Emotional Regulation and Evaluation Analysis of Its Influence on Students' Academic Work

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Abstract: Emotions will affect people's mental state, and mental state will have an impact on people's thoughts and behaviors. For example, when people are in irritable emotions, their mental state will become more impetuous, and their thoughts will not be able to focus on things in front of them. Will not respond to things in front of you. In this case, a person's ability to regulate emotions is very important. A good ability to regulate emotions can make people break away from bad emotions as short as possible. On the contrary, people will stay in bad emotions for a long time. Academically is no exception. Therefore, students'emotion regulation ability will have an impact on students'academic work. In order to understand the specific influence of this ability, this article will carry out related analysis, mainly discussing the relationship between emotion regulation ability and students'academic work, and constructing the influence evaluation system, then conduct evaluation practice, and finally propose strategies based on evaluation results.

1. Introduction

Basically everyone has a certain ability to regulate emotions(except for special personnel),but there are differences in ability levels. Once people with low ability levels fall into emotions, they will be unable to extricate themselves for a long time, which will have a negative impact on what people should do. For example, for students, when students feel irritable, and it is difficult to get out of the irritability in a short time, the students' learning activities will be adversely affected, the learning effect will be greatly reduced, and the academic performance will naturally be affected by the same kind. Under this circumstance, in order to make students progress in their studies, teachers should provide students with emotional adjustment help, but the help must not be blind, and the right medicine must be prescribed. At this time, relevant research should be launched.

2. The Relationship between Emotion Regulation Ability and Students' Academic Performance

2.1 Direct Relationship

There is a certain direct relationship between emotional regulation ability and students'academic performance, which is mainly reflected in two aspects:(1)For students to enter a state of

concentration during the learning process, they need their emotions to be stable and flat. This emotional state is related to daily life. The emotional state is different. It is an emotional state that can only be produced after adjustment. Therefore, a good emotional adjustment ability can allow students to quickly enter a stable and dull emotional state from their daily emotional state, allowing students to focus on learning. However, when students'emotional regulation ability is poor, they are easy to be distracted in their studies, and it takes a long time to enter the state of concentration, which has an adverse effect on students'academic performance, indicating that their emotional regulation ability has a direct impact on students'academic performance;(2)Whether students will adjust their emotions during the learning process and their ability to exert their emotion regulation ability depends on their personal learning desires. Therefore, students with strong personal learning desires will consciously adjust their emotions, and will actively eliminate distracting thoughts during learning and enter the learning state. It shows that the ability of emotion regulation has a direct impact on students'learning initiative, which is also a manifestation of the direct relationship between the ability of emotion regulation and students' academic work[1].

2.2 Indirect Relationship

Emotion regulation ability can help students quickly get rid of bad emotions, so that students can transition to the daily emotional state, and then learn from the daily emotional state into a stable and dull emotional state. This is the relationship between the emotional regulation ability and the student's academic work. Indirect relationship. Take irritability as an example. Many students will feel very irritable in the early stage of learning activities. This irritability will become stronger and stronger, causing students to be unwilling to study. However, when students have strong emotional regulation capabilities, the irritability will be calm down within a short period of time indicates that the student's emotions are stable and flat, and finally enter a state of focused learning under the direct relationship between the emotion regulation ability and the student's academic work, which makes the student progress in school, otherwise the student can only be in a state of irritability for a long time. After he can calm his emotions, the course may be over, and it is naturally difficult for students to progress in their studies[2].

3. Emotional Regulation and the Evaluation System of Its Impact on Students'academic Performance

3.1 Indicator Construction

In order to facilitate the subsequent practical evaluation work, the evaluation system indicators of emotional regulation and impact on students'academic performance proposed in this article are divided into two categories. One is the evaluation index of students'emotional regulation ability, and the other is the evaluation of the academic influence of emotional regulation ability. Indicators, the two types of indicators are shown in tables 1 and 2.

Table 1 Evaluation Index Of Students'emotion Regulation Ability

Index	Introduction
The speed at which daily emotions enter learning emotions	It refers to how much time it takes for a student to enter a state of focused learning in daily life. The shorter the time, the stronger the student's ability to regulate emotions, and vice versa.
The speed at which daily emotions enter extreme emotions	Refers to how long a student will fall into extreme emotions after encountering a special event in a daily state. The longer the time, the stronger the student's ability to regulate emotions, and vice versa.
The speed at which extreme	Refers to how much practice students need to use to restore their daily state in

emotions turn into everyday emotions	extreme emotional states. The shorter the time, the stronger the student's ability to regulate emotions, and vice versa.

Table 2 Evaluation Indicators Of the Academic Impact of Emotional Regulation Ability

Index	Introduction
Student's total academic performance	Whether the ability to regulate emotions will lead to an increase or decrease in the total academic performance of a student is judged based on the average value.
Student's weak academic performance	Whether the ability to regulate emotions will cause the students'weak academic performance to rise or fall is judged based on the average value.
Student strengths	Whether the ability to regulate emotions will lead to an increase or decrease in the performance of students'strengths is based on the average value.
Student learning attitude	Whether the ability of emotional regulation will lead to a more positive or negative learning attitude of students is judged based on the average value.

3.2 Standard Construction

Establish standards on the basis of the evaluation indicators in tables 1 and 2 to complete the construction of the evaluation system. The evaluation criteria refer to expert recommendations. The evaluation criteria of students'emotional regulation ability are expressed in four grades: excellent, good, fair, and poor. The evaluation of the academic influence of emotional regulation ability is expressed by positive, negative and no influence, as shown in table 3.4.

