

Training Strategies of Kindergarten Teachers for Children's Emotional Education

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Abstract: Early childhood is a critical period of emotional education, and the implementation of emotional education is of great significance to the physical and mental development of children. It is the responsibility of each of our preschool educators to cultivate children to form good emotional qualities. If teachers do not properly handle children's emotional and emotional problems, it will have a certain adverse impact on children's future psychological development. This article mainly focuses on how teachers can improve children's good emotional education, and develops a series of feasible training strategies.

Keywords: Teachers; Children; Emotional education

1. Introduction

In order to meet the needs of future social development, the most fundamental goal and task of our education must be to cultivate healthy people both physically and mentally. The so-called physical and mental health, on the whole, is to have complete health, the perfect combination of physical health, mental health, and good social adaptation^[1]. Of course, good emotional quality is an essential and important part of it. In the past, the traditional education neglected emotional education and lacked emotional training goals, and the mistakes caused by it were very worrying.

The fundamental task of early childhood education is that educators should train young children to be physically and mentally sound people, and train them to become people with good qualities. In the growth stage of children, teachers cultivate children to form good emotional qualities, implement reasonable emotional education, and lay a solid foundation for children to be able to stand in the society well in the future^[2]. Therefore, it is extremely necessary for teachers to give correct guidance to children's emotional education, which requires every preschool educator to clarify the importance of emotional education in children's moral education, and attach great importance to the methods and methods of cultivating children's emotional education.

2. The influence of teachers on children's emotional education

In kindergartens, the emotional communication between teachers and children is a two-way interaction. In this emotional interaction, the guiding role of teachers is particularly important. Teachers' encouragement and positive guiding language and behavior affect children's emotional support all the time. become. Early emotional experiences can make a stronger impression on young children. Children have a strong ability to imitate, and teachers' emotional dedication to children will be transferred to children's emotions, so that children can first feel the taste of being loved, and then it is possible to make them take the initiative to love others and things around them. Therefore, it is necessary to attach importance to the active guidance of teachers in children's emotional education, and to create a growth environment for children to experience positive emotional experiences.

3. Cultivation strategies for children's emotional education

3.1 Change the concept of education and pay attention to the emotional needs of children.

In kindergartens, teachers, as the education guides of children, should pay more attention to children's emotional education and gradually cultivate children's good emotional quality. Because the emotional development of children has a great impact on their future psychological development, but also plays an extremely important role in the formation of children's future personality. Early childhood emotional experiences, especially emotional trauma, will have a long-term impact on the future of young children. This requires early childhood educators to change their educational concepts, pay attention to cultivating children's positive emotional attitudes, and pay attention to children's emotional needs.

3.2 Expand game channels and enhance emotional communication between teachers and children.

In the development of games, teachers should exchange emotions and opinions with children as friends, listen more to and solicit their opinions, stimulate children's creativity with positive emotional interaction, and at the same time appreciate children's unique imagination and creativity. It can gradually discover the game activities that children are interested in, so as to expand the game channels and add colorful game items for children.

In the process of participating in children's games, teachers should be an observer rather than a direct intervenor. By observing the progress of children's games, soliciting children's opinions, and integrating with children as peers, they can provide children with the materials they need, while providing material and emotional support for the smooth progress of the next game. Teachers should also encourage children to actively put forward opinions and requirements on games. This requires teachers to properly handle the relationship with children in games, and establish a harmonious and equal connection between teachers and children, so that children can truly become the masters of games. At the same time, giving children the opportunity to freely develop their potential, giving

them maximum freedom in the game, encouraging them to exert their subjective initiative, and letting them decide the way of playing independently, they can change the direction of the game activities according to their own interests and needs, which is helpful for teachers to expand more. There are more game channels that interest children. In children's game world, teachers should develop sufficient interactive behaviors with children, and in effective teacher-child interaction, guide children to have a positive emotional experience, and use the interaction in games to better to enhance the emotional communication between teachers and children.

3.3 Establish a role model image and affect the emotional development of children.

In the daily life of teachers and children, teachers' words, deeds and behaviors are likely to be imitated by children. It is precisely because at this stage that children have a strong ability to imitate adults. Teachers should set an example. Set a good role model in front of children. If it is said that the language of teachers will deeply infect children, then teachers' "teaching by example" can more vividly and concretely affect the emotional development of children. Teachers' daily norms and standards of behavior.

The primary premise of engaging in preschool education is that teachers must have good professional ethics, and the most basic condition to become a teacher is to have good personality. The behavioral norms and civilized behaviors that teachers show in front of children will make children see and remember them in their hearts. Children are the purest imitators. In the eyes of children, the image of the teacher is the most beautiful. Children like to contact the teacher and learn the words and behaviors of the teacher. At this time, the teacher needs to use this modality to set an example in front of the children. Good etiquette and demeanor influence children, and only by teaching by words and deeds can they have a subtle positive impact on children's emotional development.

3.4 Create a good environment and strengthen children's emotional experience.

In kindergarten, teachers need to create a good living environment for children, provide them with a rich, comfortable and safe material environment, and form a relaxed and independent activity atmosphere, so that children can devote themselves to their daily life in the best emotional state. According to the actual situation of children, teachers can set up more abundant regional activities to fully stimulate children's curiosity and interest in participating in activities. Emotional experiences of young children.

3.5 Set up art activities to enrich the emotional connotation of children.

In the educational activities of kindergarten, the learning of art can promote the effective development of children's emotions. For example, music can promote the healthy development of young children's mind and body, because music can greatly enhance the development of children's right brain. In addition, music can enrich children's spiritual world, feel the pleasant mood brought by the beautiful melody in music, and make children's creativity reach an excellent state. Similarly, painting can also promote the rapid development of children's right brain and enhance children's imagination and creativity. In the process of children's painting, teachers should not judge whether the children's works are truly vivid, but should inspire them to use their imaginations to create and feel beauty.

In teaching activities, through art aesthetic education, teachers can not only cultivate children's ability to feel, understand, appreciate and create beauty, but also cultivate children's sentiments, develop children's intelligence, and promote the balance and coordination of various factors of their own, thereby improving children's quality. , to achieve a harmonious and comprehensive development of personality. At the same time, teachers should give encouragement and support to children's creations, and consciously cultivate children's emotional experience of art. Through the opening of art activities, children's emotional connotation should be gradually enriched, and children should be guided to express in various ways. A sense of beauty in things.

4. Conclusion

In a word, emotion is very important for the growth of children. Teachers should guide children to form a positive emotional quality, fully realize the importance of cultivating children's emotional education, and pay attention to children's emotional development. The emotional education of children is a long and continuous process of development. Therefore, teachers should focus on starting from little things, understand and care for children with heart, and create a colorful emotional world and a beautiful childhood for children.

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