

A Study of Teacher-Child Interaction in Social-Emotional Teaching Activities in Kindergarten

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Abstract

Kindergarten social-emotional teaching activities are an important way for young children to learn social-emotional skills, and the quality of teacher-child interaction is a key factor in the effective implementation of social-emotional teaching activities. The purpose of this study was to examine the current situation of teacher-child interactions in social-emotional teaching activities in kindergartens, to analyse their characteristics and influencing factors, and to try to put forward educational suggestions to promote the development of young children's social-emotional skills. The study selected Kindergarten G in City Y, which has been implementing a social-emotional learning programme for five years, and used 30 full-time teachers in the kindergarten as the study subjects. The study adopted the measurement method, using the CLASS classroom assessment scoring system as the research tool and SPSS to analyse the scores of teacher-child interactions in the specific indicators of CLASS, and at the same time, combined with interviews and measurement methods to analyse the characteristics of teacher-child interactions and analyse their influencing factors.

Keywords: Kindergarten Social-Emotional Teaching Activities, Teacher-Child Interaction, Kindergarten Social-Emotional Programme

Introduction

Background to this Study

With the rapid development of China's social economy, science and technology, the popularity of the Internet, and the impact of COVID-19, China, like the United States at the end of the last century, is faced with the problems of increased problematic behaviours among students, a decline in the age of delinquency, indifference in interpersonal relationships, and a weak ability to regulate emotions, which make it urgent to improve the social-emotional competence of the next generation. Many Chinese scholars have begun to introduce the concept of "social-emotional learning" and conduct practical research on the localisation of social-emotional curricula. Since 2012, the Department of Teachers' Work of the Ministry of Education, in cooperation with the United Nations Children's Fund (UNICEF), has organised the development of social-emotional curriculum teaching materials based on the "Social Emotional Aspects of Learning (SEAL)" teaching materials of the United Kingdom, taking into account the national situation. The project team implemented the "Social-

Emotional Learning and School Management Improvement Project" in more than 500 primary and secondary schools in Guangxi, Yunnan, Guizhou, Xinjiang, Chongqing (Mao et al., 2018), Ningxia, Qinghai, Hubei, and Shandong (Zhi, 2019). It was found that students' social-emotional competencies, especially self-confidence, communication, interpersonal skills, and ability to cope with difficulties, were significantly improved (Mao et al., 2018), which was a great success. Since 2010, China's pre-school education policy has increasingly integrated the needs of the times for the development of young children's social-emotional competencies, and has gradually covered young children's social-emotional core competencies comprehensively (Zhou, 2021).

The new 2022 Guidelines for Assessing the Quality of Kindergarten Care and Education include "teacher-child interaction" as a key indicator for assessing the quality of the "educational process" in kindergartens, with the aim of respecting young children and supporting their meaningful learning, among other things, in order to improve the quality of care and education (Ministry of Education, 2022). Ministry of Education, 2022). At the same time, a high level of teacher-child intimacy predicts better social competence and pro-social behaviours in young children (Ministry of Education, 2022); and in the implementation of social-emotional learning programmes in primary and secondary schools, it has been found that creating a positive and friendly atmosphere of teacher-student interactions can enhance students' learning effectiveness, especially with gentle and respectful glances and friendly and open body language, and with encouraging and open-ended questioning and guidance (Ministry of Education, 2022), open-ended questioning and guidance (Li, 2021), which shows that high-quality teacher-child interactions can escort the effective promotion of social-emotional learning for young children.

Since 2010, China has been developing a localised early childhood social-emotional curriculum to steadily promote the scientific development of early childhood social-emotional competence in China. In practice, many researchers have also suggested that the current social-emotional teaching in kindergarten has problems such as low internalisation of young children's experiences (Gao, 2022), insufficient emotional experience, and neglected emotional expression (Wang, 2021), and that the quality of teaching needs to be further improved.

Research Objectives and Problem Statement

The purpose of this study is to use the CLASS classroom assessment scoring system to review the overall situation of teacher-child interactions in social-emotional teaching and learning activities in kindergartens, to summarise the basic characteristics, to analyse the influencing factors, and to try to put forward suggestions for improving the quality of teacher-child interactions in social-emotional learning group teaching in kindergartens.

Based on the purpose of the study, the following research questions were identified:

- What is the specific level of teacher-child interaction in social-emotional teaching activities in kindergarten?
- What are the characteristics and problems of teacher-child interaction in social-emotional teaching activities in kindergarten?
- What factors influence the level of teacher-child interaction in social-emotional teaching activities in kindergarten?

