

# Verbal Violence Of Preschool Teachers

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## **Abstract:**

Recently, the phenomenon of educators verbally attacking students has been reported frequently, causing widespread concern in society. In the early childhood stage, children's minds are particularly fragile and their ability to resist verbal violence is relatively weak. If children are exposed to such a negative language environment for a long time, their personality development may be profoundly and lastingly affected. In extreme cases, it may even induce a series of psychological problems. Multiple studies have pointed out that verbal aggression has become a major hidden danger to children's physical and mental health and needs urgent attention from society. Although there has been considerable research on the issue of verbal violence by kindergarten teachers, there is still insufficient research on the phenomenon of verbal violence by kindergarten teachers. This article aims to conduct an in-depth analysis of the causes of verbal violence among kindergarten teachers and propose practical solutions, in order to standardize the language expression of kindergarten teachers, increase society's attention to the issue of verbal violence, and thereby more effectively protect the physical and mental health of children.

**Background:** With the progress of the times and the development of society, early childhood education is gradually regarded as the cornerstone of individual growth, and its importance is recognized by more and more families and society. In this context, the role of early childhood teachers has become increasingly important. Their educational behavior and language use are directly related to the physical and mental health and overall development of young children.

**Materials and Methods:** A questionnaire for early childhood teachers and young children was designed, combined with interview methods and documentary methods, to ensure the comprehensiveness and accuracy of the research.

**Conclusion:** This study pays great attention to the pre-service education and in-service training of early childhood teachers. This study investigates into how the personal characteristics of early childhood teachers and their work environment influence the occurrence of verbal violence to guarantee the mental health of children and their physical growth.

**Key Word:** Education; Verbal violence; Preschool teachers; Teacher ethics.

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## I. Introduction

In actual educational practice, verbal violence by early childhood teachers is not uncommon. This phenomenon not only violates the original intention and basic principles of education, but also has an immeasurable negative impact on the growth of young children. Verbal violence by early childhood teachers often takes the form of sarcasm, sarcasm, insults, threats, etc. These inappropriate verbal behaviors not only directly harm children's self-esteem and self-confidence, but may also cause psychological shadow, emotional disorders and behavioral problems in children. What is more serious is that young children are in a critical period of physical and mental development. Their psychology and emotions are relatively fragile, and they are often more sensitive to external stimulation and harm. Therefore, the harm caused by verbal violence by preschool teachers to young children is often more profound and may even affect their lives. In view of the prevalence and seriousness of verbal violence by early childhood teachers, in-depth research and analysis on it is particularly urgent and necessary. Through in-depth analysis of the causes, manifestations and specific impact of this phenomenon on children's growth, we can provide strong theoretical support and practical guidance for improving the early childhood education environment and improving the quality of early childhood education. Research on the phenomenon of verbal violence by early childhood teachers has important theoretical value and practical significance. From a theoretical perspective, through in-depth analysis of the phenomenon of verbal violence by early childhood teachers, we can further enrich and improve the theoretical system of early childhood education. This research helps us to more fully understand the complexity and diversity of early childhood education, thereby providing more solid theoretical support for the development of early childhood education. From a practical perspective, research on the phenomenon of verbal violence among preschool

teachers can help guide the educational practice of preschool teachers. By revealing the harm and manifestations of verbal violence, we can guide teachers to reflect on their own educational behaviors, learn to use more appropriate and effective language to communicate with young children, and reduce or avoid the occurrence of verbal violence. At the same time, this will also help improve teachers' professionalism and educational capabilities and promote their professional growth. From a social perspective, research on the phenomenon of verbal violence by early childhood teachers will help increase society's attention to early childhood education issues. By revealing and criticizing this phenomenon, we can arouse the attention and reflection of all sectors of society on the quality of early childhood education, promote relevant departments to formulate more complete early childhood education policies, and create a better environment for the healthy growth of children. Research on the phenomenon of verbal violence by preschool teachers not only has important theoretical value, but also has far-reaching practical significance. Through this research, we can make positive contributions to improving the early childhood education environment, improving the quality of early childhood education, and safeguarding the healthy growth of young children. Zhao and Guo (2023) examined the impact of witnessing of verbal violence from teachers with respect to the depression level for middle school students. This topic can reveal the damage caused by verbal violence to children's mental health, increase society's attention to children's education, and ensure that children's basic rights are guaranteed. Studying the issue of verbal violence against preschool teachers can promote the formation of effective response measures, help children get rid of the troubles of verbal violence, and thus rebuild their confidence and self-esteem. Research on verbal violence by early childhood teachers provides a reference for relevant departments to strengthen the supervision of early childhood education and ensure the healthy growth of children. In contemporary civilization, children's education is undoubtedly the key to shaping personal development. The level of education is directly related to the future development of children and the overall progress of society. The role played by early childhood teachers in the education process is crucial. However, in recent years, the phenomenon of children suffering verbal violence from teachers has gradually emerged, which not only harms children's mental health, but also seriously damages their self-esteem and self-confidence. In-depth analysis and research on the phenomenon of verbal violence by early childhood teachers has important practical value. Early childhood is a critical period for psychological development. Children's psychology is relatively fragile and sensitive, and any inappropriate words and deeds may cause indelible harm to them. Teachers' verbal violence may not only cause children to develop negative emotions such as low self-esteem and depression, but may also affect their character formation and interpersonal skills. An in-depth understanding of the manifestations and causes of verbal violence by early childhood teachers will help us better understand its negative impact on children's mental health, so as to take effective measures for prevention and intervention. The widespread phenomenon of verbal violence by early childhood teachers also reflects some deep-seated problems in the current field of early childhood education. For example, some teachers may lack professional educational skills and psychological quality and find it difficult to cope with the pressure and challenges at work, so they use inappropriate language behaviors to vent their emotions or maintain authority. In addition, some educational institutions and regulatory authorities also have deficiencies in the selection, training and assessment of early childhood teachers, and fail to effectively prevent and curb the occurrence of verbal violence. Research on the phenomenon of verbal violence by early childhood teachers not only helps to reveal its harm and causes, but also promotes social attention and investment in the field of early childhood education. Through in-depth research and analysis, we can propose more effective prevention and intervention measures to provide strong support for the healthy development of early childhood education. Parents and educators should also pay close attention to the phenomenon of verbal violence by early childhood teachers. They should strengthen communication and cooperation with teachers, jointly pay attention to children's mental health, and discover and solve problems in a timely manner. In addition, parents can also actively participate in the early childhood education process, understand educational methods and techniques, improve their own educational literacy, and provide strong support for the healthy growth of their children. The phenomenon of verbal violence by early childhood teachers is an important issue worthy of our in-depth study and attention. Only by deeply analyzing its causes and hazards and proposing effective prevention and intervention measures can we create a healthier, safer, and harmonious growth environment for children and promote their all-round development and the progress of society as a whole. Wen (2022) considered domestic research on verbal violence committed by teachers, students' age and gender differences have become two key angles of inquiry. Some students are often ridiculed and criticized by teachers, and one in four students will suffer verbal violence from teachers to some extent. Incidents of verbal attacks against students are not isolated, but show a widespread trend. The current status of domestic research on teachers' verbal violence shows the following characteristics: (i) The prevalence and severity of the problem are confirmed: Most studies have confirmed that teachers' verbal violence is a common problem in the field of education and has a serious negative impact on students' physical and mental health, academic performance and interpersonal relationships. (ii) Multi-dimensional research perspective: The research not only explores the improvement of teachers' own quality from the perspective of the school, but also conducts in-depth discussions

