



# **A Socio-Emotional Impact of Post COVID-19 Era on Preschool Children: A Narrative Review of Chinese and English Children**

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## **ABSTRACT**

Emotional education has a direct impact on young children's physical and mental health as well as their future development, emotional education is a crucial part of preschool instruction. Early childhood emotional education is the process of engaging in emotional education activities aimed at helping young children develop an understanding of emotional health, create a concept of a healthy lifestyle, and adopt healthy behaviors and lifestyles in the future through the sharing of knowledge and behavioral intervention. After COVID-19 spread, China briefly stopped teaching traditional kindergarten. Even though children have a boisterous and active temperament, when their activities are limited during a holiday, they may discover that they are capable of handling the stress and annoyance of activities such as sports and games. In addition, rigorous outbreak-prevention standards implemented after the start of elementary school may not be recalled for a long time, but this pandemic will surely have an effect on them in a particular manner, affecting both their emotional and educational development. In contrast to China, the English government commenced the lockdown and pandemic administration procedure earlier, and kindergartens immediately started teaching and providing feedback on emotional education for young children. However, there were unprecedented issues and circumstances in the emotional development of young children as well as in the feedback, direction, and support of emotional education prior to the pandemic. As a consequence, it is crucial and imperative that once the epidemic has ended, young children get emotional education as well as prevention and control of pandemic information. This article aims to focus on the difficulties faced by parents of young children and kindergarten teachers in early childhood emotional education during the pandemic, and it will combine the various policies and measures implemented in China and England during the pandemic to offer fresh perspectives and workable, right away channels for such education

Keywords: Post-COVID; Emotional Education; Preschool Polices between China and England

## **1. Introduction**

Every family and preschool in the globe experienced daily disruptions as a result of the COVID-19 epidemic. However, neither Chinese nor English researchers saw any effects. The inequities that pervade early years' settings and communities have undoubtedly led to the losses, suffering, and isolation that many young children and practitioners have endured (Dalton et al., 2020). Children nowadays are exposed to a vast amount of information as well as high levels of fear and anxiety in the adults around them due to the changing situation where the epidemic entirely dominates the media and social dialogues (Liu, 2021). Children are simultaneously dealing with big changes in their daily schedules and public programs, which often help them become resilient to stress. Therefore, it's necessary for the researchers to figure out how can early year's practitioners support preschool children emotional wellbeing post-covid in China and England, and how the settings provide high quality emotional wellbeing for young children and their parents.

The COVID-19 and blockade have caused fear and anxiety in England and China. In addition, during COVID-19, most areas were forced to close schools, early childhood education and nursing facilities. On a global scale, the number of children affected solely by school closures is staggering, between 1.4 billion children in 190 countries (Robertson, 2020) and 1.6 billion children (approximately 90% of the world's school-age children) (UNESCO, 2020). This phenomenon has both short-term and long-term psychosocial and mental health impacts on children and adolescents. The quality and magnitude of impact on minors is determined by many vulnerability factors like developmental age, educational status, pre-existing mental health condition, being economically underprivileged or being quarantined due to infection or fear of infection (Singh et al, 2020). For example, a recent study (Brooks et al., 2020) examined the evidence of the impact of isolation and social isolation on children's mental health and mental health, and found that it was mainly the negative impact of COVID-19. However, it is difficult to find papers or articles that focus on children and their emotional health after the COVID-19. Another quick review (Loades et al., 2020) highlighted the negative psychological impact and challenges that practitioners may face after the COVID-19, such as loneliness and social isolation of healthy children and adolescents. In this case, it's quite necessary to analyse and evaluate what're actually the difficulties and challenges the English practitioners and early years setting would face in the young children's emotional welfare, and more importantly, how could the practitioners solve those problems and provide high quality emotional wellbeing for the young children and their parents.

This paper will examine the current situation and challenges of early childhood emotional education in China and England in the post pandemic era, the top-level logic and effective strategies for carrying out early childhood emotional education and emotional education in China and England. Meanwhile,

to illustrate the potential approaches and methodologies for practitioners in early years' settings, that could apply an international perspective in specific early childhood education. For example, this paper would critically analyse practices to provide higher quality early childhood emotional education for young children, which is starting from providing immediate and effective feedback and guidance on emotional education for young children and their families, then delving more extensive into the possibilities and educational significance of emotional education for young children in the post pandemic era.

At the same time, the article will focus on an international perspective, combining the different policies of China and England on the emotional development of young children (for example, EYFE, EPPE, BERA), and provide a dialectical comparison and objective statement of the emotional education of young children in different countries. This study collected and selected data through secondary literature reading. The main methods include searching the library of the Bath Spa University, browsing the relevant policies of post influenza in Britain and China, and emotional education for early children in these countries before COVID-19. The data will be stored on the password protected by CNIK and Google Scholar, and relevant measures and implementation experience will be systematically and scientifically screened, tested, analyzed and compared. It can be found that these data and tables have some commonalities that can be improved, further promoted, and developed among children, parents, and practitioners. This will introduce more advanced and efficient educational theory and practical experience for early years' settings and practitioners in China to carry out high-quality emotional education activities in the post pandemic era. More importantly, this paper will delve deeper into the issues that arose in early childhood emotional education between China and England during the pandemic, and explore the underlying reasons behind these reasons. It will also provide more positive prospects and expectations for ensuring the healthy development of young children's emotions and their healthy growth and development in the post pandemic era.

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## 2. The Current Situation of Emotional Education for Preschool Children in China and England in the Post COVID

The occurrence of COVID-19 pandemic situation since 2020 has had an extremely important and far-reaching impact not only on Chinese preschool education, but also on early childhood education in England. In this case, the role and position of practitioners in kindergarten on the emotional and emotional education and guidance of young children and their families is particularly prominent and urgent in the post-disaster era. In other words, during the post-pandemic period, the position and function of preschool instructors in the emotional growth and healthy development of young children has become an essential aspect of emotional education in preschool. At the same time, it is crucial and necessary for preschool to timely grasp the needs of families for the emotional development of young children in the post pandemic era, achieve effective and active cooperation among families, young children, and preschool teachers in early childhood emotional education, and greatly meet the important and necessary conditions and urgent vision of parents and their needs for the healthy growth and development of young children.

Therefore, this section would focus on the basic situation in early childhood emotional education in China and England during and after the pandemic, as well as its potential educational deficiency and educational predicament. Moreover, thoroughly examine the necessity of emotional education in preschool education and young children's growth and development, as well as the significance and the requirement of closely monitoring young children's emotional development and education throughout the pandemic.

### 2.1 *The significance of emotional education for young children*

As an important part of early childhood education, early childhood emotional education not only plays a crucial and necessary role in promoting the formation of children's ability and basic moral sense, but also take an important foundation for children's live, even if young children are influenced by various social and personal growth factors in the future and grow into adults, correct and positive emotional education and guidance during early childhood will still have a long-term and positive impact on their mental health, adding a unique background to their future development. In this case, based on the importance of children's emotional education, China pointed out in the 3-6 years old children's learning and development guidelines (2020). Children's health includes both physical and mental aspects. Furthermore, physical health and emotional integrity are important manifestations of children's health and good adaptability. The early childhood stage is a very rapid period of physical and psychological development and function of children, and it is also an important stage to form a sense of security, optimism and a positive life state. Whether children develop the positive physical and mental health, maintain a pleasant mood, and correct behaviours habits or not, is an crucial symbol of children's health, but also the important foundation of children's development in other areas of learning and healthy growth. At the same time, the guide also pointed out that children's physical and psychological development is not yet mature, but need adults the ley person around the children, especially the early childhood teacher and parents carefully care and guidance. At the same time, the preschool should pay attention to, cannot be over-protected and arranged to replace, so as not to deprive children's independent learning ability, to form too dependent bad habits, affecting the development of their initiative and independence.

