

Research on the Quality of Preschool Teachers' Emotional Support in the Context of the Assessment Guide—Observation and Analysis Based on CLASS Interactive Evaluation System

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Abstract: The emotional support of preschool teachers is to give children emotional care by means of listening, paying attention and encouraging. Effective emotional support is an important way to help children acquire relevant life and learning experiences. This study uses the CLASS classroom interactive assessment system - CLASS Pre-K as a research tool, and uses non-participatory observation to record the interactive video of teachers and children in kindergarten H. According to each dimension of CLASS emotional support field, this paper analyzes the quality of teachers' emotional support behavior in teacher-child interaction and assigns scores. The results showed that the positive atmosphere score of teachers' emotional support was higher, and the positive atmosphere between teachers and children was better. "Teacher sensitivity" and "attention to young children's views" scored moderately, and teachers "negative atmosphere" scored lowest. Based on the quality of kindergarten teachers' emotional support, it is suggested that teachers should improve their sensitivity, observe diligently and guide in time. Change teachers' role consciousness, pay attention to children's behavior activities, and promote children's subject status; At the same time, the development of teachers' emotional support training plan, the creation of teachers' interactive platform, improve teachers' professional ability.

1. The Question Raised

In 2022, the Ministry of Education issued the "Guidelines for the Quality Assessment of Kindergarten Nursing Education", which put forward 15 key indicators and 48 test points on the quality of kindergarten nursing education, among which the key indicators of "teacher-child interaction" put forward: "In the process of education, teachers should maintain a positive and optimistic emotional state and treat every child equally, so that children can calmly, confidently and boldly express their ideas." [1] Teachers should listen to children's real ideas, understand and guide them, give them sufficient space for growth, respect children's individual development, and find

each child's advantages and strengths. High-quality teacher-child interaction is conducive to the development of children's self-awareness, interpersonal communication, exploration spirit, cognitive development and environmental adaptability, while teachers' positive emotional guidance plays an indispensable role in children's future growth and development. The quality of teacher-child interaction is the key point in the quality assessment of kindergarten nursing education and the core index of the process quality of preschool education. There are many relevant studies on the use of CLASS classroom interactive evaluation system to evaluate the quality of teacher-child interaction. Liu Liang (2021) [2] and Huang Qiong (2017) [3] respectively studied the quality of teachers' emotional support in collective teaching activities and project-based activities. They specifically studied the quality of emotional support in the interaction between preschool teachers and children in all aspects of daily life, and there were few results. The preschool version of the CLASS classroom interactive assessment system had high reliability and validity and was widely applicable. This study used this tool to gather preschool teachers' emotional support quality assessment.

2. Research Methods and Tools

2.1 Sample Selection

The researchers selected the children and their teachers in the senior class of H Park (run by national enterprises and public institutions) in Xi'an City for observation and analysis. There were 32 children in the senior class, and the teachers were W, Z and L. The gender, age, teaching experience, major and educational background of the teachers were shown in Table 1.

Table 1: Basic information of sample teachers

Teacher Number	Gender	Teaching Age	Age	Profession	Educational background
Teacher 1	female	10	34	Pre-school education	Undergraduate course
Teachers 2	female	2	25	Pre-school education	Undergraduate course
Teachers 3	female	8	32	Computer science	Junior college

2.2 Non-participatory Observation and Video Analysis

This study focuses on the field of teacher-child interactive emotional support. By using the emotional support dimension assessment indicator tool of CLASS classroom interactive assessment system, the author makes a "Teacher Emotional Support Observation Record", and adopts non-participatory observation method to observe the teacher-child interaction behavior between three teachers and children in every aspect of daily life of the big class of H Kindergarten in Xi'an City, and records video materials. And transcribed the video data into text cases, recorded 18 interactive videos lasting more than 20 minutes and transcribed 18 texts.

2.3 CLASS Interactive Assessment System - CLASS Pre-K

In this study, the quality evaluation standard of emotional support for preschool teachers was adopted as the operating standard of CLASS Pre-K, a CLASS activity quality evaluation system proposed by American scholar Professor Pianta in 2008. This system includes 10 sub-dimensions (42 behavioral indicators) in 3 fields of emotional support, activity organization and educational

support [4]. This study adopts 4 sub-dimensions of positive atmosphere, negative atmosphere, teacher sensitivity, concern for children's views and 16 behavioral indicators in the dimension of emotional support, and adopts seven-point scoring method. There are three grades: low (1-2 points), medium (3-5 points), and high (6-7 points).

