

Research on the present situation and countermeasures of emotion management of senior high school teachers under the background of educational reform in the new period

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Abstract: Since the new era, although China's teacher education has made some progress in many aspects, it still needs further improvement and perfection. It includes constructing the guiding ideology of teacher education with China characteristics; Study and enrich the basic theory of teacher education; Create a teacher education administrative system with China characteristics; Construct a flexible and open teacher education and training model; Standardize the internal management mode of teacher education schools; Improve the curriculum and teaching system of teacher education. Especially after entering high school, with the increasing difficulty of knowledge learning, teachers pay attention to senior high school students' knowledge mastery in education and teaching, and often ignore the influence of their own emotional state on senior high school students. Therefore, it is more necessary and urgent to pay attention to the current situation and problems of emotional management of senior high school teachers, explore the causes of the problems of emotional management of senior high school teachers and find strategies to solve the problems.

1. Introduction

Since the new era, the reform and development of teacher education has been closely linked with the reform of teacher education system. In a sense, without the reform of teacher education system, there will be no development of teacher education [1]. The reform of teacher education system involves many factors such as the guiding ideology, basic theory, training mode, administrative system, internal management mode of school, curriculum and teaching system of teacher education. More and more high school teachers are suffering from job burnout due to high intensity of work pressure and low return. Teachers often bear the negative impact and adverse consequences of job burnout without realizing it. The reform has gone through several stages before it gradually matured and was recognized [2]. At the initial stage of the reform, many middle schools, on the one hand, implemented the national curriculum reform policies, and on the other hand, combined with their own characteristics and advantages, gradually formed a set of practical classroom teaching reform models. This is a subversive change, because it is the beginning of changing the traditional teaching mode. It is conceivable that there are many difficulties in this process, and we need to face the voices of opposition directly [3].

Some schools accepted new ideas, built new classroom teaching models, and stood out in the reform. Some schools chose to give up under great pressure, and the reform ended in failure. After the establishment of the basic model, it entered the stage of model optimization, which is a stage in which teachers and senior high school students work together to improve the model. For the development of senior high school students' comprehensive ability and the needs of quality education, deepening reforms are carried out in teaching, learning and assessment [4]. For a long time, the education circle paid attention to the improvement of teachers' quality, but completely ignored the study of teachers' psychological and behavioral changes in their career [5]. To sum up, emotion management is based on the fact that individuals always try to get rid of emotional problems. Its main content is to try to stimulate and maintain good emotional state in the process of

reducing or eliminating the impact of bad emotions. Thirdly, it affects organizational performance. In modern society, people's social attributes are more prominent than before. Individuals in social communication form social communication organizations, and the sum of individual performance constitutes organizational performance [6]. Therefore, everyone's emotion management will directly or indirectly affect organizational performance. For individuals, managing their emotions is managing their own life and work resources. Excessive emotional reaction caused by bad emotions and irrational behavior caused by emotional indulgence are the root of social communication crisis, and also the black hand behind the drag on organizational performance and collective development. Therefore, managing personal emotions well is one of the most effective ways to improve team collaboration efficiency [7].

Aiming at the ordinary senior high school teachers, a special group of educators who link basic education with higher education, this study tries to use the theory of educational management and emotion management to launch a case study with senior high school teachers as the research object. This study discusses the current situation, existing problems and causes of emotion management of senior high school teachers, and puts forward strategies and suggestions to solve the problems. It is hoped that this study can make an attempt and exploration for enriching and perfecting the theory of emotional management of senior high school teachers.

2. Theoretical basis of emotional management of senior high school teachers

2.1. Strengthening the construction of the guiding ideology of teacher education with China characteristics

The guiding ideology of teacher education is the theoretical basis and basic norm of all the work of teacher education, and it is the core idea of constructing China's localized teacher education theory, developing teacher education model, perfecting teacher education administrative system, innovating teacher education school management system, and forming teacher education curriculum and teaching system [8]. These emotions are embodied in the sense of loss of denying self, helplessness of imbalance between power and responsibility, anxiety of being unable to cope with one's needs, bewilderment of being at a loss and crisis of survival and competition. Some teachers think that the curriculum reform has impacted their interests, so they will be skeptical and opposed to the reform [9]. Other researchers believe that various negative emotions generated by teachers in the process of school reform mainly include fear and anxiety caused by uncertain policy direction, loss and panic caused by reform, frustration and anxiety caused by lack of professional ability, doubt and hatred caused by policy misunderstanding, difficulty in adaptation caused by habit change, boredom and weakness caused by increased workload, conflict and dissatisfaction hidden in hierarchical organizations. The disgust and disgust aroused by bad leadership attitude, and the loneliness and helplessness accompanied by the repression of school culture [10]. Of course, in the face of change, not all teachers' emotions are negative. For example, teachers with new teaching concepts hope to improve the disadvantages of the original education system through reform, and hope to establish a new education system and education order. They will be enthusiastic to participate in the curriculum reform, and are excited and happy in the process.