In England, The Statutory framework for the early year's foundation stage (EYFS), macro policy also pointed out that children have their own ability to control their behaviours and emotions correctly, being able to maintain self-confidence and demonstrate unique independence in new activities and places, and being able to fully face difficulties in complex challenges, and doing their own food feedback is also an important manifestation of good mood and emotion for children. In addition, children in early years can experience and distinguish between positive and negative emotions in their interactions with others, and more importantly. Also, they can organize and manage their basic behaviours and personal needs which including not limited to express their emotions, correct vent and express their unhappiness, and on this basis to maintain a good scientific and lasting interpersonal relationship with peers, when peers need help, to understand and empathize with the needs of others. These are important components of early childhood development and early childhood emotional support, as well as intuitive evaluation criteria of early childhood emotional education.

In summary, both China and England have emphasized the importance and necessity of young children's emotions for their own development in terms of policies related to their emotional development. However, compared with Chinese policies that emphasize the influence and necessity of important others related to young children on their emotional development, English policies on early childhood emotional development emphasize more on the subjective initiative of young children in their own ability to emotional development. English practitioners in settings, guided and influenced by policies, will encourage support and guide young children to actively control and regulate their emotions. On the contrary, Chinese teachers tend to focus more on the impact of young children's families and the community where the kindergarten is located on their emotional development, creating a more warm, stable, and safe emotional education environment for young children, and actively cooperating with families and communities to ensure the healthy growth and development of young children's emotions and emotions.

## 2.2 The impact of the pandemic on emotional education for young children

The COVID-19 outbreak has had a wide-ranging influence on people's lives. According to academics, the COVID-19 outbreak has a global impact. It not only imposes a strain on people's productivity and lives, as well as the regular functioning of society, but it also has an influence on the successful promotion of early childhood education and children's emotions. The COVID-19 forced the original organized and planned emotional education of children to be interrupted, and a series of changes have taken place in the form and manner of kindergarten guidance for children's emotional education. At the same time, the closure and economic recession during the COVID-19 have raised new problems and challenges for the development of children's emotional and emotional development. Parents are facing the theories of unprecedented difficulties in the emotional growth of children alone, and also put forward new demands for preschool and preschool teachers on how to help and support the healthy development of children's emotional and scientific family feedback guidance. This section will examine at the COVID-19 pandemic has affected children's emotional education in China and England. Meanwhile, to explore the potential obstacles and challenges have parents and preschool experienced in children's emotional education when confronted with the pandemic's risk control, what components may affect children's emotional health during the pandemic, and what commonalities exist under these impacts.

### 2.2.1 The impact of China

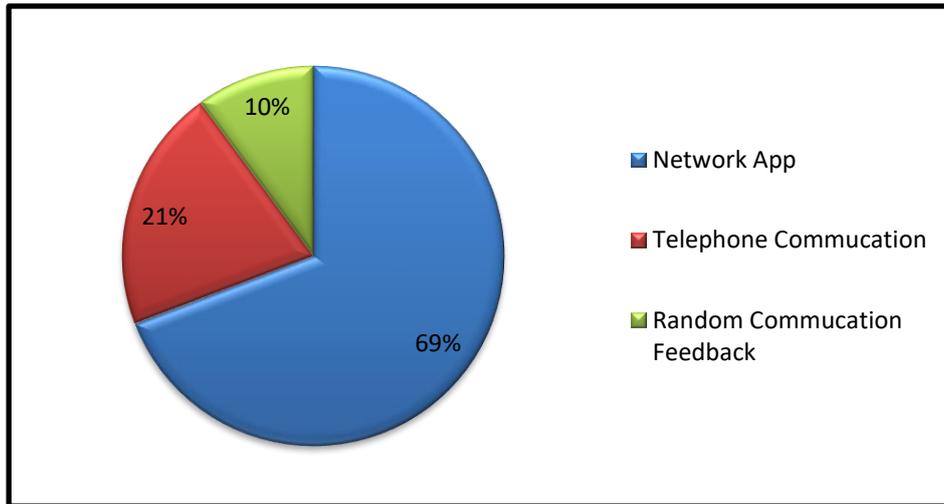
There is no doubt that the early childhood stage is of great significance in people's life, this stage is the key period for the formation of behaviours habits even though during the lockdown in the pandemic. With the outbreak of the pandemic, emotional education for young children in China has been forced to shift from offline practical education to online tutoring. Chen Si (2022) illustrated that during the pandemic situation, kindergarten teachers' emotional education for young children, in addition to the daily emotional and emotional attention of young children, but also strengthen the guidance and attention to the daily behaviours of young children. In the analysis and investigation report on the cultivation of correct behaviours among preschool teachers during the pandemic period, which through the statistics and analysis of scholars, whom take M as the expectation of parents for children's emotion and correct behaviours habits. N represents the total number of subjects, and standard deviation represents the degree of dispersion of this set of data. With the analysis table of cultivating children's positive behaviours habits during the pandemic situation, during the pandemic period, teachers and parents in the cultivation of children's correct behaviours habits and emotional stability and other dimensions. Teachers pay more attention to the cultivation of children's behaviours and their habits, for example, brushing teeth, the awareness of cleanliness, and neatness. However, it is not difficult to find in the specific implementation and in-depth research, the value of support you children maintain stable emotions only contains 3.83. Although this proportion is not small, it appears too single and one-sided in the entire guidance framework of early childhood home education. In another words, Chinese teachers in preschool during the pandemic lockdown lack of effective communication to children's emotion, and the guidance to parents is not comprehensive enough, and the content of guidance is lack of systematic as well.

**Table [1] The Analysis of cultivating correct behaviours in young children**

	<b>Develop a scientific lifestyle system</b>	<b>The habit of brushing teeth</b>	<b>Cleanliness, and neatness</b>	<b>Maintain stable emotions</b>
<b>Mean Value (M)</b>	3.74	3.82	3.97	3.83
<b>N</b>	208	208	208	208
<b>The Standard Deviation</b>	0.79	0.79	0,77	0.84

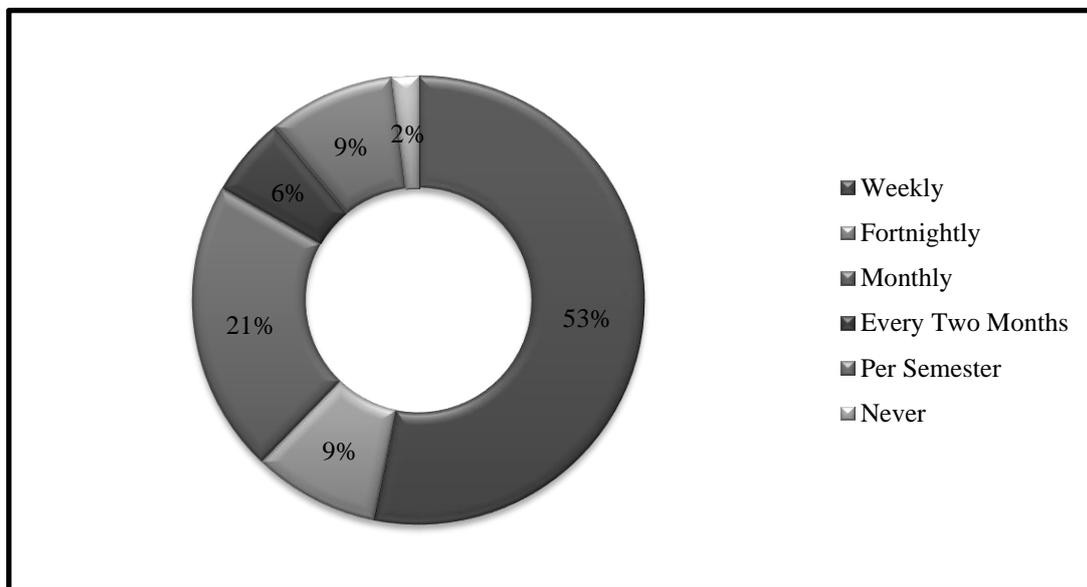
In addition, Cao Hanxuan (2022) mentioned that when teachers conduct systematic emotional education guidance to individual children, the most commonly used communication method is through WeChat, QQ and other network communication tools to provide detailed guidance to parents, the data of which is as high as 67.79%. It should be emphasized that due to the impact of the pandemic risk control from the end of 2019 to the beginning of 2020, online communication has also become the most convenient way for teachers to conduct emotional education for children and young children's families.