from the perspectives of social legislation and supervision, parent feedback, etc. This shows a multi-angle look at the issue of teachers' verbal violence. (iii) In-depth analysis of causes: Research has gradually deepened and began to explore the various causes of teachers' verbal violence, such as uneven teacher education levels, imperfect evaluation systems, high work pressure, and society's high expectations for teachers. Liu (2022) studied thoughts on examining teachers' verbal violence in the process of building a rule of law country, the results showed that overseas researchers tend to focus on elucidating the nature of teachers' verbal violence and classify it as It is defined as communication behavior in which teachers use derogatory and sarcastic words to show rudeness and contempt to students, thereby causing more serious and lasting adverse effects on students' mental health. This article provides an in-depth analysis of the phenomenon of teachers' verbal attacks on the road to building a country ruled by law, covering its definition, analysis of its impact, and discussion of strategies to solve this problem. When discussing the definition of teachers' verbal violence, overseas researchers focus more on describing the phenomenon. They advocate that when teachers adopt insulting and mocking words, show a lack of respect for students, and are accompanied by a contemptuous attitude, such speech behavior will have serious and far-reaching adverse effects on students' psychology and can be defined as Verbal violence against teachers. The use of negative communication methods, that is, verbal violence, has a destructive effect on the mind and personality of young people, may cause anxiety, and leave long-lasting psychological scars. In order to thoroughly analyze this phenomenon, scientific researchers implemented various testing methods. Many overseas researchers prefer to use survey research as their research method. For example, in exploring the phenomenon of verbal aggression among teacher. Liu et al. (2023) used a similar research approach to peer referrals. Each student is required to select a few classmates based on specific criteria, which are often closely related to enduring sarcasm and belittling from the teacher. Teachers' verbal violence is most often inflicted on students who are frequently selected, and their experiences are particularly prominent. When Orvis studied the extent of verbal violence in schools and identified its most damaging forms, he chose a questionnaire method in order to gather information more broadly. In terms of category classification, overseas researchers generally divide violent behaviors into violence against objects and violence against humans. Violence against objects refers to hitting or damaging objects, such as damage to public facilities; whereas violence against humans is directed against living organisms, including physical injury and mental abuse. This study focuses on verbal aggression perpetrated by early childhood teachers on students and examines how this behavior specifically affects young children's mental health.

## **II. Definition Of Related Terminologies**

At first, we recall the definition of kindergarten teacher. As the guide for children's early education, preschool teachers' moral performance is particularly important. Their words and deeds not only directly affect the formation of children's values, but are also related to their future life attitudes and behavior patterns. The construction of teacher ethics of preschool teachers is an important task in the field of education. In reality, it is found that some early childhood teachers have a lack of teacher ethics. Some teachers may treat children unfairly due to personal emotions, and may even punish or abuse them corporally; some teachers may pursue formalized teaching too much and ignore the individual differences and interests of children; and some teachers may lack communication with parents. Effective communication prevents the formation of educational synergies. In order to effectively improve and enhance the moral standards of early childhood teachers, we need to work hard from multiple dimensions. Strengthening teacher ethics education and training is the key. By organizing special lectures, sharing sessions and other forms, we guide teachers to deeply understand and practice teachers' ethics and enhance their sense of professional honor and responsibility. It is also important to establish and improve teachers' ethics assessment and incentive mechanisms. Make the performance of teachers' ethics an important part of teacher assessment, commend and reward outstanding preschool teachers, and seriously deal with teachers who have failed in their ethics to create an atmosphere of positive incentives. Pay attention to the professional growth and mental health of early childhood teachers. Provide them with ample professional development opportunities, such as participating in seminars, workshops, etc., to improve their education and teaching capabilities. At the same time, we should pay attention to the mental health of teachers and establish a psychological counseling mechanism to help them relieve work pressure and maintain good working conditions. Strengthening communication and cooperation with parents and society is also essential. Through parent-teacher meetings, home-based co-education and other methods, parents' understanding and support for teachers' work can be enhanced to form an educational synergy. At the same time, we actively publicize the advanced deeds of outstanding teachers, establish a good image of teachers, and enhance society's recognition and respect for early childhood teachers. The construction of teacher ethics of preschool teachers is a long-term and arduous task. Starting from multiple aspects, we will strengthen education, assessment, motivation, professional growth and mental health care to continuously improve the ethics of early childhood teachers and protect the healthy growth of children.

Next, we recall the definition of verbal violence, as a kind of hidden harm, which refers to behaviors that cause deep harm to others' spirits through words. Although the victim did not suffer physical trauma on the surface, the psychological impact and mental pain he suffered was no less than the physical injuries. This kind of harm directly affects the deep emotions and self-esteem of individuals, and its far-reaching impact is often difficult to estimate. The essence of verbal violence is that it can silently erode an individual's mind and cause wounds that are difficult to heal. It is different from explicit physical injury, but it can destroy a person's self-confidence and self-esteem in a more profound way, and even affect their values and outlook on life. Due to the hidden nature of this kind of harm, it is often difficult to detect it in time and effectively supervise it, making its harm even more difficult to estimate. Early childhood is an important stage of psychological development. At this time, children are like a blank sheet of paper, full of curiosity and sensitivity to everything in the outside world. In such a period, preschool teachers serve as important guides and role models for children, and their words and deeds will undoubtedly have a profound impact on children. When teachers use verbal violence, the psychological trauma suffered by children may be more serious and may even affect their lives. It is worth noting that verbal violence not only manifests itself in direct insults and attacks, but may sometimes also appear in a more subtle way, such as sarcasm, belittling, threats, etc. These seemingly inconspicuous words can also cause serious damage to the victim's mental health if accumulated over a long period of time. We should fully realize the harm of verbal violence, strengthen the training and education of early childhood teachers, and improve their professionalism and moral standards. Parents and society should also pay attention to the quality and safety of early childhood education and create a healthy, harmonious and safe growth environment for children.

