

## Study on Teachers' Emotional Labor in Teacher-Child Interaction

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### Abstract

Emotional work is different from manual and mental work and is called the third kind of work. Emotional labor in the preschool teachers' professional practice is a very common phenomenon, the form is varied, but in the traditional physical and mental and manual Labour and mental Labour binary opposites of the concept framework, emotion is an important dimension in the preschool teachers' professional practice easily neglected, in order to improve the preschool teachers' job satisfaction as well as the emotional charge on the mechanism of action of job burnout, to prevent or reduce preschool teachers' emotional exhaustion, job burnout and the negative effect of emotional labor, need through ascension teacher stability; Cultivate the sense of belonging of teachers; Consolidate teachers' identity; To strengthen the sense of responsibility of teachers and other teachers emotional labor management strategy, so as to achieve the best effect of educational practice.

**Key words:** Emotional labor; Interaction between teachers and children; Preschool teachers'

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Emotions play an important role in teachers' work. Teaching is not simply a mechanical transmission of information and material content, but "a dynamic interpersonal process involving teachers and students in both rational and emotional aspects." Emotions are of great significance to teachers' professional development, interpersonal communication and self-happiness. It takes ten years to grow trees, but a hundred to rear people. It not only shows the persistence of education but also the importance of education to people. In the 1980s, with the recognition of theoretical knowledge and practical operation in work, people began to turn their attention to emotional problems in work, which is an important part of human psychological activities. In the continuous research on human emotional problems, emotional labor, as a new problem, has aroused people's new thinking.

### 1. RESEARCH ON EMOTIONAL LABOR

Through the 2010-2020 of database of CNKI academic journal electronic information retrieval, named "emotional labor" of the Chinese and foreign research records for 2298, named "emotional labor contains teacher" records for 189, named "emotional labor includes preschool teachers' record of 25 article, entitled" emotional labor includes preschool teachers and teacher young interaction "records for 3, named" emotional labor "in t young interactive article records of 0. It can be seen that in the past 10 years, Chinese and foreign researchers have achieved relatively more research results on emotional labor, but there are few special studies on emotional labor of teachers. Meanwhile, the research on emotional labor of

preschool teachers is more limited. Through data retrieval and sorting, it is found that the academic achievements of domestic and foreign scholars on emotional labor mainly focus on the following aspects:

**First, the research on the connotation of emotional labor.** Emotional labor has long been regarded as a specific form of service labor. It often neglects the existence and development of emotion in other aspects. For example, emotion is a new way to participate in labor in the digital age, and the extensive application of digital technology in the Internet age makes emotion a commodity that can be widely spread and exchanged in the Internet world. In this process, digital media has become the carrier and materialized form of emotional labor commodities (Zhu and Huang, 2020). Emotional labor has become an important variable in the operation of home stay facilities and an important factor affecting the benign development of home stay facilities (Pi, 2019). As the aging trend intensifies and old nutrition institutions rise, studies have found that different emotional labor has different effects on the perceived service quality of the elderly (Li, 2013).

**Second, the research on the theoretical source of emotional labor.** Liu Fangru studies the theoretical source and foreign progress of “emotional labor”, and the research of emotional labor mainly focuses on three aspects: one is to explain the theoretical source of emotional labor and criticize the limitations of the term; The second is to explore the application of emotional labor and its social value; The third is the exploration of the exploitation and resistance of the subject in the practice of emotional labor. The first two aspects are the focus of scholars’ attention on emotional labor (Liu, 2019).

**Thirdly, the research on emotional labor.** In the age of Internet and new media, the emotional labor of laborers produces emotional commodities, and there is no boundary between work and rest. Labor becomes all-pervasive, and the “misogyny” emotion in society intensifies (Qiu, 2020). The aging process of the population is accelerating, the implementation of the “universal two-child policy”, the domestic service industry and domestic workers are developing rapidly, and domestic workers are facing many emotional labor problems in their work and life (Feng, 2019). Child abuse by kindergarten teachers occurs from time to time, and factors such as high emotional labor and high pressure directly affect the mental health of kindergarten teachers (Ji, 2018).

**Fourth, the research on emotional labor strategy.** Teachers not only need to show smiling, polite and amiable professional image through emotion management; It is also necessary to involve deep emotional experience in teaching activities, such as love, care, patience, education and love, etc. (Gao and Sheng, 2020); To optimize emotional labor, teachers should follow

emotional rules, improve the motivation of emotional labor, consciously develop positive emotions in line with the educational context and objectives, regulate inappropriate emotions, and highlight the educational implications of emotional labor (Zhao and Xiong, 2012).