3. Research Analysis and Discussion

3.1 Quality Analysis of Preschool Teachers' Emotional Support

The average scores and standard deviations of the three teachers in the four dimensions were obtained by synthesizing various studies, which reflected the overall effect value (average score) of the emotional support quality of preschool teachers in this kindergarten, as shown in Table 2. The average score of each dimension is between 4 and 6, which belongs to the medium high level, indicating the overall quality of emotional support is medium.

Table 2: Effect values of preschool teachers' emotional support

Evaluation dimension	Mean value	Standard deviation
PC	5.75	0.63
NC	0.05	0.34
TS	5.06	0.75
RSP	4.75	0.87

3.1.1 Positive Atmosphere (PC) Quality Analysis

The score index of teacher and child positive atmosphere (PC) includes relationship, positive emotion, positive communication and respect. The average score (effect value) of the four indicators is 5.75, which belongs to the medium and high level and is also the highest score among the four dimensions, indicating a good atmosphere between teachers and children. According to the "relationship" evaluation index, teachers squatting on the back and touching the hair are positive responses to children, with physical contact and matching emotions and communication, and the interaction between teachers and children in daily life is often warm, so the "relationship" score is 6 points. Teachers always smile warmly to carry out the explanation of the story, driving and activating the classroom atmosphere. In the activities of leaving the kindergarten, teachers also smile to say goodbye to children. In the daily life of children, teachers and children often have positive emotional interaction, so the score of teachers in "positive emotion" is 6 points. Both the children and the teachers and children have carried out active communication. In the activities, the children also encourage each other to solve problems together, and the teacher's active cooperation and affirmation is also a positive communication. Therefore, according to the evaluation index, the score of "positive communication" is 6. The interaction between teachers and children is always warm and positive. Teachers often communicate verbally or physically, such as holding back, clapping shoulders, holding hands, nodding, etc., and have respectful eye and language communication.

3.1.2 Negative Atmosphere (NC) Quality Analysis

Negative atmosphere is the inverse score, this dimension mainly observes the adverse effects of negative punishment between teachers and children. Through analyzing the interactive behavior of teachers in sample cases, it is found that whether teachers really care for children in daily life and whether words are threatening in getting along with children. Negative vibes were judged by negative emotions, punitive control, sarcasm or disrespect, and severe negative emotions. The

lowest average score of negative atmosphere (NC) was 0.05, and the standard deviation was 0.34. The lower the average score was, the lower the negative atmosphere was. Negative affective cues include irritability, anger, harsh tone of voice, peer aggression, and amplified negativity. After observing children's activities, it is found that in the daily life of H Garden, there will be a situation of severe tone because children are naughty and do not cooperate with teachers' work, and teachers will rarely communicate loudly and harshly with children. The teacher's harsh tone is less frequent, so the score for "negative atmosphere" is 1. The cues of punitive control are yelling, threats, physical control, and severe punishment. After observing the daily interaction between teachers and children, according to the evaluation index, the teacher only shouted loudly and did not have punitive control behavior on children, so the score of "punitive control" is 1. Through the analysis of the interactive behavior of teachers in sample cases, it is found that in the observation of daily life activities of children in H Garden, teachers do not engage in verbal sarcasm, verbal ridicule or physical and mental humiliation of children in teaching and life. According to the "sarcasm/disrespect" evaluation index, teachers and children are mutually respectful, so the "sarcasm/disrespect" score is 0. In the observation of children's daily life activities in H Garden, the above indicators and clues did not appear. According to the "severe negative emotion" rating index, the score of "severe negative emotion" is 0.

