

The Significance and Effective Methods of Teachers' Intervention in Students' Emotion Management under the COVID-19

Ziwen Cui

Lingnan University, Hong Kong 999077, China.

Abstract: In 2020, the covid-19 swept the world, under the background of national epidemic prevention, students' learning forms and conditions have changed greatly, not only from face-to-face teaching to online teaching, students' learning environment has also undergone great changes, from learning with classmates in a relaxed environment where they can cooperate and communicate with peers to learning in a repressive environment with 100% supervision by parents. Not only that, because they spend more time with their parents and are unable to engage in other recreational activities (due to the government's epidemic prevention requirements, it is difficult for most students to do outdoor activities and relaxing activities, such as playing football, spring outing, etc.). This leads to the deterioration of students' mood, the expression of learning pressure, the lack of positive attitude towards learning, and so on. This series of problems not only lead to the decline of academic performance of some students, but also have obvious problems in the development of students' mental health. From a psychological point of view, the reason of this social phenomenon is students do not have strong enough emotion management ability and teachers do not correctly guide and interfere with students' emotion management problems in a special period. So, it can be seen that it is necessary to find out the ways to improve students' emotion management ability and how teachers should correctly guide and interfere with students' emotion management. In this way, students can effectively prevent a variety of personal psychological development and academic problems caused by improper emotion management. Therefore, this paper will focus on the importance of teachers' intervention in students' emotion management, and explore the effective methods of teachers' intervention in students' emotion management.

Keywords: Emotion Management; Teachers' Intervention; Student Emotion Issues; the Method of Effective Intervention; Educational Psychology

Introduction

As the COVID-19 epidemic has brought great harm to people's health and life, doing a good job in the prevention and control of the epidemic has become a prerequisite for the operation of various industries, and school education is no exception. Students have to learn knowledge at home in the form of online teachings. Under the government's policy of forcing them to stay at home, some students feel great pressure because they spend more time being supervised by their parents. Some students become very decadent at home without the constraints of face-to-face teaching and orderly classroom management, and do not seriously complete their academic tasks. Finally, they feel depressed because of poor grades at the end of the term, resulting in a mood of weariness of study. Even because of the teacher's restraint to play games and sleep late all day, which harms their physical and mental health, and some children are about to face entrance exams. Immersed in exercises alone, I have negative emotions due to lack of communication with my peers. Whether it is the depression mentioned above, stress or any kind of negative emotions are constantly damaging the physical and mental health of students', these phenomena have become common because of the long-standing epidemic. Teachers are not only the knowledge transmitters of students, but also the ideological guides of students. It is the responsibility of teachers to help students weaken negative emotions and improve their own emotional management ability under special circumstances.

2. Literature review

2.1 The definition of emotion management

Emotional management, as an important psychological term, refers to the study of individuals and groups' understanding, coordination, guidance, interaction and control of their own emotions and the emotions of others, fully excavate and cultivate the emotional IQ of individuals and groups, and cultivate the ability to control emotions, so as to ensure that individuals and groups maintain a good emotional state, and thus produce a good management effect. In short, the core of emotional management is that we must take the humanistic principle as the most important management principle, so that human nature and human emotion can be fully developed and human value can be fully reflected, starting from respecting, relying on, developing and perfecting people, improve the consciousness of emotion, control the low tide of emotion, maintain an optimistic state of mind, and constantly carry out self-motivation and self-improvement.

2.2 The present situation of students' emotion management and the influencing factors of emotion

Through investigation and research, it can be found that the current situation of emotional management of students has the following characteristics.

2.2.1 There is a growing trend of negative emotions among students

According to a survey of 50,000 students in a city, most of these students with psychological problems have fear, inferiority, depression and anxiety, accounting for more than 90%: the number of students with depression is particularly prominent. These findings show that depression and inferiority are the two most common emotional problems among students.

2.2.2 Abnormal mortality is increasing day by day

The suicide rate is increasing year by year in our country, and it is more serious in the group of young students, which has become a prominent social problem in our country in the past 10 years. Students' suicidal behaviour is closely related to the control and management of their emotions. Although there are various reasons for students' suicide, what remains unchanged is that their emotions are out of control, that is, they are unable to manage their emotions effectively.

2.2.3 The mental health level of students is generally low

Recently questionnaires show that Students' emotion control ability increases with age, but after 15 years old, it decreases with age. A survey results show that the psychological quality of students is generally low, and there are great problems in six aspects: environmental adaptation, social competition, cooperation, mental control, self-expression and self-confidence.

2.3 The significance of teachers actively guiding students' emotional management

First of all, under the correct guidance of teachers, students' negative emotions caused by academic pressure and other external factors will be alleviated, and their physical and mental health will be guaranteed. Secondly, under the correct

guidance of teachers, students can be effectively prevented from doing harm to society and others due to the induction of extreme negative emotions. In addition, teachers can also help students facing setbacks and failures to manage and vent their emotions reasonably. These students can build self-confidence and overcome themselves from the predicament.