On the other hand, the form of telephone communication has become particularly common, accounting for 20.35%. Corresponding to this, when parents pick up children, random communication feedback to parents, there is a certain degree of decline, accounting for about 9.86%.



**Chart [1] The Individual Guidance for Young Children**

In the frequency of collective guidance of early childhood emotional education, in the investigation of the frequency of kindergarten teachers' guidance of early childhood emotional education during the pandemic period, 53.37% of the parents chose weekly feedback, while only 21.15% and 10.58% of the parents chose once a month or once a fortnight, even once a semester emotional education feedback and guidance. Only 1.92% had never organized or participated in family guidance (Cao, 2022). From the data point of view, most of the kindergarten and kindergarten teachers in the frequency of collective guidance for once a week, belonging to the more normal range, there is almost no kindergarten did not carry out children's emotional education group guidance examples. It follows that Chinese kindergarten teachers have the ability to provide emotional suggestions and support feedback to young children in an effective and timely manner. Preschools are essentially capable of communicating and exchanging information with parents on emotional education and advice for young children once a week, as well as providing scientific counsel and assistance for difficulties and obstacles that develop throughout the process of emotional education for young children and their parents (Cao, 2022).



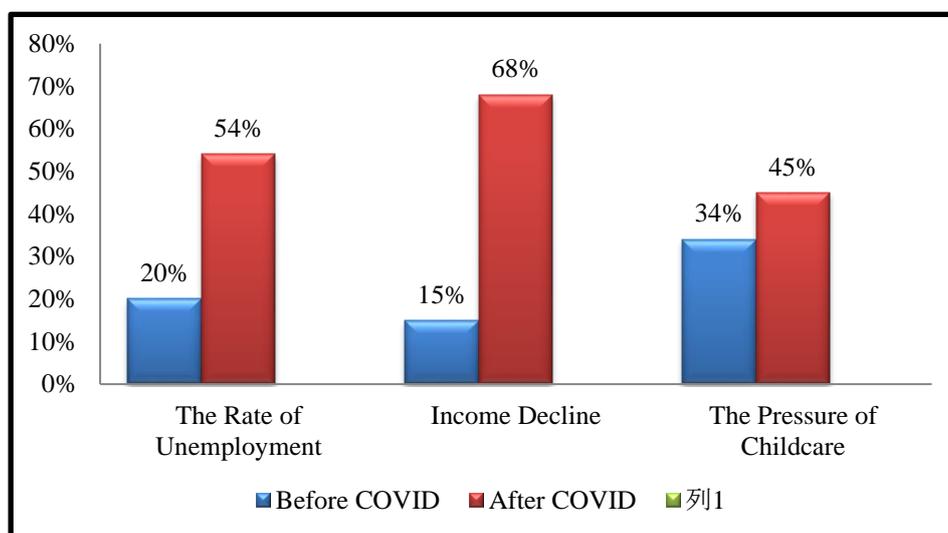
**Chart [2] The Collective Guidance of early childhood emotional education**

In conclusion, It can be seen that although children's emotional education during the pandemic has been challenged and hindered in the kindergarten stage, online teachers can still effectively communicate and communicate with families and children's parents through the Internet. Thus, to a certain extent to alleviate the plight of children, cannot enter the kindergarten for systematic emotional education, to ensure the smooth progress of children's emotional education. Based on the above three sets of data, it can be concluded that although during the lockdown period of the pandemic, Chinese preschool and preschool teachers were restricted to some extent in the methods of emotional education for young children. Meanwhile, emotional

education for young children during the pandemic mainly focused on guiding them to maintain positive and stable emotions, and instead invested more energy in maintaining correct home living habits for young children. In terms of the frequency of communication and feedback with young children's families and parents, Chinese kindergarten teachers were able to use social network to provide timely guidance and support to parents on issues and confusion related to emotional education for young children. It can be seen that although China has been suffered by the pandemic lockdown for a longer time span than England, preschool could still provide abundant resources, support, and feedback for young children, as well as their parents and families, in terms of emotional education for young children.

### 2.2.2 The impact of England

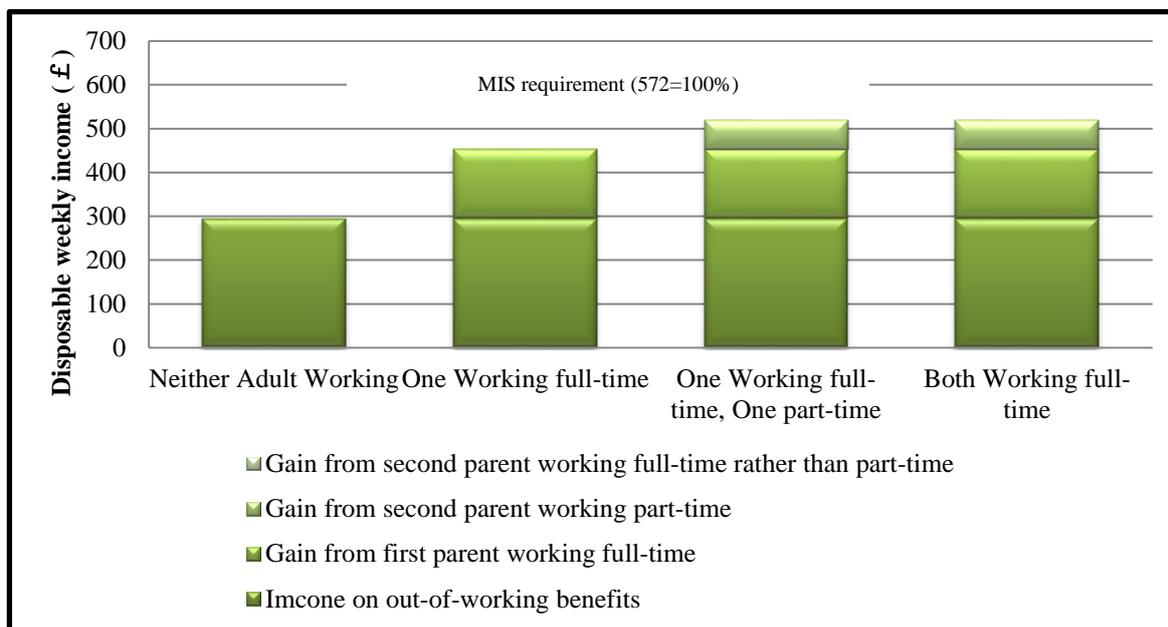
In England, the COVID-19 has had a profound impact on the kindergarten's support for children and their families' emotional education and guidance. A survey by Gassman Pines (2020) showed that in England, over 54% of parents are unemployed, 68% of parents face a decline in their income, and parenting pressure has increased from 34% to 45%. Ultimately, the data indicates that issues related to coronavirus infection are accumulating in the sample households. When the epidemic broke out, only 14% of people did not encounter the epidemic, and most of them had more than two outbreaks. A small group of households (3%) encountered all four types of difficulties (Gassman Pines et al., 2020). Therefore, parents not only face the difficulty of providing the most basic care and care for their children, but also economic concerns and pressures. In this case, post pandemic research suggests that any psychological support should be based on adaptation and resilience models and may help cope with post pandemic absenteeism (Gavin, 2020). These findings are consistent in both families and their young children. These further tests the economic investment of families in emotional education for young children. Plenty of families are affected by COVID-19 and their income fluctuates, forcing many parents to reduce their emotional care and concern for their children in order to make a living. Due to unemployment and sudden decline in income, some parents even pass on negative emotions to their children, such as anxiety, depression, anger, etc., making them more prone to emotional disorders in emotional adjustment and management, such as being withdrawn and irritable. It can be seen that the impact of the COVID-19 on British children's families is extremely negative and adverse. Especially for the middle class and low-income families in England, the survival pressure they faced during the lockdown period has never been greater. On the one hand, compared to before, due to the economic recession and a significant decrease in income, parents of young children have to face higher potential unemployment rates. On the other hand, these economic and survival pressures have greatly increased the pressure on parents to raise young children. Although parents of young children strive to ensure the normal material life of their children and the whole family during the COVID-19 epidemic, they may be forced to reduce their companionship with young children to a large extent and pay attention to their mental health and economic expenditure. This also largely provides preschool emotional support and education for young children in the UK, burying more complex psychological crises for them, as well as difficulties and challenges in providing guidance and feedback to their families.