3.1.3 Teacher Sensitivity (TS) Quality Analysis

The evaluation indexes of teacher sensitivity (TS) were conscious perception, response, concern, and children's free performance, with the mean value of 5.06 and standard deviation of 0.75. Through observation, teachers are aware of children's difficulties and take the initiative to guide and help children, so that children's psychology can be relaxed, give confidence and solve children's confusion. According to the evaluation scale index, teachers sometimes realize that children need help and provide timely support, so the score of "awareness" is 5 points. The teacher seems to respond to every child's question, but still ignores some shy children, who do not take the initiative to express their ideas and demands, so they need more and more careful observation by the teacher. Individual support is easy to ignore and needs more attention. The teacher can respond to the child but will ignore the child, so the "response" score is 4. The teacher paid attention to the children's problems in time, sincerely soothed the children's emotions, and relieved the children's anxiety. According to the evaluation index, teachers can effectively help relieve children's worries, so the score of "attention to the problem" is 6 points. In the activity cases, children rarely seek support from teachers, but they can participate freely and independently, and the interaction between peers is very harmonious. Children share their ideas with teachers, so the score for "children's comfortable performance" is 5.

3.1.4. Focus on the Quality Analysis of Infant Perspective (RSP)

RSP was evaluated as flexibility and concern for students, support for autonomy and leadership, expression and movement restriction. The average score of the four index points was 4.75, and the standard deviation was 0.87. Teachers actively adopted children's ideas and demands, and flexible skipping rope activities. According to the evaluation index, teachers would adopt children's ideas and adjust the teaching plan in some cases, and the score of "flexibility and attention to children" was 5. In this case, the leader of the food education class is the child, the teacher will explain at the beginning, and then mainly give the initiative to the child, let the child wear the "chef hat" to stand in front of the child, explain the main vegetables to eat that day, explain the nutritional composition of the food, the teacher only makes supplementary explanation. According to the evaluation indicators, teachers sometimes provide support for children's autonomy, so the score of "supporting

autonomy and leadership" is 5 points. By asking questions and allowing children to express themselves, teachers enable children to carry out language communication and develop their language organization ability. The extension of activities will also allow children to explain the basic plot of the story and deepen their emotions. According to the evaluation indicators, the children will communicate with each other, so the score of "infant expression" is 5 points. During the construction, there will be safety risks in running all over the field. Except for group activities requiring a strong collective consciousness and competitions, teachers should try their best not to restrict children's movement; When children want to self-show and build results, teachers will actively encourage children to introduce them to everyone, and will not control the position of Mimi. According to the evaluation indicators, teachers sometimes control the position of the movement of young children, and the score of "restricted movement" is 4. In some cases, teachers will adopt the ideas of children and change their activities, but as a whole, teachers and children teach more and have less freedom, sometimes they will control the movement position of children, and their support for independent activities is not high enough, and they do not pay enough attention to children, so it is necessary to pay attention to children's subjectivity.

The scores of 16 behavioral indicators of emotional support quality of preschool teachers are shown in Figure 1. The total score of the evaluation is 7 points, and the scores of relationship, positive emotion, positive communication and concern are all 6 points, which are high scores, indicating good quality of these dimensions. Respect, awareness, children's performance of autonomy, flexibility and attention to students, children's expression, support for autonomy and leadership are 5 points, which is medium, indicating that the quality of these dimensions is medium; The low score of reaction and movement restriction was 4 points, indicating that teachers should pay more attention to these dimensions and adjust teaching activity strategies in time. The four indicators of negative atmosphere are scored in reverse, with scores of 0 and 1, indicating that teachers have less negative atmosphere.

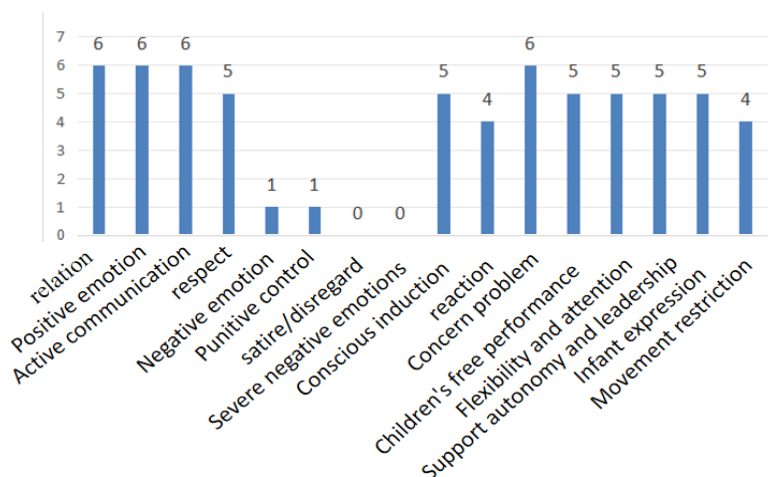


Figure 1: Scores of each dimension of the classroom interactive evaluation system (emotional support) for preschool teachers