3. Methodology

3.1 Research approach

The interpretivism case study holds that there may be multiple explanations for a single phenomenon, rather than clarifying the reality through a unified measurement process. The advantages of this paradigm are as follows: researchers can have an in-depth understanding of the phenomenon and its complexity under the unique background of the research object. In our research theme, the COVID-19 is a specific research background. The theme of this study is about how teachers effectively guide and interfere with students' positive emotion management under the background of COVID-19. There are many reasons for students' negative emotions and low ability of emotion management, and teachers' intervention angles are also various, so it can be seen that the theme of this study is complex. This complex problem with a specific background coincides with the topic usually studied by interpretivism. To sum up, it is reasonable and feasible to take interpretivism as the philosophical basis of this thesis. Like other humanities and social sciences studies, the theme of this paper is not convenient for large-scale data collection and corresponding data analysis, so I mainly use qualitative analysis to do research.

3.2 Instrument

In this experiment, we mainly adopt the form of interview, most of which come from face-to-face interviews. We have obtained the contact information of 1000 students and 148 teachers in a same experimental school. Inviting them to participate in face-to-face interview in their school campus, and obtain information related to the experiment, such as the grade of emotion management ability of students with different grades, the degree of teachers' intervention in students' emotion management and the ways of teachers' intervention in students' emotion management, etc.

3.3 Sampling

In order to ensure that the data collected are scientific, we collect data in several grades and departments. In this way, the extracted data can ensure that the samples come from different social strata and ages, which not only ensure the scientific of the data, but also reflect the randomness and objectivity of the data. When screening the data, we focus on the data generated by the sample people who have clear logic and serious attitude. Finally, the valid data collected will be analysis and compared.

3.4 Method critical

Although this research method gives researchers room to give full play to their imagination and creativity, it is more likely to produce influential theories. However, the disadvantages of this method are also very obvious. The shortcomings of this paradigm are as follows: first, there is a lack of relatively unified operational procedures and evaluation criteria for interpretation research; secondly, the research results are more easily affected by the researchers' own academic background, values and other factors.

4. Result

This study uses the interview as the method of data collection. The following are the details and results of two interviews.

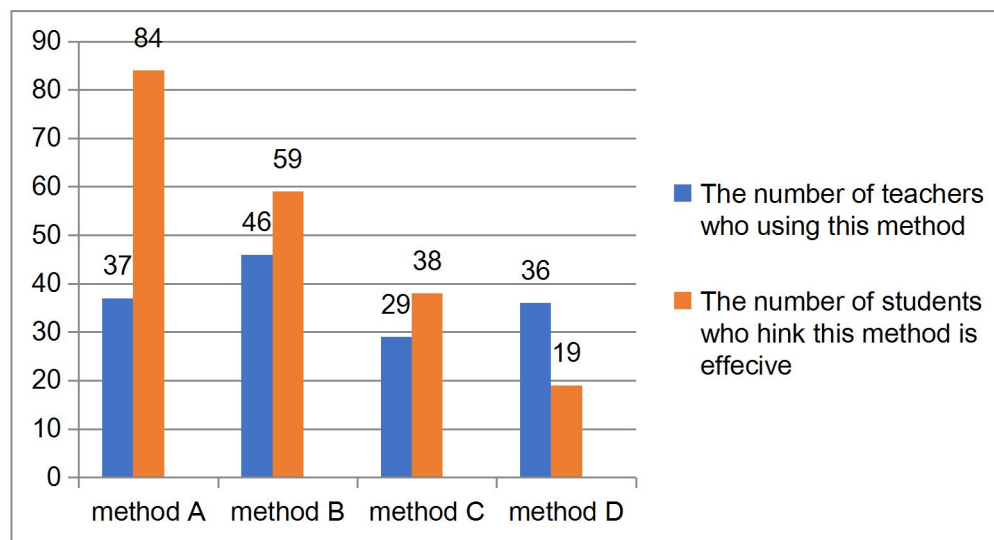
4.1 An interview on the consequences of students' failure in emotion management.

A total of 518 students from 3 grades in 3 education level in Beijing were selected by cluster sampling, including 178 cases in primary school (grade 4) group, 192 cases in middle school (grade 2) group, 148 cases in college group. The teachers of the surveyed children made the interview according to the formal requirements. The content of the interview is mainly about the consequences of students' failure in emotion management. There are four main answers to this question: low learning efficiency (216 cases), declining social communication skills such as interpersonal relationships (69 cases), weak physical function (109 cases), and poor mental health persistently (124). From this, it is not difficult to see that the negative results caused by the failure of emotion management cover almost all aspects of a student's life, if there is no long-term and effective intervention and guidance from teachers, students' lack of good emotional management ability and awareness of emotion management will have a huge adverse impact on students' development and health. It can be seen that teachers' intervention in students' emotional management is of great importance.