Research Value

This study attempts to explore the status quo of teacher-child interaction in kindergarten social-emotional teaching activities as an entry point to provide a new theoretical perspective for the implementation of the kindergarten social-emotional curriculum, which will help enrich the theoretical system of social-emotional learning in kindergarten.

At the practical level, this study is committed to analysing the current level of teacher-child interaction in social-emotional teaching activities in kindergartens, grasping the characteristics of teacher-child interaction in social-emotional teaching activities in kindergartens through the observation method and interview method, investigating the causes and tracing the sources, and attempting to provide the kindergartens with reference suggestions for promoting the quality of teacher-child interaction in social-emotional teaching activities on the basis of which the social-emotional curriculum can be better rooted and sprouted in kindergartens to promote the development of social-emotional abilities of young children. to help the social-emotional curriculum take root better in kindergartens and promote the development of young children's social-emotional competence.

Operational Definitions

The researcher will use the Classroom Assessment Scoring System (CLASS) as a research tool in the case of Kindergarten G in City Y. The researcher will use the measurement method to quantitatively study teacher-child interactions in the collective activities of the social-emotional learning curriculum implemented by the teachers of the kindergarten, and combine it with the interview method and other research methods to deepen the description and explanation of teacher-child interaction behaviours and to make up for the shortcomings of the quantitative research tool.

Literature Review

Research Related to Social-Emotional Teaching

(1) The Meaning and Significance of Social-Emotional Teaching

Social-emotional teaching is an umbrella term for educational and learning activities that support children's social and emotional development, and is generally referred to by researchers in China as social education teaching and emotional education teaching. It mainly refers to "education that promotes children's self-awareness, enhances children's social cognition, stimulates children's social emotions, guides children's social behaviours, improves children's social adaptability, and cultivates children's good moral character" (Yang & Wu, 2000). Overseas researchers generally use the term social and emotional learning to refer to social and emotional learning, and CASEL (Collaborative for Academic, Social, and Emotional Learning) has identified the concept of social and emotional learning through scientific research and practice. Through scientific research and practice, CASEL (Collaborative for Academic, Social, and Emotional Learning) has identified the concept of social-emotional learning as "a learning process in which students learn to recognise and control their own emotions, to develop concern and care for others, to make responsible decisions, to establish and maintain good interpersonal relationships, and to deal with a variety of problems effectively" (Wang & Shen, 2011), and has identified five core competencies, namely, self-awareness, self-management, social awareness, interpersonal awareness, and social competence, self-management, social awareness, interpersonal skills, and responsible decision-making (The Collaborative for Academic, 2010). 2020 CASEL updated the definition

of social-emotional learning as "social-emotional learning is the process by which individuals develop healthy personalities, manage emotions, and achieve personal goals through the acquisition and application of knowledge, skills, and attitudes. personality, manage emotions to meet personal and social expectations, feel and empathise with others, build and maintain good relationships, and make responsible and caring decisions (Niemi, 2020)."

CASEL's in-depth investigation of practice projects in major schools found that social-emotional learning has a positive effect on students' academic performance, the promotion of good behaviour, the prevention of problematic behaviours, the establishment of home-school partnerships and the reform of school education (The Collaborative for Academic, 2019). After analysing the studies of Zin (2004), Durlak (2011) and others, Sun Mingxing summarised the functions of social-emotional learning into three points: improvement, prevention and promotion (Sun, 2020).

(2)Content of the socio-emotional programme

① *Social-Emotional Programmes Abroad*

With the development of the concept of social-emotional learning and the current state of social-emotional competence in young people, a number of social-emotional learning curricula have been developed by organisations in the USA with the support of CASEL. Some of the more influential ones are: PATH, Second Step, Strong Kids, Positive Action, etc. The PATH programme is designed to provide two 30-40 minute social-emotional education sessions per week. The PATH programme aims to reduce aggression in at-risk children, help children manage their behaviour, identify their emotions and learn to work with others through the three modules of Self-Control, Emotions and Relationships and Problem Solving in two 30-40 minute sessions per week dedicated to social-emotional education to enhance children's emotional understanding, emotional regulation and social problem solving skills .