To sum up, scholars in different fields and specialties have some understandings and researches on “emotional labor”, and these research results can also provide some methodological references for this study. Locke wrote in his “Ramble on Education” : “A healthy mind in a healthy body is a short and full description of the happiness of man. Those who are in good health, both physically and mentally, need expect nothing more; He that is not healthy in one part of the body and mind, obtains all else in vain.” Emphasizing the fact that both the body and the mind are indispensable. Today is an era of rapid development, people do not only rely on manual work to earn wages, and mental work has become a new and constantly challenged labor force. As a teacher, emotional labor is an important way to “teach, impart knowledge and solve doubts”. The traditional concept of “preaching, teaching and solving doubts” only states the purpose and content of teachers’ work, but does not emphasize the essence of “educating people”, that is, it only says the question of “what to teach”, but does not say the question of “how to teach”.

In the practice of education, we gradually realize that teachers’ teaching is not only the combination of manual and mental work, but also the display of emotional work. The diversity of emotion is the different expression of the diversity of emotion labor. As for pre-school education vigorously, preschool teachers’ professional development become the important factor in the development of kindergarten, emotional labor as the basic form of labor, preschool teachers and teacher interaction as an important content of a day of life, a good teacher need for preschool teachers appropriate emotional labor, young interaction of teacher professional development and early childhood development are equally important. For example, we usually show happiness, satisfaction, anger, hatred, sympathy, indifference, tolerance, etc. And because profession is different, the emotion that shows also is different. Preschool teachers need to have rich and sunny emotions, in the mutual communication between teachers and children can develop children’s learning ability, judgment, imagination, creativity, etc., and this is more valuable for children lifelong learning, for teachers is also a kind of teaching inspiration, but also can reflect the essence of education.

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## 2. EMOTIONAL LABOR PERFORMANCE OF PRESCHOOL TEACHERS

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In social practice, emotional labor is also a very common phenomenon. For example, the doctor’s understanding and concern for the patient’s condition; The satisfaction

and service of service personnel to customer needs; Teachers show caring, patience, seriousness and other emotional attitudes in educational activities, and good interaction between teachers and children is accompanied by challenges, innovation, joy and other emotional factors. Ha-ha Reeves points out that emotion is the core element of teaching, and good teaching is always accompanied by positive emotional input, which is supported by empirical research. The study found that among the 52 indicators used to evaluate teachers' ability, 38 are emotional in nature and only 14 are related to teachers' knowledge and certain skills.

Preschool teacher is an important founder of learning habits of children, the daily interaction between teachers and children plays a very important role in the development of children. The interaction between teachers and children is mostly emotional labor. The core function of emotional labor lies in the influence it brings to others, that is, to affect others' attitude, emotion, emotion and behavior. In the implementation process of curriculum objectives in kindergarten, there are mainly three dimensions, namely knowledge, skills and emotional attitude. This also happens to coincide with emotional labor; preschool teacher's positive full emotional attitude for children is undoubtedly the best wealth, the most ornamental walking positive teaching materials. The emotional labor of preschool teachers can not only enrich the curriculum experience of children, but also meet the emotional needs of children with appropriate emotional labor, provide children with appropriate development conditions, and also leave good memories for children, laying a good foundation for future development.

Although educational technology changes with each passing day and instrumental rationality fills the educational process, paying attention to life and respecting life as the essence of education shows its value more and more in the era of increasing instrumental rationality. The emotional literacy of preschool teachers or the mastery of emotional regulation strategies are helpful to properly deal with the educational problems in teacher-child interaction and the troubles in daily work in educational practice.

In a public kindergarten village survey, a working 2 years a small preschool teachers Mr Li told me that she thought in the education teaching activities to let children feel the emotional attitude is more important, the best working state preschool teachers is a positive emotional, warm and full, although more overtime at ordinary times, and the endless executive council was eating into teachers education enthusiasm, but like the feelings of children is the power of support she went on in the way of education. She believes that the interaction between teachers and children is an art of teaching and should pay attention to strategy. "The class does not listen to the children often have, need to carry on the appropriate way method guidance, every child likes the teacher's praise,

praise him more become good, some children are very proud, sometimes invisible contrast is also to the children. Playing "psychological tactics" is very necessary, for example, deliberately not called mischievous children to answer the question, called next to the child up to speak, to the child when she deliberately paused and then go to call other children. After that naughty child will ask her: Miss Li, you called the other children, to me why not call me? At this time to seize the opportunity, tell the child because did not listen to the teacher carefully, worry about the answer to the teacher's questions. The child slowly realized that their lack of concentration will not only let the teacher disappointed also can not answer the question, then much better."