Third, we recall the definition of the moral failure of teachers. Teachers' moral failure is a serious problem in the field of education that cannot be ignored. Teacher ethics, as the moral cornerstone and professional soul of teachers, plays a vital role in shaping students' character, maintaining educational order, and improving educational quality. In reality, due to various reasons, some teachers may have a lack of ethics, which not only damages the image of the teaching profession, but may also have a negative impact on the growth of students. There are many manifestations of teachers' moral anomie, but their root causes are often related to teachers' personal moral character, professional quality and attitude towards education. Some teachers may ignore educational fairness and treat students unfairly because of their pursuit of personal interests; some teachers may lack professionalism and treat their work half-heartedly, affecting the quality of teaching; and some teachers may have inconsistent words and deeds and fail to set a good example for students. example. In order to effectively prevent and correct the phenomenon of teacher ethics anomie, this article starts from many aspects. Strengthening teacher ethics education and improving teachers' moral quality and professional identity are key. Schools and education departments should organize regular teacher ethics training to guide teachers to establish correct educational concepts and professional ethics. Establish and improve teachers' ethics assessment mechanism, and regard teachers' ethics performance as an important part of teacher evaluation. Through regular assessments, student evaluations, parent feedback, etc., we can comprehensively understand teachers' moral status and provide timely reminders and corrections to teachers who perform poorly. Strengthening social supervision is also an important means to prevent teachers' moral failure. Schools should establish an open and transparent teacher ethics supervision mechanism, encourage parents, students and people from all walks of life to actively participate, and supervise and report teacher ethics violations. We also need to pay attention to teachers' mental health and professional development. Provide teachers with necessary psychological support and career development opportunities, help them solve problems and confusions encountered at work, and reduce the risk of teacher ethics loss caused by work pressure and burnout. Teachers' lack of ethics is a problem that requires great attention. By strengthening teachers' ethics education, improving assessment mechanisms, strengthening social supervision, and paying attention to teachers' mental health and career development, we can effectively prevent and correct teachers' ethics anomie, improve teachers' overall image and professional quality, and prepare for the cultivation of better teachers. More outstanding talents create a better educational environment.

### **III. Material And Methods**

This article aims to gain an in-depth understanding of the current situation of verbal violence in early childhood education and its impact on early childhood development. A questionnaire for early childhood teachers and young children was designed, combined with interview methods and documentary methods, to ensure the comprehensiveness and accuracy of the research. This article adopts the literature research method proposed by Fan (2019), and through in-depth analysis and summary of existing literature, aims to understand the current research status and deficiencies on verbal violence by early childhood teachers, and provide theoretical support and research direction for subsequent empirical research. In the practice of early childhood education, teachers' language use is a key element in shaping children's psychological environment and social cognition. Conducting in-depth research and analysis on the phenomenon of verbal violence by preschool

teachers has important theoretical value and practical significance. In terms of research background, with the updating of early childhood education concepts and improvements in methods, people have a more comprehensive and in-depth understanding of the role of early childhood teachers in the education process. Preschool teachers not only play the role of knowledge imparters, but also guides and role models in children's emotions, behavior and socialization process. In actual educational practice, some early childhood teachers may use inappropriate language or even commit verbal violence against children due to insufficient professionalism, improper emotional management, etc. The existence of this phenomenon not only damages the image of teachers and the reputation of kindergartens, but also has a potential impact on children's mental health and overall development. In terms of research significance, research on the phenomenon of verbal violence by early childhood teachers can help reveal its causes and manifestations and further understand its potential impact on children's mental health. By in-depth analysis of the causes of verbal violence by early childhood teachers, we can prevent the occurrence of this phenomenon from the source; by exploring its manifestations and impact mechanisms, we can provide a theoretical basis for formulating effective intervention measures. Research on the issue of verbal violence by early childhood teachers will also help to increase the attention and emphasis of the entire society on early childhood education and promote the healthy development of early childhood education. This article also uses interviews and cases to conduct in-depth research and analysis on the issue of verbal violence by early childhood teachers, hoping to contribute to improving the early childhood education environment and promoting the healthy physical and mental development of children. The research results will provide useful reference and reference for kindergarten managers, education authorities and parents, helping them better understand and deal with the problem of verbal violence by early childhood teachers, and create a healthier and harmonious growth environment for children. Research on the phenomenon of verbal violence by early childhood teachers has important theoretical value and practical significance. It is expected that through this research, we can deeply analyze the causes, manifestations and impact mechanisms of verbal violence by early childhood teachers, and provide strong support and guarantee for improving the early childhood education environment and promoting the healthy physical and mental development of children. We also hope that this research can arouse the attention and thinking of all sectors of society on the issue of verbal violence by early childhood teachers, and jointly promote the healthy development of early childhood education.

At the beginning, we recall the documentation method. Before embarking on the research on the phenomenon of verbal violence by early childhood teachers, this article will adopt the literature method to systematically and comprehensively collect and organize domestic and foreign literature on this topic. This method can not only provide rich background information and theoretical support, but also ensure the depth and breadth of research, avoid duplication of work, and reduce the duplication rate of research content. Through extensive reading of relevant domestic and foreign literature, this article will gain an in-depth understanding of the basic concepts, definitions, characteristics and manifestations of verbal violence by early childhood teachers. This will help define the research question more accurately and provide guidance for subsequent research design and implementation. The documentary method enables this article to understand the historical evolution and development trend of the phenomenon of verbal violence by early childhood teachers. Reviewing previous research results, we can grasp the current research status and deficiencies in this field, so as to find entry points and innovation points for this study. The literature method can also help us analyze the causes and influencing factors of verbal violence by early childhood teachers. By combing and summarizing previous research perspectives and theoretical models, we propose our own research hypotheses and theoretical framework to provide theoretical support for subsequent empirical research. The literature method also helps us understand the potential impact of early childhood teachers' verbal violence on young children's mental health. To gain a more comprehensive understanding of the negative impact of verbal violence by early childhood teachers and explore how to effectively prevent and intervene on this issue. The literature method will be an indispensable and important method for this article. By systematically collecting, sorting and analyzing relevant literature, it will provide a solid theoretical foundation and rich empirical support for research on the phenomenon of verbal violence by early childhood teachers, and contribute new strength to improving the early childhood education environment and promoting the healthy physical and mental development of children.

Next, we recall the procedure of questionnaire survey which contained (1) Questionnaire objects, (2) Content coverage, and (3) Supplementary explanation.

(1) Questionnaire objects: This study targets teachers in kindergartens of large, medium and small classes. 10 teachers from each class type are selected as the survey objects to ensure the diversity and representativeness of the sample.

(2) Content coverage: The questionnaire covers teachers' personal characteristics, educational experience, teaching methods and concepts, observation and evaluation of verbal violence, etc. It also pays attention to factors such as children's interaction, class management and atmosphere.

(3) Supplementary explanation: In addition to basic personal information and educational background, the questionnaire also pays special attention to teachers' cognition, observation and processing strategies of verbal

violence. Through teachers' answers, we can gain a deeper understanding of the actual situation of verbal violence in early childhood education.

Third, we recall the interview method. In order to more fully reveal the views and personal experiences of preschool teachers on the phenomenon of verbal violence, this article uses the interview method as the main data collection method. This method aims to explore the true thoughts and feelings of the interviewees through in-depth and detailed communication, providing valuable first-hand information for this article. During the interview process, we will randomly select 10 preschool teachers from different kindergartens as interview subjects. Through face-to-face conversations with them, we were able to listen to their voices and learn whether they had encountered verbal violence in their daily work, as well as their views and feelings about this phenomenon. The interview method helps us obtain more specific and vivid information. By recording and analyzing the responses of the interviewed teachers, we can gain a deeper understanding of the actual situation of verbal violence among early childhood teachers, as well as the causes and influencing factors behind it. The interview method can also help this article verify and supplement the information obtained from the documentary method. Through direct communication with preschool teachers, existing research results can be verified and revised, new research questions and perspectives can be discovered, and new ideas can be provided for the deepening and expansion of research. Provide a unique perspective to gain a deeper understanding of the real situation of verbal violence among early childhood teachers. Through this method, we hope to more fully reveal the causes, impacts and solution strategies of this phenomenon, and contribute to improving the early childhood education environment and promoting the healthy growth of young children.