"The Second Step programme uses four key strategies (Brain Builder Game, Building Decision-Making Functions), weekly thematic activities, reinforcement activities, and home-school connections) to help master children's mastery of controlling their emotions through the acquisition of skills in the areas of empathy practice, impulse control and anger management, social skills, and problem solving (Seattle, 1992). Using four key strategies (brain builder games, building decision-making functions, weekly thematic activities, enrichment activities, and home-school connections) to help master children's emotional control, improve their social-emotional competence through self-talk, and reduce aggressive behaviours (Wei & Zhu, 2012). Strong Kids is a series of programmes for children from preschool to high school (K-12). The programme consists of 10 mandatory lessons and 2 elective lessons, each lasting approximately 30-40 minutes a week (Xu, 2018). The Strong Kids series is based on Cognitive Behavioural Therapy, which emphasises techniques of emotional understanding and regulation in the classroom for students to learn the correct way of identifying and perceiving emotions, to improve emotional understanding and regulation, and to promote better adaptation to social life (Wei & Wei, 2018). It emphasises the teaching of emotion understanding and emotion regulation techniques in the classroom, learning correct emotion labelling and cognitive styles, improving emotion understanding and regulation, and promoting students' better adaptation to social life (Wei & Zhu, 2012). "The content of the Positive Action programme covers students' physical, intellectual, social, emotional and other aspects, including self-awareness, positive action to promote physical and mental health,

social and emotional management, how to deal with others, honesty and trustworthiness, and continuous improvement of social and emotional competence.

② *Domestic Socio-Emotional Programmes*

Similar to the development of many programmes abroad, the exploration of social-emotional learning programmes by scholars in the field of preschool education in China is still in its infancy.

In 2006, HNU, in collaboration with the Hong Kong Institute of Education and the UK's Children's Good Companion, introduced the "Bibi and Friends" early childhood mental health education programme to Shanghai, systematically enhancing the ability of normal 5-6 year old children to prevent psychological crises, with obvious results (Zhang, 2009), but so far the programme has not been further promoted. In 2008, Professor Wu Xinchun of Beihang Normal University led the "International Cooperation Project on Empathy and Companionship", which constructed the concept of KASEL and launched the "Empathy and Companionship" programme, using reading, thinking, creativity and social-emotional competence as the vehicle to help young children. The programme uses reading, thinking, creativity and social-emotional skills to help young children build healthy selves and interpersonal relationships, and 3,000 kindergartens have joined the experimental garden programme. In addition to the introduction of excellent learning programmes and culturally appropriate transformation, some frontline researchers have also begun to experiment with garden-based design and practice. Pinpeat Xu (2017) constructed a social-emotional learning programme with comprehensive development of emotional and social competence centred on social adaptation based on the five core competencies of social-emotional learning as well as the Guidelines and Outline's leadership on the development of young children's social adaptation and mental health (Xu, 2017). Liu Lijuan (2017) also designed and implemented a social-emotional curriculum focusing on interpersonal communication after combing and drawing on excellent social-emotional curricula in foreign countries, combined with the requirements for the social development of young children in China's policies and programme documents (Liu, 2017). The Affiliated Kindergarten of Zhejiang Normal University constructed a "'web-weaving' curriculum with emotional education as its purpose" under the guidance of the Guidelines. Qiu Hongyan (2021) thought about the core content of social-emotional learning in a garden-based way, and with reference to the "empathic accompaniment" programme of the North Normal University, constructed a "micro-contextual" collective teaching design, "micro-experience" game context exercises, and "micro-experience" game context exercises. A garden-based "Happy Heart" programme was constructed with "micro-contextual" group teaching design, "micro-experience" game situation practice and "micro-life" garden atmosphere creation as the main body (Qiu, 2021).

Research Related to Teacher-Child Interaction

In the continuing focus on the quality of preschool education, teacher-child interaction as a theme of process quality has received increasing attention from researchers in various countries (Jin, 1997). After reviewing and collating the literature on "teacher-child interaction", the researcher found that the original studies mainly focused on the content, influencing factors and assessment tools of teacher-child interaction.