**Chart [3] The Influence of COVID-19 For Family in England**

In addition, after the COVID-19 Act, the financial pressure faced by preschool education is another unbearable challenge that preschool education needs to face, which usually fills the gap caused by the low hourly rate of government funds (Montacute, 2020). This is inextricably linked to the general decline in British national's national income, not just the single factor of economic recession. The study found that in London, after COVID-19, nearly 41% of residents' income is lower than the level required by the minimum living standard, compared with 29% in the whole UK (Padley et al., 2021). Or more precisely, considering this package of aid programs, chart [5] shows that the unemployment benefits for a couple with two children far fall short of their requirements. Even if both parents work full-time, their total income is close to enough, but not enough to meet the minimum income standard. For parents with different income and job types (such as part-time or full-time), they are likely to have to hold multiple positions after the epidemic to ensure the basic living conditions of their two children in the family. Worse still, the NLW income of Childlessness single people receiving cost of living assistance is about one third (32%) of their required income and 78% of their full-time working income (Lee et al., 2022). In addition, the income of single parents when not working is about half of MIS (54%), and the salary when working full-time at NLW is 81%. Despite additional government

assistance, as defined by MIS, many households will face a huge gap between their disposable income and needs. This will challenge the impact and impact on emotional health, which may result in previous interventions and guidance for families and children being difficult to achieve the expected scale and level (Rose et al., 2021).



**Chart[4] Couple with two children aged 2–4 and primary school age, disposable weekly income relative to MIS requirement, on out-of-work benefits or NLW, inclusive of cost-of-living support payments**

To a large extent, the significant reduction in income for the middle class and low-income families in the UK has indirectly led to the interruption of kindergarten income and funding chains. Although the income from preschool education can be compensated to a certain extent through government subsidies and the welfare of environmental practitioners, the salary payment of preschool teachers who participated in the work during the long-term blockade during the epidemic period, and the disinfection and maintenance of kindergarten teaching and children's toys after the COVID-19 epidemic will also increase the burden and pressure on preschool education in terms of financial expenditure. This will also add significant resistance and challenges to the subsequent implementation of emotional support and education guidance for young children and their parents in the post pandemic era in early years' settings.

In conclusion, it can be seen from this that although England chose to open its closure and control of the COVID-19 COVID earlier than China, due to the rising unemployment rate caused by the severe economic downturn during the COVID, settings in England will not only face more severe financial crisis and management pressure, Kindergarten teachers also need to face more complex emotional problems and obstacles caused by cover emotions such as anxiety and depression that children are infected with due to their parents' unemployment. On the other hand, with the dramatic decline in family income for early children, it is easy to see that assistance and feedback for emotional education for young children will confront unprecedented financial constraints. More families may be under pressure from everyday life to decrease lower on teaching and support for young children's emotions and emotions, which raises the strain and difficulty for preschool to assist and lead their emotional development in the proper direction.

### **2.3 The current situation and problems of emotional education for young children in preschool**

The COVID-19 not only has a profound impact on adults' production and life, employment and salary income, but also this anxiety and depression will be imperceptibly transmitted to their children, especially preschool children, who are most affected by their parents' behaviours and emotions. In fact, the prevention and control measures during the COVID period, as well as the continuous decline in the economy, have already had a very negative impact on early childhood education, supporting and guiding the emotional and healthy development of young children in preschool. However, these impacts themselves will also expose the current difficulties and challenges faced by early childhood emotional education, especially in the post pandemic era, and even exacerbate the problems existing in early childhood emotional education before the COVID. From this, we can see that the COVID-19 has a profound impact on the operation of the adult world order and rules, but also has a subtle impact on the emotional world of children, affecting the changes and adjustments of kindergarten teachers' emotional education strategies for children. This section will mainly illustrate the situation and challenges that the preschool would suffer after the COVID. And systematically and comprehensively analyse and compare the similarities between China and England on emotional education for young children.

### ***2.3.1 The problems and situation of China***

In the post-pandemic era, the most obvious problem in the kindergarten teachers' emotional education guidance to children and their families is that parents do not trust the kindergarten's guidance ability (Chen, 2022). After the end of the pandemic, parents have placed greater emphasis on the responsibility of emotional education for young children, and have also recognized the lack of family education knowledge and abilities, which urgently require effective guidance from professionals (Liu, 2021). On the other hand, improving the guidance ability of kindergarten teachers towards family emotional education is also a relevant requirement for their career development and a basic requirement for promoting cooperation between families and preschool. However, in-depth research and document retrieval, it is not difficult to find that kindergarten teachers do not rank very high among parents' requirements for different family education mentors (Cao, 2022). On the contrary, parents of young children tend to believe more in the feedback and guidance suggestions of early childhood education experts and family education mentors on emotional education and development of young children. This also indirectly reflects the insufficient emotional guidance ability of preschool teachers in the post pandemic era, as well as the lack of solid and weak knowledge of preschool education guidance, which did not gain sufficient trust from parents (Li, 2021).

In addition, kindergarten teachers' emotional support and education for young children, especially during the pandemic situation, the guidance content of family emotional education is lack of pertinence and systematises. Chen (2022) argued that after COVID-19 lived at home for a long time and accompanied by parents and children, many behavioural habits and emotional problems of young children were exposed to parents, leaving parents helpless. At the same time, parents realized the importance of children's physical and mental health, living habits, learning style, behaviours etiquette and emotional regulation. These educational contents need to be strengthened, but also need the profoundly participation and cooperation of preschool teachers and parents in the emotional education of young children (Lu, 2021). Kindergarten teachers, as the most direct and close personnel to guide children's emotional education, fully understand the content of children's emotional education guidance, whether or not they have formed a systematic guidance framework, which determines the effect of kindergarten teachers' guidance on family emotional education.

At present, in the post-pandemic era, teachers mainly have these three problems in the content of children's emotional guidance: the first is the phenomenon of shallow content, which shows that teachers attach importance to the cultivation of children's extensive emotional needs and interests, but ignore the educational guidance according to the specific personality characteristics of children (Cao, 2022). The second is the lack of pertinence in the guidance content, the special needs of parents in special periods, different parents, there will be different confusion in the emotional education of young children, teachers need to strengthen the pertinence and flexibility of the guidance content. However, collective education and emotional guidance are the most common forms of guidance in preschool in China, which are often unilateral resource push of preschool. The emotional development needs of parents are not particularly understood and lack of pertinence. In addition, Lu (2021) argued in her article that another important issue for preschool is when teachers were intended to guide content of children's emotional education, which was lack of systematises. In daily lives for young children, kindergarten teachers often according to the daily feelings of young children, when children appear behavioural habits and emotional problems will communicate and feedback with parents, which will often make the guidance too piecemeal, not systematic and holistic (Cao, 2022).

The last serious problem in Chinese childhood emotional education is that kindergarten teachers tend to provide one-way guidance on emotional education for young children, pursuing speed after the COVID. During the post pandemic period, there are new requirements for teachers to provide support and feedback on early childhood education and emotions, especially after experiencing pandemic risk control in 2020. The integration of online and offline education and teaching models has become a new trend. The guiding form and focus of emotional education for young children have also undergone new changes. The cooperation and changes in mutual guidance between families and preschool in early childhood emotional education are also challenges. In addition to conventional family education lectures, half open day activities, parent meetings and other traditional forms of family emotional education guidance, preschool push family education knowledge related to children's emotional education through WeChat official account or WeChat groups, which has gradually become an important guidance method in the post pandemic era, but this education guidance method is too simple to a certain extent. Whether parents can fully read and understand the children's emotional education knowledge pushed by the official account and WeChat group, the kindergarten lacks extensive attention and two-way interaction and communication in this regard. Furthermore, the internet is a fast-paced platform, and guidance from internet tools such as WeChat or QQ is gradually replacing the traditional family kindergarten contact book. This guidance method also allows parents and teachers to keep and record the comprehensive performance and educational suggestions of children's emotional education and development in different time and space between families and preschool through the family kindergarten contact book, this advantage, which is beneficial for families and preschool to conduct in-depth research and development of early childhood emotional education, is gradually weakening and even disappearing.