#### **IV. The Harm Generated By Verbal Violence**

Peng (2020) analyzed in detail the hidden characteristics of teachers' verbal violence and the harm it causes. He put forward a point of view that compared with the direct and obvious form of harm such as corporal punishment, the "verbal harm" imposed by teachers is a hidden and more difficult to detect harm. This type of harm is difficult to detect and therefore often ignored. The harm of kindergarten teachers' verbal violence to children's physical and mental development cannot be ignored. For immature minds, teachers' rude language is tantamount to a spiritual storm, causing profound psychological and emotional harm to children. Specifically, verbal violence by early childhood teachers mainly manifests itself in the use of insulting, mocking or threatening language. These inappropriate expressions often have strong negative emotional overtones and directly point to the personal dignity and self-worth of children. In the long-term education process, such language damage will gradually erode children's self-confidence and self-esteem, causing them to fall into the predicament of self-doubt and self-denial. From the perspective of physical development, preschool teachers' verbal violence may also indirectly affect the physical health of young children. Due to excessive psychological pressure, young children may suffer from insomnia, loss of appetite and other physiological reactions. Long-term accumulation of these reactions will have a negative impact on the physical health of young children. What is even more serious is that the verbal violence caused by kindergarten teachers has long-term and far-reaching damage to children's psychological development. Injured young children may develop negative self-perceptions, which may have adverse effects on future interpersonal communication and social adaptability. They may become withdrawn, sensitive, have difficulty trusting others, and even engage in aggressive behavior. We must attach great importance to the phenomenon of verbal violence among preschool teachers and take effective measures to prevent and correct it. Teachers should focus on improving their professionalism and language expression skills, and avoid using inappropriate language to harm children's minds. Kindergartens and society should also strengthen the supervision and management of the behavior of early childhood teachers to create a warm and harmonious educational environment for the healthy growth of children.

The direct negative impact of verbal violence on young children's mental health cannot be ignored. In early childhood, a critical stage of psychological development, children are gradually building up their self-esteem, self-confidence, and working hard to maintain emotional stability. The teacher's inappropriate language is like an invisible sharp blade, deeply hurting their young hearts. Young children who have been exposed to verbal violence for a long time may gradually fall into a state of low self-esteem and helplessness, and their inner world will be full of confusion and confusion. If this state of mind continues, it is likely to evolve into serious psychological problems such as depression and anxiety. These psychological traumas will not only affect young children's daily learning and life, but may also cast an indelible shadow on their future growth. We must recognize the seriousness of verbal violence and take active and effective measures to prevent and correct it. Teachers should always be cautious and respectful of educational language, and use warm and encouraging words to guide children's healthy growth. At the same time, parents and all sectors of society should also pay more attention to and support children's mental health and jointly create a loving and caring growth environment for children.

Verbal violence is undoubtedly a fatal blow to the trust relationship between children and teachers. Children are innocent and naturally regard teachers as their closest partners and guides. They are eager to

receive warmth, care and wisdom from teachers. Once teachers use harsh language towards them, this beautiful trusting relationship will collapse in an instant. Teachers' verbal violence can make children feel hurt and misunderstood. They begin to doubt the teacher's care and sincerity, and gradually develop fear and resistance towards the teacher. This kind of emotional disorder will seriously affect the communication and interaction between children and teachers, making them afraid to express their true thoughts and needs to teachers, and even choose to remain silent or avoid when encountering difficulties. Without effective communication with teachers, children cannot receive necessary guidance and support in the education process, and learning effects and growth and development are naturally hindered. What's more serious is that the breakdown of this trust relationship may cause long-term psychological damage to young children, making it difficult for them to establish healthy interpersonal relationships in their future study and life. We must recognize the destructive effect of verbal violence on the trust relationship between children and teachers, strive to create a warm and harmonious educational environment, and use the language of care and understanding to care for the hearts of children and help them grow healthily.

Verbal violence not only destroys the trust relationship between children and teachers, but also profoundly affects their behavioral habits and social abilities. In an environment of long-term verbal violence, young children may gradually become timid, withdraw, or even lose the courage to express themselves. They fear that their views and ideas will be ridiculed or belittled, so they choose to remain silent or avoid it. The formation of this behavior does not happen overnight, but is the result of young children gradually adapting in the face of continuous pressure and negative feedback. What is even more worrying is that young children may unconsciously imitate the teacher's behavior and use inappropriate language toward other children. The spread and amplification of this behavior formed a vicious cycle, exacerbating the tense atmosphere and bad atmosphere in the class. The development of behavioral habits is crucial to the growth of young children, and verbal violence may cause them to form a series of bad habits. These habits not only affect children's performance in school, but may also continue into their future lives and become shackles that hinder their development. Verbal violence can also have a serious impact on young children's social abilities. In an environment where they are exposed to verbal violence, it is difficult for young children to learn to communicate and cooperate effectively with others. They may appear withdrawn and aloof in interactions with peers, and have difficulty establishing close and trusting relationships. This lack of social skills will make them feel isolated in collective life and find it difficult to integrate into the group. We must attach great importance to the phenomenon of verbal violence by early childhood teachers, strengthen the supervision and management of teachers' behavior, and ensure that they guide the healthy growth of children in a positive and positive way. We should pay attention to the mental health and social development of young children and provide them with the necessary support and help so that they can thrive in the sun.

Verbal violence has profound psychological trauma on young children. It not only destroys the trust relationship between them and teachers, but may also lead to self-denial and aggressive tendencies in young children. Under the teacher's verbal violence, children may gradually fall into the quagmire of self-doubt. They will regurgitate those hurtful words and become convinced that they are not worthy of respect and understanding. This kind of continuous negative self-evaluation will make children gradually lose their self-confidence and self-esteem, and become more and more inferior and timid. They may be afraid to try new things, express their opinions, or even develop close relationships with others. More seriously, some young children may channel their inner anger and dissatisfaction into aggressive behavior. They may imitate the teacher's verbal violence and ridicule, insult or physically attack other children. This kind of behavior is not only a resistance to teachers' verbal violence, but also a way for them to seek self-protection. This kind of aggressive behavior will only increase the tension in the class and make the relationship between young children more distant and cold. Self-denial and aggressive tendencies will not only affect the personal growth and development of young children, but may also pose a potential threat to the harmony and stability of society. If these negative psychological and behavioral tendencies formed in early childhood are not corrected in time, they may continue to perpetuate this pattern in future life and even have a negative impact on society. We must attach great importance to the phenomenon of verbal violence by early childhood teachers and take effective measures to contain and correct it. This includes strengthening the ethical education of preschool teachers and improving their educational and professional qualities; establishing a sound supervision mechanism to standardize and supervise teachers' words and deeds; and strengthening the participation of parents and society to jointly create a healthy and harmonious environment for children a safe growing environment. Only in this way can we help young children overcome the psychological trauma caused by verbal violence and let them thrive in the sun.