(1) Meaning and content of teacher-child interaction

Many scholars define teacher-child interaction in terms of the mechanism of its action. According to Wu Kangning (1999), teacher-student interaction is essentially an interactive system that occurs in multiple contexts and is characterised by multiple forms and contents (Li & Shi, 2022). According to Pang Lijuan (2003), "teacher-student interaction is all the interactions and influences that occur between teachers and students, and is a special form in the system of interpersonal interaction between teachers and students (Zheng, 2021)." Some scholars particularly emphasise the full-time nature of teacher-child interaction, for example, Huang Juanjuan (2009) pointed out that teacher-child interaction refers to the various nature, form and degree of behavioural or psychological interactions that occur between teachers and children during the kindergarten day life, and it is a process in which both parties influence each other (Chen, 2017). After synthesizing the definitions of other scholars, Tian Fang (2014) proposed six basic connotations of teacher-child interaction, which are: two-way interpersonal communication with teachers and young children as the main body; initiated by both teachers and young children; thematic in nature; information exchange can be done through verbal or non-verbal behaviours (looks, movements, etc.); behavioural or psychological changes occur to a certain extent after the feedback from both parties (emotional experience, etc.); and having a combination of dynamics and staticity as well as the It is a combination of dynamic and static processes, and the unification of implicit and explicit processes (Wu, 1999).

(2) Influences on Teacher-Child Interaction

Since the main body of teacher-child interaction is the teacher and the children, and it occurs in a kindergarten educational situation, the influencing factors of teacher-child interaction are mainly divided into three aspects: the teacher, the children's subjective factors and the objective environmental factors. Children's personality traits, temperament type, and ability development all have an impact on the quality of teacher-child interactions, and Tein (1993), and others have shown that children who are cheerful, outgoing, and display positive behaviours are better able to receive attention and engage in high-quality interactions with the teacher, whereas introverted children with negative behaviours have fewer opportunities for interaction (Pang, 2003). In addition to children's subjective factors, teachers' subjective factors also greatly influence the quality of teacher-child interactions, mainly reflecting teachers' educational views, expectations, and abilities, etc. Howes (1992), and others have shown that early childhood teachers with high educational backgrounds are more gentle and attentive to their children (Huang, 2009), and their subsequent research has also pointed out that teachers' ability to self-reflect also has a significant impact on the construction of good teacher-child relationships (Pang, 2003). also has a more important impact on the construction of good teacher-child relationship (Tian, 2014). Ruiyong et al (2005), also found in their event sampling analyses that teacher quality and perceptions are critical to the quality of teacher-child interactions (Fein et al., 1993). Howes et al. (1992), showed that the lower the teacher-child ratio and the smaller the classroom size, the easier it is to form a close, secure type of teacher-child relationship (Rudasill et al., 2006). Xin (2004), stated that class size, teacher-student ratio, teacher burnout index and working hours will affect the quality of teacher-child interactions (La Paro et al., 2004). Classroom space (Howes et al., 1992) and the layout of the classroom (Howes & Smith, 1995) affect children's psychological comfort and thus interaction within the classroom.

(3) Quality Assessment Tool for Teacher-Child Interaction

In the relevant studies on teacher-child interaction, quantitative and qualitative studies were mainly used in terms of research methodology. Quantitative research is more likely to use scales to record and analyse observations. Some of the more influential scales are: Flanders Interaction Analysis System (FIAS), Early Childhood Environment Rating Scale-Revision (ECERS-R) and Classroom Assessment Scoring System (CLASS). Scoring System (CLASS), all of which have been tested in a large number of empirical studies and have good reliability and validity (Zhang, 2020). In addition to quantitative analyses using scales, many researchers also use some qualitative studies. For example, Tian Xiaoyu (2012) used non-participant observation to penetrate into the classroom and analysed teacher-child interactions using event sampling (Harms, 1998). There are also most scholars who choose to combine quantitative research with qualitative research, taking advantage of the strengths of both research approaches to conduct more in-depth analyses. For example, in her study of teacher-child verbal-behavioural interactions in kindergarten group teaching in the social domain, Zhang Qing (2018), in addition to using the FIAS scale, also combined the qualitative research method of classroom logs supplemented by case studies, which was used to deeply describe teacher-child words and behaviours in the classroom in order to better analyse the reasons for them (Pianta et al., 2005).