It is not difficult to analyse that in the post pandemic era, China's emotional education and guidance for young children have to some extent continued the problems of emotional education for young children during the pandemic, such as excessive but one-sided emotional education, superficial feedback and guidance for parents, and insufficient systematization and integration of emotional education for young children.

### ***2.3.2 The problems and situation of England***

The outbreak of COVID-19 has had an immeasurable physical and mental impact on young children in England (Jalongo, 2021). During the outbreak of coronavirus (COVID-19), sudden changes in daily life have had a negative impact on most of the population in the UK, which is a concern of all interested parties (Bartlett et al., 2020). This research (Singh et al., 2020), emphasizes that for preschool children, the impact of the pandemic and lockdowns on emotional and social development is greater than for adults. This also indicates that children experience sleep disorders, nightmares, decreased appetite, irritability, lack of concentration, and anxiety related to separation (Jiao et al., 2020). In addition, research has found that compared to other periods,

younger children (3-6 years old) are more likely to exhibit symptoms of stickiness and worry about family members being infected than older family members (Singh et al., 2020). Nevertheless, all children, regardless of their age group, exhibit severe psychological conditions such as irritability, lack of concentration, and increased attachment behavior (Viner et al., 2020a). According to the questionnaire completed by parents, the survey results show that children feel uncertain, afraid and isolated during COVID-19. Egan (2021) found that during the lockdown period, parents reported to kindergarten teachers that living in long-term depression and a closed environment had an extremely negative impact on the emotional development of young children, leading to irritable anxiety and children becoming clingy, bored, and insufficiently stimulated. Although some parents did report the blockade during this period, it had a positive impact on their children and their families, which includes more time for companionship and play with siblings, but in most cases, young children do show significant deficits and negative development in terms of emotional development and socialization.

In addition, Bartlett (2020) also worried that after the infection of COVID-19 virus, when children receive continuous support from sensitive and responsive caregivers, they will eventually recover their normal functions, while other children may have serious mental health problems, including trauma related stress, anxiety and depression. Even worse, children with past trauma, previous mental, physical, or developmental problems, as well as those whose parents struggle with unemployment, drug abuse, or economic instability, have a particularly high risk of emotional disorders for young children (Shoshani, 2019). According to the research (Lee, Ward and Rodriguez, 2022), parents would suffer more pressure when they both undertook the responsibilities of raising young children and maintaining family expenditure through work. It will indirectly and seriously affect children's behavior and emotional development, manifested as physical neglect, emotional neglect, verbal aggression, and aggressive behavior. At the same time, it has been found that background factors that have a negative impact on providing emotional health and retention for young children's practitioners include low wages, heavy workload, lack of supportive management, lack of autonomy, tense contact with colleagues and parents, and challenging behavior in managing children (Corr et al., 2015; Jena-Crottet, 2017; Jones et al., 2017; Li & Zhang, 2019; Logan et al., 2020). With the changing social environment, implementing effective cooperation and welfare for early childhood practitioners, better supporting, encouraging, and guiding children's emotional connections and better interpersonal relationships, has become a challenge and requirement faced by current English society.

To summary, the COVID-19 has had a different impact on children's emotional education in China and England. However, after the end of the COVID, there are many similarities and similarities in the difficulties faced by preschool and preschool teachers in terms of emotional education for young children. It is obvious that preschool in both England and China have a problem of having too single forms of support and guidance in early childhood emotional education, and both preschool need to explore and innovate the inherent models of early childhood emotional education. At the same time, in terms of communication and feedback from parents, Chinese preschool clearly need to provide more systematic and timely feedback on parents' confusion and needs, and cannot turn the support and guidance of emotional education for young children into a single output of the kindergarten. However, preschool in England need to pay more attention to observing and exploring potential emotional issues of young children after the COVID ends, and provide timely intervention and support for potential emotional problems of young children based on their daily behaviours' observation.

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### **3. The Effective Strategies for Developing Early Childhood Emotional Education in China and England**

Facing the severe crisis and challenge of the development of children's emotional education during the pandemic. Preschool in China and England have taken a series of measures, including responding to the government's macro call and exploring their own curriculum, which has opened up new opportunities and possibilities for the development of early childhood emotional education, and at the same time, as an earlier England that opened up pandemic risk lockdown and control. There is also advanced experience in early childhood emotional education and guidance. The excellent rules and regulations are worthy of further introduction and reference in combination with the actual situation of China and England.

#### ***3.1 To Design the implementation of practical strategies***

Systematically specifying emotional strategies for young children and their families is an important foundation and necessary guarantee to support emotional education and family guidance for young children. Providing emotional education to young children can effectively improve their physical fitness, as well as their psychological condition and overall quality (Singh et al, 2020). Especially in the post pandemic period, it is particularly important to strengthen emotional education for children in early years. This pandemic will not only lead to the suspension of kindergarten modules, but also have a negative impact on children's physical and mental health. Therefore, provide positive and correct methods and approaches to strengthen hygiene education for children in preschool education, so that they can grow up in a healthy, safe, and good living environment, is an urgent problem that needs to be solved. From a macro perspective, scientific strategies for early childhood emotional education can effectively assist in the implementation of early childhood emotional education in preschool and the smooth promotion and progress of family emotional support and feedback. From a micro perspective, effective emotional education strategies for young children can help preschool teachers grasp the emotional development characteristics and problems in emotional education of different children, and provide personalized education and guidance for different children (Singh et al, 2020).

##### ***3.1.1 The methods of China***

In China, the age of three to six is the "golden period" for the physical and mental development of young children. Therefore, the one of the most important approaches is to design the emotional education practical strategies for family and their children, especially for the family which might struggle in the minimum income standard, and suffer the challenges in emotional problems for the young children. In this case, the preschool emphasises on "experiencing in life" and stimulate children's interest through practical activities after the COVID, allowing them to acquire health knowledge in interesting games and better master relevant skills. COVID-19 has had an important impact on children's life and learning style as well as their emotions.

At the same time, the early childhood teacher's occupation is confronting a new challenge. Cao (2020) mentioned that when the practitioners put their professional skills to the fullest, they would provide more high qualitative psychological comfort and guidance for children, and actively encourage children to integrate into kindergarten life. Simultaneously, the preschool would widely apply modern information technology for practitioners and use multimedia forms of education such as courseware and animation, allowing young children to learn and explore in a lively and lively environment. Finally, the practitioners should focus on cooperation and actively communicate with parents and early years' settings when implementing strategies, allowing them to deeply participate in various aspects of early childhood emotional education and jointly create a positive and healthy educational atmosphere.

Additionally in order for children to study and live smoothly, they must have a good physique. Preschool children are in a period of growth and development, and their physical fitness is gradually improving. Schools should choose sports activities and games that are suitable for young children based on their age characteristics, such as outdoor sports, swimming, etc., to cultivate their physical qualities such as coordination, endurance, speed, and strength, thereby promoting their normal physical development and healthy growth. Secondly, the psychological health issues of children should also receive sufficient attention. Children's psychology is relatively fragile, and attention should be paid to issues such as emotional education, self-esteem motivation, and self-awareness in teaching. Utilize various teaching methods, such as effective interaction between teachers and children, game which based teaching, drawing, etc; Vivid comic characters can cultivate children's emotions, enhance their psychological resilience, enhance their self-confidence, and have great entertainment value. Therefore, promoting the physical and mental health development of children is a shared responsibility of preschool, families, and society. Adequate attention and support should be given to the emotional education of young children, and relevant plans should be continuously improved to create a good emotional education environment for young children and ensure their healthy growth; Make contributions to the long-term development of society and individuals.

