



A Study of Emotional Optimization Strategies for Young Teachers in Higher Education

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Abstract. Teaching is a special profession, and the multiplicity of its professional roles, as well as the tediousness and diversity of its work, makes teachers under great pressure in their work, especially young teachers who have been teaching for a short time and are not yet experienced enough, and are more likely to This is especially true for young teachers who have been teaching for a short time and are not yet experienced enough. Young teachers are the backbone of the teaching force and are the backbone of the future teaching force. This paper examines the relationship between negative and positive emotions, personal teaching efficacy and each voice type, and the interrelationship between personal teaching efficacy and personality type in young teachers. It provides a favorable grounded theory for exploring the influencing factors and prevention strategies of negative emotion generation, so as to promote teachers' healthy physical and mental development and smooth and effective teaching.

Keywords: Young teachers · dysphoria · teachers' personal teaching efficacy · the Big Five personality

1 Introduction

There are many factors that affect the quality of teachers, and the ability to control emotions is particularly important, especially in the management of personal emotions in teaching. It is in the interests of both teachers and themselves to manage their emotions better [1]. Teachers are highly emotionally involved in their profession and are required to be in a good emotional state at all times in order to achieve the desired results in teaching. The emotional well-being of teachers not only affects the mood of their students and the effectiveness of their teaching, but also has a significant impact on their own professional development. As an important part of the teaching force, the quality of young teachers affects the level and image of the entire teaching force [2].

2 Strategies for Managing Young Teachers' Emotional Distress in Schools

Through the analysis of the questionnaire and interview results, it was found that young teachers in M town experienced more negative emotions More than positive emotions, and their negative emotions are mainly negative emotions, in order of frequency: irritability, disappointment and hopelessness, indifference, anxiety, frustration and depression.

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Table 1. Summary and Analysis of Young Teachers' Emotional Dealing Styles. (Self-drawn)

Category (frequency)	Category content (frequency)
Relying on your own strength to solve problems	Recreation and diversion
	Repressed emotions, time fades
	Constantly reflecting and adjusting your mindset
	Actively seeking solutions
	Check out relevant counselling books
Relying on others to solve problems	Talking to friends, family and colleagues
	Get help from your school director

There are both subjective and objective factors that can cause teachers to feel bad, such as teachers' personality traits, their personal sense of teaching efficacy, teaching pressure, social status, and interpersonal problems [3]. So how do young teachers manage their bad moods in general? Interviews were conducted with 20 randomly selected young teachers from middle and primary schools in town M. The questions on how to manage bad moods were as follows: How do you deal with your bad moods?

The section on dealing with one's own dysphoria in the interview transcripts of young teachers was summarised, the categories distilled and the frequencies counted, as shown in the Table 1.

From the above table, it can be seen that the main methods used by the young teachers interviewed to deal with their bad emotions are: confiding in friends, family and colleagues (17), entertaining and diverting their attention (13), constantly reflecting and adjusting their mindset (11), and suppressing their emotions and fading them out over time (10). Their management of their bad emotions still relies mainly on personal strength, followed by seeking external help, but there are no instances of seeking psychological counselling from professionals, which may be related to the social environment, level of economic development and personal cognitive level in the township area, or to the limited number of subjects in this interview.

3 Establishing the Right Values and Outlook on Life, Laying Down the Values of Emotional Management

Young teachers' values and outlook on life can shape their words and actions and affect their teaching mood. Having the right values and a positive, optimistic, enterprising and progressive outlook on life is conducive to the formation of a positive, enthusiastic and committed state of mind among young teachers, and helps to inspire a love of and devotion to their lives' work [5]. Since young teachers have chosen to enter the education profession and this career lifestyle of being a teacher, young teachers must accept the limitations of the low to middle income that comes with the profession of teaching. At the same time, the national government needs to increase funding for teachers' qualifications

and welfare benefits in schools in order to increase young teachers' motivation to work. Young teachers therefore need to correct their biased values and outlook on life in a timely manner, in accordance with the Code of Ethics for the Teaching Profession [6].

