care, and teachers' negative emotions are detected in a timely manner. The principal and other management personnel take the initiative to care for teachers, so that teachers feel that they are valued in the kindergarten. Secondly, when carrying out various tasks, the kindergarten must fully consider the teachers' ideas, adopt their reasonable suggestions, mobilize the enthusiasm of the teachers, and cooperate with the teachers to build a happy kindergarten, so as to promote the orderly and smooth development of various tasks in the kindergarten.

6.2.2. Kindertartens should provide teachers with regular psychological counseling

Under the high-intensity work day after day, teachers' negative emotions will gradually accumulate, and it is very necessary for kindertartens to provide psychological counseling to teachers on a regular basis. Kindertartens should hire professional emotional counselors to provide psychological counseling to teachers to help them better understand and manage their emotions. On the one hand, games can be used to help teachers experience the feelings brought about by negative emotions. For example, prepare a mirror for each person, and alternately make happy and angry appearances, so that teachers can experience the feelings brought about by angry emotions in a strong contrast. On the other hand, through team training, let the teachers actually feel the feelings that bad emotions bring to others. Let the teachers take turns to make angry and angry expressions face to face, and the teachers on the observer side experience the feelings that this emotion brings to themselves. Then, ask the teacher to keep smiling, stare at each other for 5 seconds, and give each other a hug. The teachers experience the impact of different emotional expressions on themselves, reflect on whether they often have negative emotions, and control more in their teaching work and life in the future.

6.2.3. Kindertartens should provide teachers with a place to vent their emotions

Kindertartens can set up emotional relief rooms for kindergarten teachers on each floor. When teachers have negative emotions, they adopt the isolation method to temporarily stay away from children and avoid treating children as objects of catharsis. At this time, the teacher can enter the warm and comfortable emotional venting room, where some items for the teacher to vent, such as sandbags, sponges, etc., can be placed. Teachers relieve their negative emotions by kicking sandbags, release the pressure, and then enter the classroom to face the children with a smile.

6.3. Parents help to form a joint force

Children spend most of their time in kindertartens, but parents, as the closest person to children, play a vital role in the growth of children. Parents should keep in close contact with teachers, and parents should strengthen communication and exchange with teachers by participating in activities such as "parent-child Activity Day" to solve children's problems together, jointly help children develop good behavioral habits, promote children's comprehensive physical and mental development, and achieve the effect of "1+1" > 2. At the same time, with the support of parents, teachers' work pressure will be relieved, negative emotions will be reduced, and teachers' happy mood will be more conducive to teaching work. Kindergarten teachers' emotional management is not only their own responsibility, but kindertartens and parents should provide help and support to make teachers feel warm, feel

humanistic care, love their profession more, manage their emotions more properly, and achieve the common goal of promoting the healthy development of children.

References

- [1] Peng Danling. General Psychology [M]. Beijing: Beijing Normal University Press, 2012: 364.
- [2] Xiao Hanshi. Applied Social Psychology [M]. Changsha: Hunan Normal University Press, 2008: 120.
- [3] Guo Dejun. Motivation Design and Emotion Mediation in Primary and Secondary Classroom Teaching [M]. Beijing: Capital Normal University Press, 2002: 115.
- [4] Hargreaves A. The emotional practice of teaching [J]. Teaching and Teacher Education, 1998 (8):835-854.
- [5] Department of Teacher Work, Ministry of Education. Interpretation of "Professional Standards for Kindergarten Teachers (Trial)" [M].
- [6] Rousseau. Emile [M]. Li Pingyu, translated. Beijing: Commercial Press, 1994:91.