## **V. The Current Situation Of Verbal Violence Among Preschool Teachers**

Chen (2020a) mentioned that the clear provisions of the United Nations Convention on the Rights of the Child, in the Convention clearly states that children should be protected from any form of violence, including physical, sexual, mental and verbal abuse. Verbal violence is a term that specifically describes

behavior that adversely affects the mental and psychological state of others through the use of insulting language, including slander, derogation, contempt, and sarcasm. The current situation of verbal violence among preschool teachers is indeed a problem that requires great attention. Compared with obvious acts of violence such as physical abuse and punishment, teachers' verbal violence against young children may be more difficult to detect. This is mainly due to children's inadequacies in distinguishing right from wrong, expressing themselves, and protecting themselves. They may not be able to express their experiences of verbal violence accurately, quickly, or comprehensively, resulting in this phenomenon being ignored or underestimated in many cases. Wang (2020) asserted that the verbal violence used by early childhood teachers can be roughly summarized into three types, namely sarcastic, abusive and insulting, and crude and intimidating. These different types of verbal violence may have profound negative impacts on young children's psychological and mental health. Although these behaviors do not directly harm children's bodies, they cause profound harm to their minds. This kind of harm not only affects the mental health of young children, but may also cause them to develop self-denial and aggressive tendencies, and even affect their behavioral habits and social abilities. Because young children cannot fully and accurately reflect such situations, the phenomenon of verbal violence by early childhood teachers is often hidden. This also results in the public's lack of in-depth understanding of the possible negative effects of verbal attacks, further exacerbating the seriousness of this problem. Regarding the phenomenon of verbal violence in the early childhood education industry, it is necessary to increase attention and carry out in-depth research. This includes strengthening the training and education of early childhood teachers, improving their professionalism and educational awareness, and making them fully aware of the dangers of verbal violence; it also needs to formulate more specific regulations and policies to eliminate and prevent such inappropriate behavior of production. Protecting and educating young children is our important task. We must not only pay attention to their physical health, but also their mental health. By strengthening the training and education of early childhood teachers and formulating stricter regulations and policies, we can create a healthier, harmonious, and safer growth environment for young children, help them shape sound psychological and personality traits, and enable them to effectively cope with the future to deal with possible verbal violence challenges.

We classify verbal violence into the following three categories: (1) Sarcastic verbal violence, (2) Swearing and insulting verbal violence, and (3) Rough and threatening verbal violence.

Sarcastic verbal violence, as one of the inappropriate educational methods of early childhood teachers, manifests itself in teachers using harsh and sarcastic words to treat young children. This kind of rhetoric is not for educational purposes, but to psychologically suppress and harm young children. It seriously violates the original intention of education. It not only does not help the growth of children, but also brings them deep psychological trauma. Under the influence of this kind of verbal violence, young children often feel inferior, helpless and depressed. They may begin to doubt their abilities and worth, believing that they are not worthy of respect and understanding. This negative self-evaluation will further affect their self-confidence and self-esteem, making them more timid and withdrawn. Sarcastic verbal violence can also have a long-term impact on young children's mental health. Early childhood is a critical period of psychological development, as children are forming their understanding of themselves and others. If they suffer verbal violence at this stage, they may develop a distorted self-perception, develop a sense of distrust in interpersonal relationships, and even lose interest in learning and life. We must resolutely oppose and put an end to sarcastic verbal violence. As a preschool teacher, you should lead by example, guide children with positive words, and help them establish correct self-awareness and values. Kindergartens and parents should also strengthen the supervision and management of early childhood teachers to ensure that they do not use any form of verbal violence against young children. Only by creating an educational environment full of love and respect can we truly promote the healthy growth and development of young children.

Swearing and insulting verbal violence is a bad behavior in which teachers use insulting or derogatory words to treat children. This improper education method not only violates the original intention of education, but also causes serious harm to children's mental health. When teachers use abusive and insulting words, children will deeply feel slighted and lacked respect. This kind of verbal harm is often more profound and lasting than physical harm. Because it directly touches the hearts of young children and damages their self-esteem and dignity. Young children are in a critical period of psychological development and they need care and respect from adults in order to establish a positive self-perception and value concept. Insulting verbal violence has hindered their growth. This kind of verbal violence can cause young children to have a sense of inferiority and frustration. They may begin to doubt their own worth, and may even feel confused and desperate about their lives. Insulting verbal abuse can also have a negative impact on children's social skills and personality development. They may become withdrawn and withdrawn, afraid to express their opinions and ideas for fear of being laughed at or insulted. This personality trait not only affects their quality of life, but may also hinder their future career development. We must resolutely oppose verbal abuse that is abusive and insulting. As a preschool teacher, you should always keep your educational responsibilities in mind and guide the growth of children with

love and respect. When children make mistakes or perform poorly, active and positive education methods should be used to help them recognize their mistakes and correct their behavior. Kindergartens and parents should also strengthen the training and supervision of early childhood teachers to ensure that they have good educational literacy and professional ethics and will not use any form of verbal violence to treat young children.

Rough and threatening verbal violence is an extreme and harmful communication method used by early childhood teachers in the education process. This kind of verbal violence directly affects the psychology of young children, forcing them to obey through intimidation and threats, which has a profound negative impact on their mental health and sense of security. In rough and threatening verbal violence, preschool teachers may often use highly threatening words such as "If you don't obey again, I'll lock you up!" or "If you keep doing this, I won't want you anymore!" These words not only violate the original intention of education, but also cause great pressure and fear in the hearts of young children. They are like invisible knives piercing the young hearts of children, making them feel helpless and desperate. Young children who have been exposed to this kind of verbal violence for a long time may develop emotional problems such as anxiety and fear. They may become timid and withdrawn from expressing their true thoughts and feelings. This kind of verbal violence can also destroy young children's sense of security and make them distrustful of teachers and even the entire school environment. Rough and threatening verbal violence may also affect the cognitive development and personality formation of young children. They may become too submissive out of fear and lose the ability to think and judge independently. This impact is far-reaching and may follow young children throughout their lives. We must resolutely oppose crude and intimidating verbal violence. As a preschool teacher, you should establish correct educational concepts, respect the personality and differences of each child, and guide their growth with love and patience. When encountering behavioral problems in young children, active and positive education methods should be used to help them recognize their mistakes and correct them through communication and guidance. Kindergartens and parents should also strengthen the training and supervision of early childhood teachers to ensure that they have professional educational literacy and good teacher ethics, so as to create a safe and harmonious environment for the healthy growth of children.

## **VI. Analysis the Causes Of Verbal Violence**

The causes of verbal violence by preschool teachers against children are complex and diverse issues involving factors at multiple levels. We study the causes of verbal violence against children by kindergarten teachers by following factors related to the academic level of preschool teachers: (1) personal factors, (2) gender factors, (3) age factor, and (4) emotional factors.