4 Enhancing the Professionalism of Teachers and Strengthening the Professional Foundation of Emotion Management

Improving young teachers' personal teaching efficacy and increasing the chance of positive emotions is an important condition for enhancing their sense of value and well-being, while improving their professional knowledge is an important prerequisite for improving their personal teaching efficacy and reducing teaching stress. The main responsibility of teachers is to 'teach and educate', and a large part of the emotional distress of young teachers comes from the stress of teaching, which is closely linked to the lack of teaching experience and professionalism of young teachers. Therefore, young teachers need opportunities from schools and education departments to learn and develop, through training, self-study and learning from experienced teachers, a wealth of classroom management methods and teaching strategies, to consolidate and expand their professional knowledge, improve their teaching expertise, constantly update their educational philosophy, adhere to their professional ethics, and grow intellectually and morally as qualified teachers [7].

5 Learn Emotion Management Strategies to Enhance Your Emotion Management Skills

According to dialectical materialism, the development of things is the result of a combination of internal and external factors, with internal factors being the root cause of development. Therefore, the first thing that needs to be done is to address the subjective aspects of young teachers' emotions. Personality traits are inherent to individuals and are difficult to change in the short term, but they are not completely unchangeable.

5.1 Issue Focus Strategy

Problem-focused strategies focus on problem control and problem solving to reduce stress and regulate emotions through controlled problem solving. The ideal way to reduce stress, if possible, is to improve the environment in which it occurs, which can be summarised as the external objective environment and the internal subjective environment that leads to stress. The internal subjective environment is mainly reflected in the mental world on a psychological level. Firstly, taking the initiative to express emotional feelings, e.g. taking the initiative to express one's unpleasant emotions and ending unpleasant conversations; secondly, adjusting the subjective way of evaluation and improving control, e.g. preparing mentally in advance for important upcoming events, using positive emotions as a guide, correctly evaluating matters concerning oneself, preparing strategies to resolve situations and having a degree of control over developments, thus weakening feelings of helplessness and frustration and reduce psychological stress by reducing distress [8].

5.2 Evaluation Focus Strategy

When problem solving is not possible using problem-focused strategies, i.e. when things are completely out of one's control and have become unchangeable as a foregone conclusion, people can change their emotion regulation management strategies by changing their inherent perceptions and re-evaluating the problem, i.e. evaluative focus strategies. This process is reappraisal when people change their interpretation of a particular situation. Cognitive behavioral therapy, currently famous worldwide, involves changing incorrect ways of perceiving and reinterpreting the causal links and evaluative perspectives of events to form a comprehensive and objective appraisal to prevent or adjust the individual's negative emotions.

5.3 Emotional Focus Strategy

Emotion-focused strategies are generally used to deal with situations in which very severe grief cannot be significantly improved, no matter how many reassessments are made, and such strategies seek to change the experience or expression of the emotion rather than the situation or evaluation that triggered it. Emotion-focused strategies can therefore be described as complementary to problem-focused and evaluation-focused strategies. We need to grasp the degree of venting and confiding, neither suppressing our bad emotions all the time, nor dwelling in negative and low emotions and avoiding problems, but sensibly leaving some space and time for our bad emotions to be digested and solved.

6 Conclusion

This study investigated the current situation, influencing factors, and strategies to address the negative emotions of young teachers in junior and primary schools through various research methods. In order to enhance teachers' positive emotions, teachers' teaching effectiveness can be improved, and teacher-student interaction encouraged. Teachers' teaching efficacy, in turn, is closely related to personality traits, with responsibility being the strongest predictor of personal teaching efficacy. Strategies for young teachers to manage destructive emotions include: establishing correct values and outlook on life, laying the value orientation for emotion management; improving teachers' professional quality, strengthening the professional foundation for emotion management; improving the management of young teachers in schools, building a humanistic care system for emotion management; and learning theories and methods of emotion management strategies to enhance emotion management skills.

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