Brief Review of the Study

Through the above literature combing, it is found that the exploration of social-emotional learning of young children in the preschool stage in China is still in the beginning development stage. Researchers such as Gongsun Yifei (Zhang, 2018), Xu Peng (Yan, 2020), and Zhang Jianchun (Ma, 2020), while introducing the concept of social-emotional learning, core content, etc., argue the feasibility of the implementation of social-emotional learning in China's preschool field; researchers such as Zhang Ruirui (Hu et al., 2019), Li Fang (Wang, 2014), and so on, introduce the concepts of overseas excellent preschool social-emotional learning programmes are introduced and reflect on the implications for social education in China. There are even many researchers who try to design and practice social-emotional curriculum with reference to excellent social-emotional learning programmes as well as the requirements of the Guidelines and the Outline in terms of young children's mental health as well as social development. However, empirical studies on the effectiveness of the curriculum and whether teachers have sufficient professional knowledge and teaching ability to implement such a curriculum are not yet abundant. Moreover, teacher-child interactions in social domain teaching activities have problems such as focusing on the teaching of knowledge and skills, not on emotional experiences, and poor teaching effectiveness, which to some extent reflects the importance of exploring teacher-child interactions in social-emotional teaching activities. Therefore, the researcher hopes to explore the quality of teacher-child interaction in social-emotional teaching activities in order to improve the implementation quality of the existing social-emotional curriculum. In terms of research methodology on teacher-child interactions in group teaching, quantitative, qualitative, and a combination of both are applicable to the study of teacher-child interactions in group teaching in kindergarten, and most of the researchers used a combination of quantitative and qualitative research methods. This study also adopts the research method of combining quantitative and qualitative, first trying to follow the CLASS classroom assessment scoring system, and then through the research method of combining quantitative and qualitative, to analyse the current situation of teacher-child interactions in kindergarten socio-emotional

teaching activities in a more comprehensive way, to summarise its basic characteristics, to analyse its influencing factors, and to put forward educational suggestions, with a view to promoting the teacher-child interactions in kindergarten socio-emotional teaching activities. Theoretical and Practical Development of Teacher-Child Interaction in Social-Emotional Teaching Activities in Kindergartens.

Methodology

Sampling Methods

In this study, the teacher-child interactions of social-emotional teaching activities implemented by Kindergarten G, a provincial-level kindergarten in City Y, were selected as the object of the study. Kindergarten G has been conducting practical research on social-emotional learning for young children since 2019, and one of the research results of the project, the Joyful Heart Curriculum, is a garden-based practice of the social-emotional learning curriculum for young children. The Joyful Heart Programme takes the developmental needs of social-emotional competence of 3-6 year-olds as its starting point, and aims to cultivate "sunshine children" who are "happy with themselves and capable of reaching others". The content of the curriculum mainly includes two major sections, namely, "Beginning and Changing", "Colourful Moods", and "Quarrels and Reconciliation", "Saying No to Difficulties", "This is Me", "Me and People Around Me" and other 7 themes and 88 group teaching activities.

Kindergarten G has developed a model for the implementation of social-emotional teaching activities in the practice of the Joyful Heart Curriculum - "Three Steps to Contextual Dialogue", i.e. the implementation of social-emotional teaching activities is divided into three stages. The implementation of social-emotional teaching activities is divided into three stages. The first stage is "Situational introduction, empathy", which introduces children to familiar emotional events in their lives and guides them to deeply empathise with the characters in the story, activating their sensitive awareness of emotions and paving the way for subsequent learning; the second stage is "Situational expansion, independent exploration", which selects key stories for independent exploration and then selects the most important ones for the children. In the second session, "Expanding Contexts, Exploring on Their Own", key story situations are selected, and teachers grasp the "entry point of conflict, experience point of feeling and experience enhancement point" appropriately, and guide children to explore the key experience of solving problems of self-emotions, interpersonal interactions and social adaptations in the interaction with the contexts by means of dialogues, role-plays, and peer support. In the third session of "context transfer and shared application", teachers switch from fairy tale contexts to children's real-life environments, linking matching problematic situations to consolidate acquired social-emotional experiences and achieve experience internalisation. Taking into account the actual curriculum arrangement of kindergartens, the researcher randomly selected 30 socio-emotional teaching activities of kindergarten G in each section and theme for video recording, and collected 30 video samples.