Mo is a big class teacher in a public kindergarten in a county. She thinks it is most important for children to feel the teachers' emotional attitude towards them in their daily teaching activities. For example, in the organization of teaching activities, if children are noisy, Teacher Mo will go to the children to teach the content of activities, in this way to transfer children's attention, or change different voices and intonation to attract children's attention, children will be quiet.

Through the field investigation in the kindergarten, teachers generally believe that in the daily interaction and teaching activities between teachers and children, attention should be paid to the cultivation of children's emotional attitude. Teachers deal with various problems in the interaction between teachers and children according to their own teaching experience. The emotional labor of preschool teachers is reflected in all aspects of the interaction with children. Emotional labor plays a non-negligible role in the daily work of preschool teachers. However, in many cases, preschool teachers do not pay attention to their emotional labor and do not form a good emotional labor management strategy. How to improve the teachers' ability to deal with the emergent events in teaching? This is not only a test of teachers' teaching methods, but also a kind of educational wisdom, which is also a problem that we continue to study.

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### 3. EMOTIONAL LABOR STRATEGIES OF PRESCHOOL TEACHERS

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The value of emotional labor of preschool teachers is obvious. Making preschool teachers have better emotional labor strategies is the basis of practice of preschool teachers.

#### 3.1 Standardize the System, Empower the Emotion, and Enhance the Sense of Stability of Teachers

Improving the teacher adaptation mechanism is an important part of modern school management system. Although the hardware facilities and teaching conditions

of the kindergarten have been greatly improved, its educational philosophy, system construction and other software level still need to be improved. Preschool teachers trigger the emotional expression of preschool teachers through the culture of the kindergarten, the style of leadership and interpersonal relations at ordinary times, thus affecting the emotional labor of preschool teachers and prompting preschool teachers to choose the required emotional expression. Emotional empowerment means that kindergartens give preschool teachers the right to self-manage their emotions and stimulate the generation and development of emotional energy of preschool teachers. There is no need for preschool teachers to make emotional choices against their own hearts or to suppress their own emotions, so as to improve their self-emotional cultivation. Establish an open, fair and equitable evaluation system, create a harmonious and positive cultural atmosphere of kindergarten, let each kindergarten teacher have their own characteristics, and then enhance the sense of career stability of preschool teachers.

### **3.2 Emotional Harmony, Clear Role, Cultivate the Sense of Belonging of Teachers**

People say that preschool teachers are standing in the sun under the occupation, want to express that preschool teachers are the most sacred occupation with and contact with the sun. Teacher's professional development cannot leave the guidance of predecessors and correcting, regardless of one old age between kindergarten leaders and colleagues, learning, mutual trust is an important source of preschool teachers' professional development motivation, also can let preschool teachers more profound understanding of its role, it not only helps to establish friendship between teachers, more can promote teachers by affection education, which makes teachers have a sense of belonging.

### **3.3 Multi-Linkage and Integration of Assistance to Consolidate Teachers' Sense of Identity**

Education is not the battle of one man, nor of a generation. Education is the battle of a family and a nation. Kindergartens should constantly explore new ideas and unite various forces to establish an education platform that is conducive to the development of children and the growth of teachers. For example, we are now familiar with the development model of home co-education, garden cooperation and community kindergarten. On this basis, whether there can be new development ideas, for our future preschool education because also posed new challenges. Only in the exploration and progress over and over again to continue to surpass them, affirmation of self, self-realization, to our love of the profession constantly identifies.

### **3.4 Consciously Practice, Emotional Cultivation, Enhance the Sense of Responsibility of Teachers**

Emotion is a potential that needs to be constantly developed, and it is the same as human intelligence, the more it is used, the stronger it becomes. The particularity of preschool teachers makes preschool teachers have more emotions than other professionals, which requires preschool teachers to pay more attention to the regulation of self-behavior and the cultivation of self-emotional literacy, so as to improve the consciousness and ability of emotional rationality. Only when preschool teachers voluntarily change their understandings and feelings in work, accept various opportunities and challenges in work, take the initiative to change the "actual" emotions in teaching or work, and generate the "should be" emotions in line with the requirements of teaching or work, can they realize their own professional development while their emotional labor becomes increasingly mature. In order to further strengthen the sense of achievement and sense of responsibility of preschool teachers, we should adopt a positive attitude and method to deal with various situations in teaching.

Preschool education cause a long way to go, we shoulder the future of the motherland, the hope of tomorrow. While perfecting the mechanism of preschool education and improving the treatment of preschool teachers, we should pay more attention to the emotional labor of preschool teachers, which is the original power of all material basis.

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