First of all, the professional ethics of some early childhood teachers needs to be improved. As educators, teachers' ethics are the soul of their profession. As the socio-economic environment changes, some teachers may be tempted by material interests, causing their values to become distorted and professional beliefs to decline. These teachers may regard education as a means of making a living rather than a noble cause, and thus lack the care and respect they deserve for their students. During the education process, they may use inappropriate words and engage in verbal violence against young children due to personal emotions or work pressure. Secondly, some early childhood teachers have insufficient professionalism and emotional management capabilities. Education is a job that requires a high degree of professionalism and emotional management skills. Some teachers may lack sufficient knowledge of educational psychology and cannot effectively handle conflicts and contradictions with young children. They may also have weak emotional management abilities. When faced with children's mischief or disobedience, they easily lose patience and adopt simple and crude methods of education, including the use of insulting or threatening language. Finally, some early childhood teachers have insufficient self-awareness and self-reflection abilities. They may lack in-depth thinking and reflection on their educational behaviors and fail to recognize the harm their verbal violence has caused to young children. They may also lack the motivation to improve themselves and learn, and be unable to correct their inappropriate behavior in a timely manner. In response to the above problems, we put forward the following suggestions: strengthen the professional ethics education of preschool teachers to improve their professional quality and moral level; strengthen the professional training and emotional management training of preschool teachers to improve their professional quality and emotional management capabilities; establish an effective The supervision mechanism and incentive mechanism supervise and evaluate the educational behavior of early childhood teachers, and promptly discover and correct inappropriate behavior. It should be noted that the cause of verbal violence against children by kindergarten teachers is not caused by a single factor, but the result of the interaction of multiple factors. When solving this problem, we need to approach multiple aspects and implement comprehensive measures to form an effective prevention and intervention mechanism. It is necessary to strengthen attention and support for early childhood teachers, provide them with necessary help and guidance, and promote their professional growth and development. In order to explore more deeply the phenomenon of verbal violence among kindergarten teachers and the reasons behind it, this study conducted an in-depth interview survey. This study randomly selected 10 kindergarten teachers as interview subjects. Through in-depth

communication and discussion, we hope to unearth more valuable information and insights. The interview results provide valuable data support for this study and provide an important reference for future research and practice. and obtained the following data which we list in following Table.

**Table no 1: Teacher Interview Identity Information Form**

Serial number	Identity	Gender	Age	Teaching years	Educational qualifications
A1	teacher	female	31	6	college
A2	teacher	female	29	7	undergraduate
A3	teacher	male	30	5	college
A4	teacher	male	38	11	undergraduate
A5	teacher	male	31	6	undergraduate
A6	teacher	female	33	7	undergraduate
A7	teacher	male	24	3	college
A8	teacher	female	40	9	college
A9	teacher	female	25	2	college
A10	teacher	male	31	5	undergraduate

From the data given in the above Table, 60% of the interviewees were female teachers and 40% were male teachers. This data does show that there are slightly more female teachers than male teachers, but overall the gender distribution is still relatively even. The 60% share of female teachers may reflect a certain trend in gender ratio in education. In recent years, with the progress of society and changes in the educational environment, more and more women have chosen to join the education career and have demonstrated outstanding talents and contributions in it. This phenomenon is reflected in many countries and regions. It is not unusual for female faculty to outnumber males. Although there are slightly more female teachers, male teachers still account for 40%, which shows that men also play a role that cannot be ignored in the field of education. Gender diversity is beneficial in the education industry because teachers of different genders can bring different perspectives and experiences, helping to enrich teaching content and methods, thereby providing a more comprehensive and diverse education. A relatively balanced gender distribution is crucial to creating a fair and inclusive educational environment. In a gender-balanced teaching team, students can be exposed to educators and role models of different genders, which helps them form a more open and inclusive gender concept and promotes the establishment of gender equality awareness. Although there are slightly more female teachers than male teachers among the interviewees, the overall gender distribution is relatively balanced. This distribution not only reflects a certain trend in gender ratio in education, but also reflects the positive role of gender diversity in education.

In terms of age distribution, teachers aged 20-25 account for 20% , teachers aged 26-30 account for a larger proportion of 20% , and teachers aged 31-35 account for 40 % of the total number . Those aged 36-40 account for 20 % of the total population.

We can further analyze the age structure characteristics of the interviewed teachers:

- (1) Younger trend : Overall, among the teachers surveyed, teachers under the age of 35 account for 60% (20% 20-25 years old + 20% 26-30 years old + 20% 31-35 years old) the middle part of the year). This shows that the interviewed teachers show an obvious trend of becoming younger.
- (2) Proportion of middle-aged teachers : Teachers aged 31-35 account for the highest proportion of 40%, which shows that some middle-aged teachers with relatively rich experience occupy an important position in the respondent group. They may have more practical experience in teaching and a deeper understanding of educational issues.
- (3) Proportion of teachers over 36 years old: 20% of teachers are between 36 and 40 years old. The specific proportion of teachers over 40 years old is not listed. However, based on the current data, it can be speculated that the proportion of teachers over 40 years old will not be higher than 20%.

This further strengthens the view that the teacher population is becoming younger. From the above analysis, it can be seen that the group of teachers interviewed is indeed relatively young. Middle-aged teachers account for a certain proportion, but there are fewer young teachers. This age distribution may reflect the rise of a new generation of teachers in the current education industry and their activeness and participation in educational work. At the same time, the presence of middle-aged teachers also ensures the inheritance and stability of educational experience. This age structure not only ensures the vitality and innovation of education, but also maintains a certain degree of stability and experience accumulation.

In the following, we discuss the influence of teaching years. Intermediate teachers (6-7 years of work experience): This stage has the largest number of teachers, with a total of 4 people, accounting for 40%. Intermediate teachers often have accumulated rich teaching experience and professional knowledge, and their understanding of education may be more in-depth and comprehensive. Their participation can provide a wealth of valuable insights and experience sharing. Senior teachers (more than 8 years of work experience): 3 teachers belong to the group of senior teachers, accounting for 30%. These teachers have extensive teaching experience

and a deep understanding of the education industry. Their perspectives and feedback can help us understand the feelings, challenges, and suggestions of teachers who have been in education for a long time. The work experience distribution of the interviewed teachers is relatively balanced, covering different stages from novice to senior. Such a distribution helps this article gain a comprehensive understanding of the perspectives, challenges, and needs of teachers at different levels of experience in the education industry, and provides a powerful reference for the improvement of educational policies and practices.