Around these basic norms, the theoretical research, school-running mode, administrative system, school management, curriculum and teaching system of teacher education in China have undergone different degrees of reform and development, thus making the teacher education system in China present some new atmosphere. Moreover, the future reform of the teacher education system in China needs to further put forward the guiding ideology of teacher education clearly, comprehensively and reasonably on the basis of the original ideas, so as to coordinate the cause of teacher education in China. In other words, if teachers find that their expectations are consistent with the reform, they usually support the reform and have a positive attitude towards it. Conversely, when teachers feel that their vested interests or inherent beliefs and values are threatened by reform, they will have negative emotions.

2.2. A Process Perspective of Teachers' Change Emotion Research

Different from the type perspective, the process theorists emphasize the dynamic expression of teachers' emotions in different stages of school reform. Because school reform is not only an organizational event, but also a continuous process, which includes different stages such as preparation, implementation and reflection, it is necessary to study teachers' emotions in change from the perspective of process. Taking Huberman's research as an example, he believes that teachers in change usually go through three stages of emotional changes: the first stage, they are anxious and confused. Because of being asked to change their habitual ideas, knowledge and ways of action, uncertainty is increasing, which will increase teachers' anxiety level. The core of current teaching reform is to give full play to senior high school students' initiative, enthusiasm and creativity, so that senior high school students can truly become the subject of information processing and the builder of knowledge in the learning process; The teacher should be the organizer and guide of classroom teaching, and the helper, promoter and cooperator of senior high school students' construction of meaning. In order to adapt to the deepening reform of China's education and keep up with the pace of education development, we must reform the old education concepts and truly establish the education concepts that reflect the spirit of quality education in line with the new curriculum. We must recognize the essence of the teaching process and, under the guidance of advanced educational science theories, build the traditional teacher-centered teaching structure into a new teaching structure that can not only play the leading role of teachers, but also fully reflect the role of senior high school students.

Traditional teaching activities often let senior high school students learn first, then do it, and then solve related problems. The modern teaching concept advocated by constructivism is just the opposite, encouraging senior high school students to do it first and learning by doing it. Because in the process of senior high school students' doing, senior high school students should comprehensively use the original knowledge and experience and consult relevant materials, so as to make reasonable synthesis and inference, analyze and explain the current problems and form their own solutions. These achievements include the general theory of education development, school education theory at different levels, curriculum and teaching theory of normal education, management theory of normal education, teacher professional development theory, school and education reform theory, teacher education system reform theory and theories related to teacher education system. In addition, many researchers have obtained extensive information on teacher training system, appointment system, further education system, curriculum system and teaching mode of teacher education through the comparative study of teacher education system and its changes in different countries, which has direct reference and reference value for the reform and development of teacher education system in China.

So, what is the motivation of teachers' participation in change? Undoubtedly, one of the important driving mechanisms is the teacher's emotion in the process of change. Just as typologists pay more attention to negative emotions, researchers emphasize more on the dynamic effect of negative emotions - teachers' "wait and see", "shake", "escape", "resist" and "resistance" in the process of reform. Janas once divided the specific performance of teacher resistance change into three types: provocative resistance, "negative-provocative" resistance and negative resistance. The provocative resistance mainly shows that teachers directly deny and refuse to change, do not accept new ideas of change, and blindly repeat in teaching practice; "Negative - provocative" resistance is mainly reflected in the tactful refusal of teachers to change because of their own lack of ability; The negative resistance is mainly reflected in the fact that although teachers do not accept the change in their hearts, they have to change under external pressure.