Research Methodology

(1) Method of Measurement

This study will mainly use non-participant observation, and the researcher will select 30 social-emotional teaching activities implemented by 30 teachers with different academic qualifications (speciality, bachelor's degree, bachelor's degree and above), and different

teaching ages (1-5 years, 6-10 years, and 11 years and above) in Kindergarten G in Y city. The 30 socio-emotional activities were recorded with video cameras and quantified using observational measurement tools. The study needed to quantify not only the number of teacher-child interactions and the quality of teachers' responses, but also the atmosphere and behaviours of social interactions between teachers and children, as well as between young children. The four dimensions of the CLASS scale in the domain of "emotional support" can better assess the concentration of the emotional atmosphere of teacher-student and student-student interactions, and interactions with a high level of "emotional support" can better promote the social development of students (Zhang, 2019), and the CLASS scale can be used to assess the quality of teacher-student and student-student interactions, and the CLASS scale has achieved good results in domestic and international research on classroom quality and teacher-child interaction quality, and its reliability and validity have been tested. Therefore, this study used CLASS scale as a research tool.

The study was conducted on a 7-point Likert scale of low (1-2 points), medium (3-5 points), and high (6-7 points). The researcher was required to watch the video of teacher-child interaction for more than 20 minutes and use 10 minutes to rate the behaviour of teachers and children in the interaction process, in which the "negative atmosphere" dimension of emotional support was scored inversely, i.e., the scores were converted into reverse scores for data statistics and analysis. After the scoring of the indicators in each dimension, the average of the scores of the indicators under each dimension was calculated as the score of the corresponding dimension.

(2) Interview Method

Semi-structured interviews were used, with the video samples as stimuli, to ask the teaching teachers in the video samples to talk about their views on socio-emotional teaching activities, attitudes towards teacher-child interactions, and views on the influencing factors of teacher-child interactions in order to analyse the characteristics of teacher-child interactions and the influencing factors in a deeper way, and to put forward specific suggestions to improve the quality of teacher-child interactions based on the results of the interviews.

Findings and Analysis

The Level of Teacher-Student Interaction in Social-Emotional Teaching

(1) Overall Teacher-Child Interaction in Social-Emotional Teaching Activities

The results of the descriptive statistics on the overall quality of teacher-child interactions in the social-emotional teaching activities in Kindergarten G are shown in Table 1-1. The mean value of the overall score of the CLASS (Pre-K) scale was 4.84, which was at a moderate level, indicating that these classrooms presented good teacher-child interactions, and the teachers basically reached the teaching objectives in accordance with the programme of social-emotional curricular activities, and the quality of the teaching was moderate. The lowest score is 3.35, which is at the lower middle level, and the highest score is 5.59, which is at the upper middle level. The overall score is 2.24 with a standard deviation of 0.57. The volatility and dispersion of the overall score are small, but the level is medium, indicating that there is more room for improvement in the quality of teacher-child interactions in the collective teaching of the social-emotional learning programme in this school.

Table 1-1

Descriptive Statistics of Overall Scores

Classification	N	Range	MIN	MAX	M	SD	SD2
CLASS Overall Score	30	2.24	3.35	5.59	4.84	0.57	0.33

Analysis of Scores on three Domains of Quality of Teacher-Child Interaction

Descriptive statistics of the video samples' scores on the three main domains of CLASS revealed that the Emotional Atmosphere domain had the highest score, the Educational Support domain was the next highest, and the Activity Organisation domain was the lowest. As shown in Table 1-2, comparing the means, it was found that Emotional Climate (5.32 points) > Educational Support (4.61 points) > Activity Organisation (4.59 points), all of which are in the middle level.

In terms of standard deviation, Educational Support (0.70) > Activity Organisation (0.62) > Emotional Climate (0.47), indicating that the scores in the Educational Support domain are more volatile and the data are more dispersed, whereas the scores in the Emotional Support domain are more stable compared to the other two domains. The mean difference in the scores of the three domains is small and the standard deviation is small, indicating that the quality of teacher-child interactions in social-emotional teaching activities in kindergarten D is more concentrated and balanced in the distribution of the three domains of CLASS.

Table 1-2

Descriptive Statistics of Scores in three Major Domains

Domain	N	Range	MIN	MAX	M	SD	SD2
Emotional atmosphere(ES)	30	2.12	3.94	6.06	5.32	0.47	0.22
Event Organization (CO)	30	2.50	3.08	5.58	4.59	0.62	0.39
Educational Support (IS)	30	2.58	2.87	5.45	4.61	0.70	0.50

Analysis of Teacher-Child Interaction Quality Scores on Ten Dimensions

As can be seen from Table 1-3 below, the scores of the 10 dimensions of CLASS are unevenly distributed, among which the negative atmosphere (reverse scoring) has the highest score, which is at a high level, the behavior management dimension has the lowest score, which is at a medium level, and the scores of the remaining 8 dimensions are at a medium to upper-middle level. At the same time, the calibration differences of the teacher-student interaction in the social and emotional teaching activities in the ten dimensions are all less than 1, indicating that the scores of the 30 teachers are relatively concentrated. Among them, the feedback quality score fluctuates greatly, the data is relatively discrete, and the negative atmosphere score is the most concentrated.