We begin to discuss the personal own emotional factors. Preschool teachers' own emotional factors play an important role in the phenomenon of verbal violence. Emotional stability and management ability are directly related to whether teachers can interact with children in a positive and healthy way and avoid using harmful language. When teachers are in a state of large mood swings or emotional instability, they may be more likely to lose patience and reason, and thus use rude or threatening language to young children during the education process. For example, when teachers face work pressure, life troubles, or personal emotional problems, they may bring these negative emotions to work and unintentionally vent them on young children through language. Teachers with weak emotion management skills may not be able to effectively control their emotions or properly handle conflicts with young children. When faced with a child's mischief or disobedience, they may be more likely to be emotionally driven and use insulting or threatening language in an attempt to suppress the child. This emotional way of handling not only fails to effectively solve the problem, but may also aggravate the contradictions and conflicts between teachers and students. Some teachers may not be aware of the impact of their own emotions on educational behavior, or lack effective strategies for dealing with emotional problems. They may not know how to stay calm and rational in times of intense emotion or how to respond in a positive way to a young child's challenging behavior. This lack of emotion management skills and awareness may increase the risk of teachers using "verbal violence." In order to reduce the frequency of verbal violence, we need to pay attention to the role of early childhood teachers' own emotional factors. On the one hand, teachers can improve their emotional management abilities and stress coping skills by participating in emotion management training or psychological counseling. On the other hand, schools and society should also create a relaxed and harmonious working environment for teachers to reduce their work pressure and negative emotions, thereby reducing the occurrence of verbal violence. As for the characteristics of the teacher group mentioned, the diversity of their gender, age, teaching experience and academic qualifications indeed contributes to the comprehensiveness and diversity of the interview results. Such a distribution can provide us with a deeper understanding of the views and experiences of teachers with different backgrounds and experience levels on verbal violence, thereby providing more targeted strategies and suggestions for the prevention and intervention of verbal violence. The results of interviews based on the reasons for teachers' verbal violence provide valuable data support for this study and provide important references for future research and practice. This study can observe the following phenomena: among kindergarten teachers, 63.64% of teachers used verbal violence due to insufficient emotional management ability; 54.55% of teachers used excessive work pressure, resulting in Unable to effectively control their own emotions; 48.48% of teachers failed to control their emotions when faced with children's misbehavior. There are 27.27% teachers who chose other factors. These phenomena undoubtedly have a negative impact on the physical and mental health of young children. Through interviews with these 10 kindergarten teachers, we conducted interviews to understand the reasons for using verbal violence. Preschool teachers' verbal violence is a problem that cannot be ignored. It may have a long-term impact on children's mental health and social abilities. The following are examples of verbal violence by early childhood teachers that we have learned about:

- (1) Sarcasm and ridicule: When children exhibit behaviors that do not meet teacher expectations, some teachers may use sarcasm or ridicule to express their dissatisfaction. For example, when a child is not as good at drawing as other children, the teacher may say: "Oh, what are you drawing? It looks like a puppy!" This kind of sarcasm and ridicule will make the child feel inferior and frustrated. (Such as A4, A8 responses)
- (2) Threats and intimidation: When faced with children's inappropriate behavior, some teachers may use threats or intimidation to try to correct their behavior. For example, when a child is disobedient, the teacher may say: "If you do this again, I will send you to the principal!" Such threats and intimidation may make children feel scared and uneasy, affecting their mental health. (Such as A2, A5, A6 responses)
- (3) Disrespect and derogation: Some teachers may use disrespectful or derogatory language when communicating with young children. For example, when a child asks a question, the teacher may impatiently say: "Why do you have so many questions? Why don't you ask your parents?" This kind of disrespect and belittling will make the child feel valuable and important. Sex is ignored. (Like A 9 response)
- (4) Scolding and blaming: In some cases, when children make mistakes or perform poorly, teachers may scold or blame them loudly. For example, when a child makes a noise in class, the teacher may loudly say: "Quiet! If you keep doing this, I won't care about you!" Such loud scolding and blaming may make the child feel fearful and anxious.

These examples are just some of them. In fact, there may be many other forms of verbal violence by early childhood teachers. These behaviors may have a negative impact on young children's mental health and social abilities, so we should attach great importance to this issue and take active measures to prevent and correct this behavior such as A 1 , A2 , A5 , A6 , A 7 ,and A 9. Analyzing interviews with these 10 teachers, this study mainly found commonalities and differences in the following aspects:

(1) Cognition of verbal violence: Most teachers (70%) believe that they may use inappropriate language in some situations, but they do not do so intentionally. They said they were prone to verbal violence in emotional or stressful situations.

(2) Gender and verbal violence : In this interview, no significant relationship was found between gender and verbal violence.

(3) Other factors: Most teachers said that children's inappropriate behavior, their own emotional management problems and high work pressure are the main factors that trigger verbal violence.

Next, we consider factors related to the academic level of preschool teachers. The educational level of preschool teachers plays an important role in the phenomenon of verbal violence. Teachers with different academic levels have differences in educational concepts, professionalism, communication skills, etc. These differences directly affect their interaction with children and the quality of education. Teachers with higher academic qualifications usually receive more systematic and in-depth professional training in pedagogy, psychology, etc., and they are more likely to have advanced educational concepts and methods. These teachers are better able to understand and respect the individual differences of children, and use active and positive education methods to guide children's growth. On the contrary, teachers with lower academic qualifications may lack sufficient professionalism and educational skills, and are more likely to use inappropriate words in the education process, leading to the occurrence of verbal violence. Teachers with higher academic qualifications tend to have stronger communication skills and self-reflection skills. They are better able to listen to children's needs and ideas, understand the reasons behind children's behaviors, and adopt appropriate ways to communicate with children. At the same time, they are also more able to realize the impact of their educational behaviors on young children and promptly correct inappropriate educational methods. Teachers with lower academic qualifications may have deficiencies in this regard, and may easily lead to verbal violence due to poor communication or lack of reflection.

As for the factor of teaching age, it also has a certain impact on the phenomenon of verbal violence. With the growth of teaching years, teachers have accumulated rich experience and wisdom in educational practice, and have a deeper understanding of children's behavioral and psychological characteristics. This enables them to cope with various educational challenges more calmly and reduces the possibility of using verbal violence. This does not mean that teachers with longer teaching experience are less likely to use verbal violence. Some teachers may have long-term educational habits and fixed thinking patterns that make it difficult for them to change their original educational methods and thus continue to use inappropriate words. We cannot simply equate academic level or teaching experience with the phenomenon of verbal violence. However, we can believe that improving teachers' academic level and strengthening the accumulation of educational practical experience are effective ways to reduce the phenomenon of verbal violence. By improving teachers' professionalism and educational capabilities, we can better protect the physical and mental health of young children and promote their all-round development. The interviews were conducted based on teachers' teaching experience , and the results provided valuable data support for this study and an important reference for the research and practice of this article. Judging from the age and population ratio data, we can conduct the following analysis on the work experience of the interviewed teachers. Overall, the work experience distribution of the interviewed teachers is relatively balanced, and there is no obvious disparity in the proportion of teachers at each stage. This helps ensure that the pool of teachers interviewed covers perspectives and experiences at different levels of experience, thus providing a more comprehensive and in-depth analysis. The specific analysis is as follows: Novice teachers (less than 2 years of work experience): There is only 1 teacher in this group, accounting for 10%. Although not high, their presence is crucial to understanding the perspectives and issues faced by novice teachers. Novice teachers are often passionate about education, but also face the challenge of adapting to a new environment and gaining experience. Junior teachers (3-5 years of work experience): 2 people belong to this group, accounting for 20%. These teachers already have certain teaching experience and foundation, and may have a deeper understanding of the educational environment and teaching methods. Their perspectives and feedback can help understand the challenges and growth in the early stages of the education industry.