3. Analysis of the current situation and countermeasures of teachers' emotion management in the context of education in the new era

3.1. Analysis of the current situation of teachers' emotion management

Teachers are regarded as "the most glorious profession under the sun". However, teachers are

also ordinary people, as the saying goes, "people are not vegetation, how can they be ruthless?" Therefore, teachers also have worldly desires. Teachers' work is characterized by intense emotional labor, which requires teachers to love their careers and senior high school students, keep calm in their work, avoid emotional polarization, and have a sense of humor and the ability to make fun of themselves. However, in the actual daily teaching work, high school teachers are in a state of mental and physical tension for a long time due to the pressure of entering the college entrance examination and excessive workload, and their emotional problems are becoming increasingly prominent. Teachers' emotional self-management is the basis of teachers' emotional management, and teachers should clearly realize that teachers' emotional self-management is the basis of teachers' emotional management, which is related to teachers' physical and mental health and career development. Teachers have already undertaken more teaching work, and the consumption of physical strength and energy by senior high school student management and other affairs has caused teachers to have anxiety and tension. Faced with the problems caused by bad emotions, most teachers can't effectively solve their own emotional problems. The content of teaching materials is the carrier of knowledge required by classroom teaching and the basis of teaching. Therefore, the content of teaching materials is one of the bases for compiling learning plans. Therefore, when compiling the learning plan, it is very important to study the teaching materials and redevelop the teaching materials according to the actual situation of senior high school students. Learning plan is not a copy of teaching materials, but a kind of "re-creation".

3.2. Strive to improve the curriculum and teaching system of teacher education

As far as this test is concerned, the higher the score of the teacher's enthusiasm exhaustion dimension (including "I feel a little discouraged about my work" and "I will feel exhausted after a day's work"), the lower the enthusiasm and mood for the work and the object of work. This test shows that the average dimension of enthusiasm exhaustion is 3.52 and the standard deviation is 1.39, indicating that the subjects have frequently experienced enthusiasm exhaustion. The dimension of energy exhaustion (including the project of "I often feel exhausted in educating senior high school students or managing classes") means that teachers have exhausted their energy due to excessive workload. The results show that the degree of energy exhaustion of Luzhou senior high school teachers is low, at a good level, and the average factor score is 2.68, indicating that the frequency of energy exhaustion is between several times a year and several times a month. However, it is worth noting that the standard deviation is 1.78, which shows that the degree of energy exhaustion is different because of the different energy and physical conditions of teachers. According to the theory of cognitive psychology, knowledge determines ability, and if there is enough knowledge, there will be corresponding ability. When teachers master the theory and operation skills of scientific psychology, their horizons will expand accordingly. While paying attention to knowledge teaching, senior high school students' emotional state and existing knowledge structure will become the content of teacher preparation and the starting point of class. The design of teaching process and the selection of teaching strategies will be more close to senior high school students' reality, truly lead senior high school students to in-depth learning, drive senior high school students' thinking development, let senior high school students truly experience the happiness of learning, and achieve the educational goal of establishing morality and cultivating people. Since ancient times, China has a tradition of attaching importance to education and respecting teachers. The so-called "one day as a teacher, one lifetime as a father", "the ancient sage, there is no one who does not respect teachers"... all reflect people's respect and love for teachers. However, in today's society, there is a culture of money supremacy. In addition, the social and economic status of teachers cannot be guaranteed. The dignity and even personal safety of teachers have encountered great challenges, and teachers are also in an awkward situation.

It is clearly stated in the report of the 19th National Congress of the Communist Party of China that "the people have faith, the country has strength and the nation has hope", which requires the whole society and the people of the whole country to strengthen ideological and moral construction. Respecting teachers and attaching importance to teaching is the concrete embodiment of improving

people's ideological consciousness and moral standards. This paper holds that the concept of "teachers' change emotion" can be put forward, and a theoretical model can be constructed under the framework of this concept to investigate the relationship between different types of change and teachers' emotion types (type perspective) and the relationship between different stages of change and teachers' emotion changes (process perspective). Both the type perspective and the process perspective actually study teachers' emotions from the individual perspective. However, teachers are people in school relations and school organizations. No matter which stage of school reform, there will be emotional expression and emotional contagion interactions between teachers and between teachers and school administrators, which may have more influence on the process and results of the reform. Therefore, the study of teachers' change emotions should be promoted from individual to individual.

4. Conclusions

On the basis of collecting and sorting out the literature related to the emotional management of senior high school teachers, based on Albert Ellis' ABCDE theory, emotional intelligence theory, emotional contagion theory and management theory, the researcher conducted a case study by using the research methods of interview, observation and text information, using the interview outline of senior high school teachers' emotional management and the observation table of senior high school teachers' classroom emotional management. The job burnout of senior high school teachers is by no means a one-sided isolated phenomenon in society, and its cause is influenced by many factors. We should not take a simplistic and one-sided attitude towards the job burnout of senior high school teachers, but should start with the causes and comprehensively consider various factors. In short, teacher emotion management is an important issue in school management. It is related to the quality of school running. It requires the education management department to improve the level of teacher training, and also requires the school to improve the level of teacher behavior in management. It also requires teachers to improve their awareness of classroom emotion management.

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