3.2 Discussion and Suggestion

3.2.1 Respect Children and Create a Harmonious and Warm Emotional Atmosphere

The harmonious degree of teacher-child relationship determines whether children's life in kindergarten is happy or not. There should be frequent eye and verbal respect between teachers and

children, such as eye contact, the teacher's gentle and calm voice, respectful language, and frequent cooperation or sharing between teachers and children. Teachers should not respect children's ideas and behaviors because they are young and make subjective choices. The first is language respect: "Please answer this question", "which child is willing to say it", "please sit down and think about it first", these are language respect, the same behavior, gestures, please, after the end of the activity to share their ideas with each other.

3.2.2 Pay Attention to Children and Enhance Teachers' Sensitivity

Teachers' activities inevitably lack the attention of teachers, unable to take into account every child, and sometimes ignore the needs of some children. Teachers can make more use of the observer status to observe children's activities, improve teachers' sensitivity, timely capture children's needs, and timely record. Timely response to encourage children, teachers can use encouraging words and behaviors to encourage and affirm children, improve these can improve children's enthusiasm. Teachers should respond in time to encourage children and use encouraging words and behaviors to encourage and affirm children, which can improve children's enthusiasm. In the case of Ruirui, Teacher Wu encourages him to have an interest in basketball, and makes children feel eager to learn and energetic, so that they can actively participate in various activities. Children need to be encouraged, other activities are the same, observation can be found that the more encourage children's enthusiasm will be higher, so kindergarten teachers should encourage children more, so that children have confidence to actively participate in various kindergarten activities.

3.2.3 Develop Training Programs to Improve Emotional Support Skills

Preschool teachers need to establish a good teacher image and accurate role positioning, the establishment of image not only requires teachers to have teacher identity, the society and the kindergarten also. Since many people's stereotype of preschool teachers stays in "looking at children", teachers should have a positive attitude to do their role positioning, and to break this stereotype, the image of preschool teachers can be established, only by establishing the image of teachers from the fundamental, pay attention to the psychological demands of teachers, in order to truly realize the value of preschool teachers.

The emotional support of preschool teachers is the lifeline of teachers' work. Without emotional support, the work of teachers will lack temperature, and it is difficult to infect people, touch people, and influence people. Through the development of regular training plans, kindergartens learn emotional support indicators, master how to empathize with children and establish emotional connection. Through daily cases, the requirements of teachers' emotional expression in daily activities are clarified, so that teachers have a deeper understanding of the importance, necessity and feasibility of emotional expression, and also a clearer understanding of how to combine indicators to express emotions. Through the cases of teachers' emotional support in teacher-child interaction, all teachers focused on the group discussion of indicators, interpreted the teachers' emotional support behavior in the cases and analyzed its advantages and disadvantages based on practical experience. Each group sent teachers' representatives to share, and they also put forward specific strategy suggestions such as clear requirements, situational application, example demonstration and positive reinforcement based on the cases.

4. Conclusions

By using the dimension of emotional support within the CLASS classroom interactive evaluation system, this paper analyzes and studies the emotions of children's teachers. By observing the interaction between teachers and children in first-line kindergartens and making quality analysis by

using the evaluation scale, the purpose is to find the problems existing in the quality process of kindergarten teachers' emotional support and explore ways to solve them. Make effective suggestions for improvement. The research results show that the quality of emotional support of kindergarten teachers in large classes in H Kindergarten is moderately high, and the scores of the two dimensions of teacher sensitivity and concern for children are low. Therefore, teachers should give timely feedback to children and provide effective help by strengthening their sensitivity to children's emotions. At the same time, teachers should take children as the main body and promote the individualized development of children. In order to improve the quality of emotional support, preschool teachers should pay attention to the flexibility of activities, non-rigid teaching, and encourage children to express their ideas and views bravely.

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