### ***3.1.2 The methods of England***

In England, researchers found that children with strong social skills and developed social emotions have a greater chance of success in education, obtaining future employment, and establishing safe and stable social relationships (Jones et al., 2015). As Carlson and Wang (2007) pointed out, the ability of children to effectively regulate their emotions seems to occur before preschool and early primary school, and more importantly, the most significant progress occurs between the ages of 5 and 7 (Carlson and Wang, 2007). For example, Shonkoff and Philips (2000) pointed out that emotional health can help children acquire the basic key social and emotional skills they need before entering primary school, including confidence, the ability to establish positive relationships with peers and adults, effective communication of emotions, following instructions, and resolving social problems. In addition, these social and emotional skills may guide young children to establish more positive and capable relationships in developing relationships, such as maintaining friendships, resolving conflicts with others, persisting in challenges, and expressing anger and dissatisfaction (Parlakian, 2003). If preschool children have a higher level of emotional health, they will gain a higher level of creativity, which is related to the level of cooperative play, divergent thinking, and the frequency and diversity of emotions (Shoshani, 2019). Even spirituality seems to have early expression throughout early childhood, although it is related to "late maturity" abilities such as abstract thinking and cognitive development. Spirit manifests in various ways among preschool children, including a feeling that something larger than ordinary events or other events have occurred (Daly, 2004).

### ***3.2 To Strengthen the cultivation and development of positive emotions***

Providing a stable and secure educational and teaching environment for young children in the emotional education of preschool is a very important strategy. In the context of the COVID-19 pandemic, preschool need to create more safe and healthy learning and living conditions for preschool education of children, and also need to help them develop behavioural habits and healthy emotional expression. The one of the most important approaches is copromote the improvement of children's physical fitness by conducting diverse sports activities. In sports activities, young children need to actively participate, recognize and understand emotions, experience and express emotions, and other aspects, in order to continuously enhance their understanding of emotions and learn to scientifically and effectively express positive emotions, and vent their internal negative emotions in a reasonable way. At the same time, preschool can carry out some interesting games and competitions, allowing young children to experience the joy of sports during the activities, thus developing a good habit of actively participating in health activities.

In addition, at the level of kindergarten teachers, kindergarten can further mobilize teachers' initiative in children's emotional education to improve kindergarten teachers' emotional education guidance literacy. In the post-pandemic era, kindergarten teachers' guidance to young children and children's families is particularly prominent. Parents gradually become the active bearers of family education from the subordinate position of family and kindergarten cooperation, and the requirements for family education guidance are also stronger. Therefore, kindergarten needs to pay attention to improving the emotional education guidance literacy of kindergarten teachers and mobilizing the initiative of teachers. On the one hand, kindergarten can take the results of teachers' family guidance education as the basis of assessment and evaluation, and improve the motivation of teachers' work from the outside. Second, the organization of professional lecturers, group lecturers, regiment personnel should not only have professional knowledge, but also have a wealth of emotional education experience for young children, can provide teachers with feasible guidance for emotional education for young children, and further improve teachers' emotional education and guidance ability. In a word, the guidance and management of children's emotional education should not only be limited to preschool, but should also be integrated with the family and society to form a full cooperation, and an effective whole to provide children and children's families with all aspects, multi-level and more in-depth children's emotion.

### ***3.3 To Exploring diversified emotional education methods for young children and parents***

In the post pandemic era, emotional education for kindergarten children has become more important. In addition to cultivating children's health awareness and strengthening the development of health habits, it is also necessary to explore diversified emotional education methods. Therefore, combining the excellent emotional education and strategies and methods of young children's emotional well-being in England, as well as the current situation and difficulties of emotional education for young children in China in the post pandemic era, exploring suitable emotional education methods for preschool children has become an urgent task.

#### ***3.3.1 The role of practitioners in early childhood emotional education***

Kindergarten practitioners, as guides and participants in early childhood emotional education, should delve into various aspects of early childhood emotional education activities. At the same time, with the risk control of the epidemic and the new proposal of children's emotional education in the post epidemic era, Preschool teacher have gradually changed from tutors of family education to important participants and decision-makers of emotional education and family emotional guidance and feedback. Firstly, teachers are organizers of emotional education activities. Teachers should arrange and organize appropriate emotional education plans and activities for young children based on factors such as their age, interests, and learning characteristics. They should also be responsible for guiding and supervising young children during the activity to ensure the smooth implementation of the activity. As the most direct and close personnel of family education and children's emotional guidance, Preschool teacher should have a more comprehensive and in-depth understanding of the guidance content of children's emotional education and form a set of their own systematic guidance framework to improve the effect of children's emotional education and family guidance feedback. On the one hand, as the executor of emotional education activities, teachers should be responsible for implementing and guiding young children to learn relevant knowledge and skills in preschool classes, and demonstrating practice in practical activities. Practitioners, additionally, operating procedures should be developed based on the specific situation of young children, and demonstrated and guided in practice. Kindergarten teachers should pay extensive and in-depth attention to the emotional development characteristics of children of different ages and periods, as well as the emotional training and development of children during the epidemic. They should also develop targeted guidance and manufacturing methods for the emotional development of children in special periods and the emotional needs and confusion of parents in special periods. More importantly, the improvement of the quality of children's emotional education needs to fully stimulate the internal motivation of teachers' professional ability development, and strengthen their subjectivity and leadership role in children's emotional development. Li (2021) pointed out in his paper that the change and development of teachers in early childhood education do not lie in the coercive effect of external forces, but in the situations created by external forces, which make teachers aware of the necessity of change in self-awareness and awakening, and actively participate in the plan of early childhood emotional education, formulate, implement and evaluate, and actively promote their own ideas and behaviors. Therefore, the development and awakening of teachers' self-awareness, as well as the emergence of intrinsic motivation, are the inexhaustible driving forces for the development of children's emotional education in the post pandemic era. Faced with the new difficulties and challenges of children's emotional development, teachers should have a deep understanding and understanding of the changes of the times, the rapid development of extensive knowledge education, and the continuous changes and adjustments of children's emotional status. They should recognize the opportunities for the development of children's emotional education, and stimulate their self-reflection, self-analysis, and self-dialogue abilities.

#### ***3.3.2 The Evaluation and Prospect of the Effect of Emotional Education for Early Years' Settings***

In diversified emotional education methods, emotional education for young children cannot be limited to the cultivation of their emotions and emotions. Instead, it is more embedded in the daily lives of young children (Viner et al, 2022), allowing preschool children to gain good emotional and emotional experiences through practical activities, thereby further ensuring the healthy and high-quality development of their emotions and emotions in the post pandemic era. For example, by personally participating in farm activities, young children can experience planting, breeding, and other aspects, and educate them on the principle of "healthy land, more beautiful scenery" (Caffo et al., 2020). For example, through experiential activities such as outdoor sports and outward-bound training, young children can accumulate more exercise experience through exploration and gradually develop good exercise habits. In addition, researchers also mentioned that good emotional health can protect children from various problems (National Institute of Health and Clinical Excellence, 2008). On the other hand, Djanbazova (2016) pointed out that children who lack emotional health support are more likely to develop stress, anxiety, and depression. For example, high-quality emotional health will guide and support children in reducing crime, abuse, and serious psychological problems in their future growth and development (England Department of Public Health, 2014). In the environment or broader organizations, low levels of psychosocial security and emotional support are associated with lower productivity, higher levels of illness, absenteeism, presence, and may even cause physical harm to young children (Becker and Dollard, 2016).