Table 3 Evaluation Criteria Of Students'emotion Regulation Ability

Index	Standard
The speed at which daily emotions enter learning emotions	Within 1 minute: excellent More than 1 minute, less than 5 minutes: good More than 5 minutes, less than 10 minutes: general More than 10 minutes: poor
The speed at which daily emotions enter extreme emotions	More than 10 minutes: excellent Within 10 minutes: good Within 5 minutes: normal Less than 5 minutes: poor
The speed at which extreme emotions turn into everyday emotions	Within 1 minute: excellent More than 1 minute, less than 5 minutes: good More than 5 minutes, less than 10 minutes: general More than 10 minutes: poor

Table 4 Evaluation Criteria For the Academic Influence of Emotion Regulation Ability

Index	Standard
Student's total academic performance	Increase per semester: positive impact Decline per semester: negative effects No change every semester: no impact
Student's weak academic performance	Increase per semester: positive impact Decline per semester: negative effects No change every semester: no impact
Student strengths	Increase per semester: positive impact Decline per semester: negative effects No change every semester: no impact
Student learning attitude	Increase per semester: positive impact Decline per semester: negative effects No change every semester: no impact

Evaluation implementation

3.3 Implementation Plan

Three students from a certain university were selected as the evaluation objects,and the emotional regulation ability and the academic impact data of the emotional regulation ability of the evaluation objects were obtained through interviews and observations, and the evaluation was made with reference to the indicators and standards.

3.4 Evaluation Results

According to the implementation scheme, the evaluation results are obtained in this article, see Tables 5 and 6 for details.

Table 5 Evaluation Results Of Students'emotion Regulation Ability

Index	Standard
The speed at which daily emotions enter learning emotions	Target 1:Within 1 minute, excellent Target 2:More than 5 minutes, less than 10 minutes, general Target 3:More than 10 minutes, bad
The speed at which daily emotions enter extreme emotions	Target 1:Within 10 minutes, good Target 2:More than 10 minutes, excellent Target 3:More than 10 minutes, excellent
The speed at which extreme emotions turn into everyday emotions	Target 1:More than 10 minutes, bad Target 2:More than 10 minutes: Poor Target 3:More than 5 minutes, less than 10 minutes, general

Table 6 Evaluation Results Of the Academic Impact of Emotional Regulation Ability

Index	Standard
Student's total academic performance	Target 1:Upgrading every semester, positive impact Target2:No change every semester, no impact Target 3:Increase every semester, positive impact
Student's weak academic performance	Target 1:Decline every semester, negative impact Target 2:Decline every semester, negative impact Target 3:Decline every semester, negative impact
Student strengths	Target 1:Upgrading every semester, positive impact Target 2:Increases every semester, positive impact Target 3:Increase every semester, positive impact
Student learning attitude	Target 1:No change every semester, no impact Target 2:No change every semester, no impact Target 3:No change every semester, no impact

3.5 Discussion

Referring to the evaluation results in Table 5, it can be seen that the structure of the three college students'emotion regulation ability is different. Generally speaking, the performance of the index of the speed of daily emotions into extreme emotions is the most prominent, indicating that the students'emotion regulation and control are good, but in the daily emotions. In terms of the speed index of learning emotions, except for the subject 1, the other two college students' emotion regulation ability is relatively weak and cannot enter the learning state quickly. On the index of the speed of extreme emotions turning into daily emotions, the performance of the three college students is not satisfactory. It is difficult to calm extreme emotions in a short period of time, indicating that such emotions have a great impact on college students, and it also shows that it is

difficult for college students to complete self-emotion adjustment after they fall into extreme emotions. Taken together, the emotional regulation ability of the three college students is average.

Based on the characteristics and comprehensive performance of the three college students'emotion regulation ability, referring to the evaluation results in table 6, it can be seen that the overall academic performance of the college students did not decline. The reason is that extreme emotions appear less in the students'learning process, so the influence is not strong. Large, so that the total academic performance of the students did not decline, at most, there was no impact on the object 2. However, from the perspective of students'weak academic performance and strong academic performance, because students generally cannot quickly enter the learning state, they cannot keep up with their learning progress. This phenomenon has led to a decline in the weak academic performance of the three college students, and the strong academic performance lies in the talents of the students. , Interest and extreme emotions have steadily increased under the condition of little influence, which is also the reason why the total academic performance of each student does not decline. In addition, regarding students'learning attitudes, it can be seen that students'emotional regulation ability has not changed their learning attitudes, and theoretically has no effect. However, it is worth noting that students themselves have academic problems, so they should learn more actively. From this perspective, the ability to regulate emotions should enable students to have a more positive attitude towards learning, and the evaluation results show no impact, which proves that the ability to regulate emotions does not play its due role. This requires attention.

3.6 Strategy

According to the evaluation results, it can be seen that students' emotional regulation ability has an impact on students' academic performance, and as a whole it cannot make students' academic progress comprehensively, especially their weaknesses and learning attitudes. In this case, teachers should strengthen the psychological intervention of students. It is recommended to show care for students' bad emotions in teaching, to give full play to teacher affinity to help students calm down extreme emotions faster, and at the same time emphasize the importance of learning, so that students can enter the learning state faster, enhance their sense of autonomy, make their emotional regulation ability play a positive role, and make students progress in school.

4. Conclusion

In summary, the ability of emotional regulation has a certain impact on students' academic performance. The result is obtained through the evaluation method in the article, and the result confirms this point. But the results also show that there are both positive and negative effects of emotional regulation on students' academic performance. Therefore, the positive role of emotional regulation should be fully utilized in teaching and its negative effects should be eliminated. This can be achieved by adopting the strategies in the text.

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