4.2 An interview on how teachers usually interfere with students' emotional management and students' evaluation of these interventions

In this interview, a total of 148 in-service teachers were collected about how to interfere with students' emotion management, and 200 students were investigated according to the four main intervention methods. That is, students choose one of an intervention method as their preference method and illustrate the evaluation of that method if they have ever experienced in real life. The following graph shows the experience result.

Figure 1 4 main intervention methods and students' recognition of this method



Method A: Enrich students' emotional experience.
Method B: Confession and reasonable catharsis method
Method C: Provide emotional value.
Method D: Attention transfer method.

According to the above figure, we can obviously find that 46 teachers (about 31%) use the confession and reasonable catharsis method to interfere with students' emotion management. The remaining three methods are also commonly used by teachers. Among the four methods, method A is the most popular method after experience. 84 students are satisfied with this method (about 42%). Method D does not be liked by many people, only about 9.5% (19 students) sample have positive feedback on this method. Generally speaking, method B is an intervention method commonly used by teachers and effective to students. Although the number of teachers using method A is less than that of method B (that is, the utilization rate of method A is lower than that of method B), method B is recognized by students apparently. Therefore, we can recommend that teachers can use method A more to interfere with students' emotion management.

5. Discussion

5.1 About the significance of the intervention in students' emotion management.

According to figure 1, it is not difficult to find that the consequences of students' emotion management failure generally exist in all aspects of students' life. Under the COVID-19, due to the limitations brought about by epidemic prevention, there are more and more problems about emotion management. Teachers' timely intervention is of great significance.

5.2 About the effective method of the intervention in students' emotion management

According to the results of the data, there are four methods commonly used by teachers to interfere with students' emotion management.

About the method A, which is popular with students, is enrich students' emotional experience. Students' unsuitable emotions are often caused by the lack of emotional experience. Students taking exams and speaking in public are easy to cause mood swings, which is caused by lack of on-the-spot experience. Teachers should create a transitional situation for students, that is, from never nervous to more nervous, and finally to a higher level of tense environment, so that students can accumulate emotional experience in various situations. To put it simply, teachers can simulate a variety of emotional scenarios in daily study to provide students with more opportunities to adapt to different emotions. For example, students face tension, stress and depression before large-scale exams. Because of the covid19, students are unable to participate in offline exams, teachers can use the online classroom to carry out simulated examination rooms, providing students with more opportunities to feel positive pressure. When this state of mild stress is adapted by students, there will be no emotion management failures such as pre-exam anxiety and high stress. At present, this method has not been used by a large number of teachers to interfere with students' emotional management, but according to the results of the experiment and the analysis of the method itself, we firmly believe that if this method is widely used in practice, there will be satisfactory results.

Method B is the one with the highest utilization rate and high recognition among students, which called "Confession and reasonable catharsis method". Under the COVID-19, students always attend class at home, and most of the communication objects they face are their family members, and many academic pressures and difficulties are unable to communicate with their peers or teachers in time. Even some left-behind children do not have anyone to talk to. At this time, teachers should listen to students' pressure through online chat rooms, appease students' emotions in time, and try to reverse students' negative emotions through conversation. This method is necessary and available.

About the method C, provide emotional value is totally available. To convey positive emotional value, that is, the ability to bring all good feelings to people and the ability to cause positive emotions, teachers usually provide positive emotional value for students by explaining motivational stories and giving inspirational speeches. Especially under the COVID-19

epidemic, it is very difficult for teachers to communicate face-to-face with students. They can interfere with students' emotional management by releasing speech videos and sending messages with motivational stories. The method is convenient and efficient.

The method of attention transfer (method D) is that when the mood is unstable, the attention is consciously transferred from the negative emotion to the meaningful aspect, and the emotion can be relieved. Teachers usually divert students' attention by organizing class activities. For example, it is difficult for students to communicate with their classmates in online classes at home. The pressure of study is difficult to dispel, and the public movie watching activities or knowledge debate competitions organized by teachers have well transferred the students' troubles caused by the limitations under COVID-19, and the students' emotion management has improved as a result of participating in online activities.

Conclusion

According to the experiment and data analysis of this study, it is not difficult to draw the conclusion that under the COVID-19, the significance of teachers' intervention in students' emotion management is to promote the development of students' physical and mental health and the improvement of their academic achievement. At the same time, to prevent the consequences of emotional management failure on the lives of students. In addition, we find that there are four effective methods for teachers to intervene in students' emotion management, namely Enrich students' emotional experience, confession and reasonable catharsis method, provide emotional value and attention transfer method.

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