In the post-pandemic era to improve kindergarten, teachers' information technology application ability, expand the new channels of home co-education, is particularly prominent and important. Whether in China or England, with the outbreak of COVID-19 pandemic situation, preschool have always adopted the general policy of suspending classes and not suspending studies, which has brought a new subject to the work of kindergarten teachers, and has also changed the traditional emotional education mode of preschool in the process of imperceptibly changing. Kindergarten education in the post-pandemic era is different from the normal teaching mode before the pandemic situation. Kindergarten teachers have changed from offline education to the emotional education mode of offline and online integration, and the object of education has gradually changed from young children to the coexistence of children and their parents. The mode of online and offline integration education needs to improve teachers' information technology application ability, and apply information technology to the cooperation between family and kindergarten (Viner et al, 2022), so as to improve the quality and effect of family

guidance to the development of children's emotional education. On the one hand, kindergarten teachers should improve the ability of online family guidance, teachers can not only be limited to online application software push and mail sharing and other educational methods, one-way push information lack of real-time interaction between family and kindergarten and two-way communication feedback. In China, kindergarten teachers can use their own conditions to record micro-classroom video and so on, and through WeChat, QQ home communication and other software to carry out parent-child games and family emotional education direct broadcast classes, and put forward online feedback and guidance on parents' problems and needs. At the same time, we can also learn from the excellent experience of children's emotional well-being in England to further enrich the form of family education and emotional guidance (Caffo et al., 2020), in addition to the use of traditional online network communication tools. Kindergarten and kindergarten teachers can also establish a unique electronic growth file for each child, make full use of the contents of the contact register between family and kindergarten, comprehensively and systematically record the development of children's personality and emotion in real time to track and observe the development and progress of children's emotion for a long time, and deepen the depth and effect of family education guidance. While giving full play to the advantages of traditional family emotional education guidance form, teachers should also pay attention to using modern information technology to broaden the forms and channels of family emotional education and children's emotional development, so as to improve the efficiency and quality of guidance (Viner et al, 2022).

Another successful method in China to improve children's emotional education is the cooperation between family and preschool. In the docking between kindergarten and family, kindergarten can deeply understand the needs of parents for emotional education of young children, and highlight the pertinence of guidance (Viner et al, 2022). Preschool should take the initiative to understand the needs of parents and the difficulties and key points of children's emotional education. Kindergarten can send questionnaires to parents, lead teachers to observe and visit home at ordinary times, understand the needs of parents in emotional education of young children, according to the needs of parents to formulate targeted guidance content, secondly, in kindergarten guidance, we should pay attention to the reduction of interaction between kindergarten and family, similar to unilateral resource push, more organizations can enable parents to participate in the activities (Caffo et al., 2020). Such as family education experience seminar, kindergarten open day and other activities, to provide parents with ways and means to express their children's ideas and emotional education ideas. The most important thing is that in the process of implementing children's emotional education, teachers should pay attention to the targeted guidance of young children. Teachers should teach according to their aptitude and guide flexibly according to the different emotional development of young children. In the face of different children and different children's emotional development, it is necessary to carry out different guidance and goal requirements for young children and children's families (Caffo et al., 2020).

Coincidentally, England has unique methods and solutions to support emotional education for young children in the post pandemic era (Viner et al., 2022). The method of providing high-quality emotional education and guidance for children in the early stages is to provide timely feedback and communication with their families and parents, which not only ensures the quality of children's emotional well-being, but also ensures the continuity of practitioners' responsibilities. During the COVID-19 pandemic, a related research project, telehealth, may help to link home visiting services with families, including comprehensive family childcare plans and service provision, which combines offline and online support and guidance models for children and parents (Lhati et al., 2019). Practitioners will encourage young children to establish personal relationships with others to grow and support them (HUCDC 2020). According to Hutchinson (2016), love, respect, and maintaining the dignity of parents are the foundation of all conversations, but often at the cost of young people's own emotional health. The emotional growth and support of children depend on caring, reacting, and motivating interactions with their primary caregivers and practitioners. Therefore, it is very important to encourage families to establish contact with young children at home, especially when children cannot participate in early childhood programs (UNICEF, 2020).

In addition, ensuring that families can meet their basic needs (such as food, housing, clothing) is crucial for children's physical and mental health. Therefore, after the COVID-19, most states have regulations on how schools should respond to the epidemic. During the COVID-19 pandemic, school health facilities may provide care for vulnerable populations (Bartlett, 2020). It is crucial to prioritize the needs of young people in reconstruction plans, not only to ensure their safe return to school, but also to provide them with technologies to heal and cope with this pressure and potential trauma (Caffo et al., 2020). For example, practitioners in the early childhood environment will give children and their parents more open opportunities to understand abstract concepts, and let them participate in Collaborative learning, companionship and problem-solving activities (Stephen and Ploughman, 2002; Yelan, 2006). In addition, Bartlett (2020) pointed out that after COVID-19, it is best to improve children's sense of self-efficacy, which is a sense of initiative or control in a period of fear and uncertainty, and this is a very critical quality. One of the research initiatives (Lades et al., 2020) found that pleasant emotions are highest when spent outdoors, with hobbies and sports activities such as jogging, walking, and gardening being particularly beneficial. In this situation, caregivers may engage in self-care by maintaining contact with social support, obtaining sufficient rest, and scheduling restorative activities such as exercise, meditation, reading, and outdoor activities (Bartlett, 2020). According to Bartlett (2020), practitioners can help children by following safety guidelines (such as teaching them to wash their hands), preparing to be confined at home with them (such as helping with cooking and freezing food), or volunteering in the community (such as writing letters or creating art for elderly or sick friends, sharing additional supplies with neighbours). In summary, in the process of promoting diversified emotional education, kindergarten teachers should focus on education according to different age stages, that is, while ensuring the content system, they should focus on targeted education to maximize the satisfaction of parents and young children's needs for emotional education and development. Secondly, kindergartens should guide teachers to strengthen the learning of emotional education. Understand the family education guidelines formulated by kindergartens, actively learn new practical methods of early childhood education from macro to micro perspectives, grasp the content of early childhood emotional education as a whole, involve basic concepts of the curriculum from macro perspectives, and grasp specific implementation requirements from micro perspectives. And incorporate emotional education for young children into daily life and into the semester plan, once a month and once a week..

### **3.4 Family and Settings Cooperation to Promote Young Children's Emotional Wellbeing**

In the docking between kindergarten and family, kindergarten can deeply understand the needs of parents for emotional education of young children, and highlight the pertinence of guidance. Preschool should take the initiative to understand the needs of parents and the difficulties and key points of children's emotional education. Kindergarten can send questionnaires to parents, lead teachers to observe and visit home at ordinary times, understand the needs of parents in emotional education of young children, according to the needs of parents to formulate targeted guidance content, secondly, in kindergarten guidance, Li (2021) mentioned that, the practitioners should pay attention to the reduction of interaction between kindergarten and family, similar to unilateral resource push, more organizations can enable parents to participate in the activities. Such as family education experience seminar, kindergarten open day and other activities, to provide parents with ways and means to express their children's ideas and emotional education ideas (Yang, 2021). The most important thing is that in the process of implementing children's emotional education, teachers should pay attention to the targeted guidance of young children. Teachers should teach according to their aptitude and guide flexibly according to the different emotional development of young children. In the face of different children and different children's emotional development, it is necessary to carry out different guidance and goal requirements for young children and children's families (Lu, 2021).

Another approach to providing high-quality emotional well-being for children in the early stages is to provide timely feedback and communication with their families and parents (Lu, 2021), which not only ensures the quality of emotional well-being for children, but also ensures the continuity of practitioner responsibilities. During the COVID-19 pandemic, a related research project, telehealth, may help to link home visiting services with families, including comprehensive family childcare plans and service provision. It combines offline and online support and guidance models for children and parents (Lhati et al., 2019). Practitioners encourage young children to establish personal connections with others to grow and support them (HUCDC 2020). According to Hutchinson (2016), love, respect, and maintaining the dignity of parents are the foundation of all conversations, but often at the cost of young people's own emotional health. The emotional growth and support of children depend on caring, reacting, and motivating interactions with their primary caregivers and practitioners. Therefore, it is very important to encourage families to establish contact with young children at home, especially when children cannot participate in early childhood programs (UNICEF, 2020).