Table 1-3

Descriptive Statistics of Scores in Ten Dimensions

Domain	Dimension	N	Range	MIN	MAX	M	SD	SD2
Emotional atmosphere (ES)	Positive atmosphere (PC)	30	2.50	3.50	6.00	5.12	0.59	0.34
	(Reverse Scoring)	30	0.50	6.50	7.00	6.93	0.13	0.02
	Negative Climate (NC)							
Event	Teacher Sensitivity (TS)	30	3.00	2.50	5.50	4.69	0.71	0.51
Organization (CO)	Focus on Young Childhood	30	2.75	3.00	5.75	4.52	0.65	0.43
	Perspectives (RSP) Behavior Management (BM)	30	2.75	2.75	5.50	4.39	0.69	0.47
	Activity Scheduling	30	2.75	3.00	5.75	4.68	0.71	0.50
Educational Support (IS)	Efficiency (PD)	30	2.50	3.00	5.50	4.68	0.59	0.35
	Educational Activities Guidance (ILF)	30	2.50	3.00	5.50	4.68	0.59	0.35
	Cognitive development (CD)	30	2.75	3.00	5.75	4.63	0.73	0.53
	Feedback Quality (QF)	30	3.00	2.60	5.60	4.59	0.82	0.67
	Language Demonstration (LM)	30	2.40	3.00	5.40	4.60	0.63	0.40

*The Characteristics of Teacher-Student Interaction in Social-Emotional Teaching**(1) An interactive atmosphere of safety and trust*

In most of the studies of teacher-child interactions in group teaching, it was found that most of the teaching sites were characterised by a 'favourable atmosphere for interaction'. In the social-emotional teaching activities in this study, teacher-child interactions scored the highest on the 'positive atmosphere' dimension, which is in the upper middle range, and at the same time, it is also possible to develop non-significant differences in the scores between activities for different age groups and activities taught by teachers of different ages and initial qualifications, which indicates that the majority of teachers focus on creating a light, safe, trusting, warm and pleasant atmosphere in their social-emotional teaching activities. teaching activities focus on creating a light, safe, trusting, warm and pleasant positive atmosphere. Deep emotional experiences and insights

The researchers found that the 30 social-emotional activities tended to score moderately high on the indicators of 'positive communication,' 'children's ease of performance,' and 'children's expression,' suggesting that children are more expressive. This indicates that children have more opportunities to express themselves, and it can be observed from the

children's language, movements and gestures that most of the children enjoy the process of expression.

Young Children's Subjectivity has not Yet been Highlighted

The teacher-child interactions in social-emotional teaching activities in kindergarten were moderate with a score of 4.46 for the dimension 'Respecting children's perspectives (RSP)', and 4.38 for the dimension 'Flexibility and respect for children', and 4.47 for the dimension 'Supporting autonomy and leadership'. In particular, the score of 4.38 for 'Flexibility and concern for children' and 4.31 for 'Support for autonomy and leadership' are lower than the average of the dimension, which indicates that although the teacher is able to follow the children's ideas to a certain extent and support their autonomy, in most cases he/she is more controlling. From the creation of the activity context, the setting of the activity, the discussion during the activity, and the initiation of teacher-child interactions, the teacher is more likely to take the lead, and the children seem to be passively absorbing the experience as if they were riding in a tour bus under the guidance of a guide, and they do not seem to be able to express themselves, even though they have many opportunities to do so. Although there are many opportunities for expression, it seems that they do not decide what to express.

Unstable Operation of Dialogue Rules

Attention to rules is inherent in creating a good atmosphere in the collective teaching of the social-emotional curriculum. Good teacher-child interaction cannot be promoted without the promotion of dialogue rules, especially the rules of clear requirements, clear expression, careful listening, and effective interaction (Mao, 2020). However, the analysis found that the score of the 30 video samples in the dimension of 'behaviour management' was 4.38, which was the lowest among the ten dimensions, indicating that the level of 'behaviour management' in the interaction between teachers and children in socio-emotional teaching activities needs to be improved.

Teachers were able to state requirements more clearly and articulately during the activity, but there were inconsistencies in presentation. Such situations mainly appeared in two kinds of contexts, one is inconsistency in the formulation of questions, such as asking children to observe what difficulties the animated protagonist encountered before presenting the story situation, but asking how the protagonist's mood was after presenting the situation; the other is inconsistency in the formulation of rules, such as the teacher's use of language and gestures to prompt children to raise their hands to answer the question, but after asking the question, he or she invites the children to answer the question without raising their hands or grabbing the answer, leading to more problems for children. This casualness also affects the operation of rules such as 'listen carefully'.

The Factors Affecting the Level of Teacher-Student Interaction in Social-Emotional Activities

(1) Support and training for affective teaching

According to the ecosystem theory, the micro-environment in which an individual lives will directly influence the formation of individual qualities and values. The kindergarten is one of the microenvironments that young children have the closest contact with. The kindergarten atmosphere is a relatively lasting and stable environment and cultural characteristics of the kindergarten experienced by the kindergarten personnel and influencing their behaviours (Zhu, 1994), which exerts a subtle influence on the main body of kindergarten teacher-child

interactions. G Kindergarten has explored the paths and vectors to promote the development of socio-emotional competence of young children since 2020, with the creation of the environment as a key path, advocating the creation of a supportive social-emotional environment from the physical environment and the psychological environment for the young children. The creation of a supportive social-emotional learning environment for children in both the physical and psychological environments is advocated (Zhong, 1995).

Teachers' Emotional Teaching Competence and Awareness of Teacher-Child Interaction

In the analysis of the data, it was found that there was an extremely significant positive correlation between the social-emotional competence of the lecturers and their scores on the three main domains of teacher-child interaction, suggesting that the greater the social-emotional competence of the lecturers, the higher their level of teacher-child interaction.

Age, Personality and Abilities of Young Children

As one of the main subjects of teacher-child interaction, the subjective factors of young children also have an impact on the quality of teacher-child interaction in social-emotional teaching activities. Some teachers mentioned in their interviews that the personality traits of young children have an impact on the level of teacher-child interactions: 'For example, there are some young children in our class who are more introverted themselves, and he may be less willing to express himself, and seldom pick up the interactions initiated by the teacher.' Li Yanfang assessed the quality of teacher-child interactions of middle class teachers in 59 kindergartens in Guangdong Province, and explored the relationship between the quality of teacher-child interactions and the social skills mastered by 570 children in these 59 kindergartens, and found that there was a significant positive correlation between the level of teacher-child interactions and children's total social skills scores (Yue, 2011). In addition, through data analysis, it was found that the quality of teacher-student interaction in social and emotional teaching activities is related to the age group of the children.

Conclusions and Suggestions

Conclusions

(1) Medium level of teacher-child interaction in social-emotional teaching activities in kindergartens

Teacher-child interaction in social-emotional teaching activities in kindergarten is at a moderate level. In the three domains, the 'emotional climate' domain has the highest score, which is in the upper medium level, the 'educational support' domain is the second highest, and the 'class organisation' domain has the lowest score, both of which are in the medium level. Both of them are in the middle level. Of the ten dimensions, except for the negative climate dimension, which was reverse scored, the positive climate dimension scored the highest in the upper intermediate level, and the behavioural management dimension scored the lowest in the medium level. The dimension 'Behaviour Management' has the lowest score and is in the medium level.

Teacher-Child Interaction in Social-Emotional Teaching Activities in Kindergarten Presents Diverse Characteristics

Teacher-child interactions in social-emotional teaching activities in kindergartens are characterised by a safe and trusting interactive atmosphere, profound emotional experiences

and insights, the children's subjective status not yet highlighted, and unstable operation of discourse rules.

The quality of teacher-child interaction in social-emotional teaching activities in kindergarten is affected by a variety of factors. The quality of teacher-child interactions in social-emotional teaching activities in kindergartens is influenced by support and training in social-emotional teaching, teachers' social-emotional teaching competence and awareness of teacher-child interactions, and children's age, personality, and abilities.

Suggestions

Teachers are the direct initiators and instructors of social emotional teaching activities. It can be seen that the influence of teachers is crucial, and it is urgent to improve teachers' emotional interaction ability. First, we need to further optimize the social emotional learning atmosphere; second, we need to enrich teacher training related to teacher-student interaction and improve skills; finally, we need to change the concept of teacher-student interaction and learn teacher-student interaction skills.

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