In addition, ensuring that families can meet their basic needs (such as food, housing, clothing) is crucial for children's physical and mental health. Therefore, after the COVID-19, most states have regulations on how schools should respond to the epidemic. During the COVID-19 pandemic, school health facilities may provide care for vulnerable populations (Bartlett, 2020). It is crucial to prioritize the needs of young people in reconstruction plans, not only to ensure their safe return to school, but also to provide them with technologies to heal and cope with this pressure and potential trauma (Caffo et al., 2020). Practitioners in early childhood settings, For example, this will give children and their parents more open opportunities to understand abstract concepts and allow them to participate in Collaborative learning, companionship and problem-solving activities (Stephen and Ploughman, 2002; Yelan, 2006). In addition, Bartlett (2020) pointed out that after COVID-19, it is best to improve children's sense of self-efficacy, which is a sense of initiative or control in a period of fear and uncertainty, and this is a very critical quality. One of the research initiatives (Lades et al., 2020) found that pleasant emotions are highest when spent outdoors, with hobbies and sports activities such as jogging, walking, and gardening being particularly beneficial. In this situation, caregivers may engage in self-care by maintaining contact with social support, obtaining sufficient rest, and scheduling restorative activities such as exercise, meditation, reading, and outdoor activities (Bartlett, 2020). According to Bartlett (2020), practitioners can help children by following safety guidelines (such as teaching them to wash their hands), preparing to be confined at home with them (such as helping with cooking and freezing food), or volunteering in the community (such as writing letters or creating art for elderly or sick friends, sharing additional supplies with neighbours).

In conclusion, in the process of promoting pluralistic emotional education, kindergarten teachers should focus on it according to different age stages, that is, to ensure the content system and pay attention to pertinence at the same time, to meet the needs of parents and young children for emotional education and development to the maximum extent. Secondly, kindergarten should guide teachers to strengthen the study of emotional education. Understand the guidelines of family education formulated by kindergarten and actively learn the new practical methods of early childhood education from macro to micro, grasp the content of emotional education for young children as a whole, involve the basic concepts of curriculum at the macro level, and grasp the specific implementation requirements at the micro level. And the emotional education of young children into one-day life, into the semester plan, the monthly, the weekly.

## **4. The Evaluation and Prospect of the Effect of Emotional Education for Early Years' Settings**

Whether emotional education for young children can provide positive and correct guidance cannot be separated from effective guidance and evaluation of early childhood education. Furthermore, emotional health methods are considered in conjunction with system burden, resources to support young children and their family members, and the culture of the entire environment in the environment. This section will combine the strategies of early childhood emotional education in China and the UK, focusing on how preschool education effectively evaluates and considers the effectiveness of early childhood emotional education, as well as how to provide better support and guidance for early childhood emotional education in young children and kindergarten families.

### **4.1 The Selection of effectiveness evaluation and ethic**

In order to evaluate the effectiveness of emotional education for preschool children, preschool and preschool teachers need to choose appropriate evaluation methods. Firstly, for the evaluation of the effectiveness of emotional education, preschool teachers can adopt a pre - and post-test design,

which involves conducting questionnaire surveys on children before and after emotional education to measure changes in children's health knowledge, behaviours, and other aspects after education. At the same time, practitioners in preschool can also use the participant evaluation method to allow children to evaluate their own health status, reflecting their understanding and mastery of emotional education.

Generally, preschool teachers can also use the observation method to observe and record the behaviours of young children in emotional education. By observing the performance of young children in their daily lives, preschool teachers can assess their level of understanding of emotional education, their mastery of healthy lifestyles, and whether they can apply the knowledge they have learned to their daily lives. Finally, case analysis can be used to evaluate the effectiveness of young children's mental health by analysing and comparing existing cases. Through case analysis, teachers can not only understand whether young children can apply the emotional knowledge and skills learned in kindergarten to their daily lives, express their emotions reasonably, handle their relationships with others correctly, and evaluate and compare their processing abilities in different actual situations.

Combining the above evaluation methods can provide data support and scientific basis for the evaluation of preschool emotional education, while also promoting children's understanding of health knowledge, forming healthy lifestyles, and cultivating problem-solving and practical abilities. In the post pandemic era, the effectiveness evaluation of emotional education for young children also needs to follow the changes of the times and adopt more cutting-edge methods, such as virtual reality technology, to enhance the evaluation effect and practical value.

#### ***4.2 The Evaluation results of the effectiveness of emotional education for young children***

In the evaluation of the effectiveness of emotional education for preschool children, teachers can use various methods for evaluation. In addition to conducting necessary tests on the physical fitness of young children, including height, weight, vision, hearing, and other aspects, to test the impact of emotional education on young children's health, preschool teachers also observed young children's lifestyle and behaviours, and conducted questionnaire surveys to understand changes in their diet, exercise, hygiene, and other aspects. At the same time, preschool can also conduct questionnaire surveys and feedback on the progress of emotional education for young children, in order to understand their views and cognitive level on emotional education for young children, as well as their confusion, opinions, and suggestions on emotional correction for young children after the pandemic. Finally, we conducted interviews with teachers to understand their understanding and views on the implementation and effectiveness evaluation of emotional education.

Through the above series of evaluation methods, preschool can obtain the evaluation results of the effectiveness of emotional education for young children. Based on literature analysis and research, the implementation of emotional education programs for young children has significantly improved their mental health and lifestyle habits. The physical fitness index scores of young children have significantly improved, their lifestyle habits are healthier, and parents' satisfaction with early childhood emotional education has also been improved. However, practitioners have also identified some issues and challenges related to effectiveness evaluation. Firstly, the selection and effectiveness of evaluation methods need to be further improved and improved. Furthermore, the implementation and evaluation of early childhood emotional education in preschool education require better supporting measures and support to ensure the sustainability and effectiveness of the results. Finally, in the post pandemic era, it is necessary to consider the impact factors of special situations such as pandemic prevention and control in the emotional education of large class children, in order to comprehensively improve the coverage and depth of emotional education.

Therefore, in future work, preschool will continue to improve and develop the theoretical and practical system of early childhood emotional education in preschool education, conduct in-depth research on evaluation methods and influencing factors of effectiveness, and explore appropriate educational strategies and means to better meet the needs and challenges of early childhood emotional education in preschool education.

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## **5. Conclusion**

Under the impact of the pandemic, emotional education for preschool children is facing new challenges and opportunities. In our future outlook, we should pay more attention to the cultivation and education of physical and mental health of preschool children, laying a solid foundation for their subsequent learning and life.

The influence for the post-Covid it's a long term for the practitioners to face and overcome, which has generally become a global issue. For preschool in China, in the context of the post pandemic, emotional education for young children is too single, and communication and feedback with parents on issues such as emotional education for young children are insufficient. Chinese preschool adopts a collaborative education and teaching model between families and preschool, closely monitoring the emotional education of young children and the support and guidance of their good mental health in preschool. On the other hand, preschool have also explored new forms of cooperation and made more improvements and innovations in the feedback of emotional education, such as building online emotional education cloud spaces and children's emotional archives, so that parents of young children no longer receive emotional education information from preschool unilaterally and passively. Kindergarten and parents of young children, can also greatly participate in emotional education for young children, injecting new vitality into the smooth promotion of emotional education for young children in the post pandemic era. On the one hand, for the environment in England, in the post pandemic era, preschool education provides parents with more diverse and effective forms of emotional education for young children, such as kindergartens and emotional health for young children. On the other hand, the English environment also provides Preschool teacher with more online communication and feedback technologies. While comprehensively improving Preschool teacher 'information Technological literacy also provides a richer and more systematic choice for emotional education of children and their parents. In this situation, overcoming these difficulties and ensuring that children receive high-quality emotional well-being is particularly important and necessary. After the COVID-19, there are still many ways and solutions to improve the plight of early childhood education in the context of economic cooperation,

family and infant environmental cooperation, practitioners training and other aspects. Especially in early childhood, which is the beginning of children's education and an important period for the formation of children's personalities, more responsibility should be taken for the emotional health and support of young children. Not only should we pay more attention to young children, but we also need to provide more vision and guidance for their parents and families, help them, and provide higher quality emotional health, which requires cooperation from the environment, government, and each community. Although this will be difficult and ambitious for a long time, the future remains bright, positive, and sustainable for the development of preschool children in the post pandemic era.

In summary, in the post pandemic era, emotional education for preschool children in large classes is facing new opportunities and challenges. We should actively advocate, strengthen, and improve emotional education for preschool children in large classes, and jointly promote the comprehensive health and scientific development of young children.

### Acknowledgements

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