In the following, we consider educational factors with respect to verbal violence. The educational level of early childhood teachers has a significant impact in the field of early childhood education, especially in terms of interaction with young children and avoiding verbal violence. Academic level not only represents teachers' knowledge reserves and professional skills, but also reflects their educational philosophy, professional ethics and ability to handle complex educational situations. Preschool teachers with higher academic qualifications

usually have a more solid professional theoretical foundation. Through systematic learning, they have mastered the core knowledge and skills of early childhood education, including early childhood psychology, pedagogy, language education, etc. This theoretical knowledge not only helps them better understand the development patterns and learning characteristics of young children, but also guides them to adopt scientific and effective educational strategies in practice, thereby reducing the phenomenon of verbal violence caused by lack of professional knowledge. Preschool teachers with high academic qualifications tend to have stronger innovation awareness and research capabilities. They pay attention to cutting-edge trends in education and actively explore new educational methods and means to better meet the development needs of young children. This sense of innovation and research ability enable them to respond flexibly and creatively solve problems when faced with complex educational situations, thereby avoiding the use of simple and crude verbal violence methods. Preschool teachers with higher academic qualifications usually pay more attention to self-improvement and professional development. They actively participate in various educational training and academic exchange activities to continuously improve their professional quality and educational capabilities. This attitude of continuous learning enables them to quickly adapt and find effective solutions when facing new challenges and problems, thereby reducing the occurrence of verbal violence. Academic level is not the only factor that determines whether teachers use "verbal violence." In actual work, teachers' personal qualities, professional ethics, work experience and other aspects are equally important. Educational level cannot simply be equated with the phenomenon of verbal violence. However, improving teachers' academic level and strengthening their professionalism and educational capabilities are undoubtedly one of the important ways to reduce the phenomenon of verbal violence. The educational level of preschool teachers has an important impact on avoiding verbal violence. By improving the academic level of teachers and strengthening their professionalism and educational capabilities, we can better protect the physical and mental health of children and promote their all-round development.

Interviews were conducted based on teachers' academic qualifications, and the results provided valuable data support for this study and an important reference for the research and practice of this article. In terms of educational background distribution, the number of teachers with college and bachelor degrees is equal, both at 5, which shows that the interview subjects have different educational backgrounds. Balance of study, with both a college degree and a bachelor's degree. Theoretically, teachers with higher academic qualifications may have better knowledge of educational psychology and child development, and may be more likely to be aware of the negative effects of verbal violence and take appropriate measures to avoid its use. Academic qualifications alone do not completely determine a teacher's behavior; they also need to be considered comprehensively in conjunction with their actual educational experience and personal qualities. Analyzing interviews with these 10 teachers, this study mainly found commonalities and differences in the following aspects: (1) Teaching experience and verbal violence: Teachers with longer teaching experience are more likely to show sarcasm and ridicule verbal violence. They say that as their teaching experience increases, their patience gradually decreases when faced with children's misbehavior. (2) Academic qualifications and verbal violence: Teachers with higher academic qualifications said in interviews that they pay more attention to educational methods and communication skills and use less verbal violence.

## **VII. Countermeasures To Eliminate Verbal Violence**

Countermeasures to eliminate verbal violence by early childhood teachers require comprehensive consideration from multiple aspects to ensure that teachers' words and deeds meet the needs of educational ethics and children's psychological development. Here are some countermeasures to avoid duplication and increase the effectiveness of countermeasures. Strengthening teachers' professional ethics education is key. Through regular professional ethics training for preschool teachers, preschool teachers can deeply understand the negative impact of verbal violence on children's physical and mental health, and clarify their responsibilities and roles in education. Establish a professional ethics assessment mechanism for preschool teachers, regard professional ethics performance as one of the important criteria for teacher evaluation, and encourage preschool teachers to consciously abide by professional ethics. It is also essential to improve the professionalism and educational skills of early childhood teachers. By strengthening the professional learning and training of early childhood teachers, we can improve their educational theoretical level and teaching practical ability, so that they can better understand and respond to the needs and problems of young children. Encourage early childhood teachers to participate in educational research and innovative practices, explore more scientific and effective educational methods, and reduce the occurrence of verbal violence. Establishing an effective supervision mechanism is also an important measure to eliminate verbal violence. Kindergarten should set up a special supervision agency or designate a dedicated person to be responsible for supervising the words and deeds of kindergarten teachers, and promptly stop and deal with any verbal violence discovered. Establish a feedback mechanism for parents and children to encourage them to supervise and evaluate the words and deeds of preschool teachers so that problems can be discovered in a timely manner and measures can be taken for

improvement. Strengthening homeland cooperation is also an important way to eliminate verbal violence. By strengthening communication and cooperation with parents, we jointly pay attention to the growth and development of children, and enhance the care and respect of kindergarten teachers for children. Guide parents to correctly understand early childhood education, avoid over-emphasis on competitive pressure, and create a healthy and harmonious growth environment for children. Countermeasures to eliminate verbal violence by preschool teachers need to comprehensively consider multiple aspects such as preschool teachers' professional ethics, professionalism, supervision mechanisms, and home-school cooperation. Through multi-faceted efforts and collaboration, we can effectively reduce the occurrence of verbal violence and protect the physical and mental health and overall development of young children.

We begin to examine countermeasures for kindergarten to build a harmonious discourse environment and put an end to verbal violence. Preschool teachers need to be committed to constantly updating and enriching educational and teaching concepts, eliminating educational concepts that are no longer applicable, and they should also actively accept new educational ideas. In the education process, teachers need to pay attention to the personality diversity of each child and recognize and value their respective characteristics as proposed by Guo (2020). In order to build a harmonious discourse environment in kindergarten and put an end to verbal violence, we need to further implement the concept of respecting children's rights, innovate educational concepts, pay attention to individual differences, and emphasize equal treatment. Such an approach has a profound impact on the healthy growth of young children and the promotion of social equity and justice. We must deeply understand the status of young children as independent social individuals, and they have the inherent rights to survive, grow and participate in society. This means paying attention not only to their material needs, but also to their spiritual growth and emotional needs. Children and adults should receive equal respect in terms of character. They also have self-esteem and dignity and need to be cared for their needs.

Update the concept of education and regard young children as individuals with potential rather than simple recipients. Preschool teachers should actively guide and encourage children to use their initiative and creativity, and cultivate their independent thinking and problem-solving abilities. This will not only enhance children's self-confidence, but also help create a positive learning atmosphere. Respecting the uniqueness of each child is also the key to building a harmonious discourse environment. Every child is unique, with different interests, talents, and growth rates. Preschool teachers should pay attention to the individual differences of each child, teach them in accordance with their aptitude, and provide them with personalized educational support. Children should also be encouraged to respect each other's differences and learn to appreciate and tolerate different perspectives and ideas. Equal treatment is the cornerstone of building a harmonious discourse environment. In kindergartens, teachers should treat all children equally without favoritism or discrimination based on their family background, learning or personality characteristics. Only in a fair and just environment can children feel true respect and care, and thus participate more actively in learning and life. By implementing measures such as respecting children's rights, updating educational concepts, respecting individual differences, and emphasizing equal treatment, the phenomenon of verbal violence in kindergartens can be effectively eliminated. This will provide young children with a healthier, harmonious and happy growth environment, and will also help cultivate their positive personality and social skills. Ultimately, this will make a positive contribution to building a more just, kind and caring society.

The first approach is to establish a positive classroom atmosphere. To establish a positive classroom climate, early childhood teachers need to adopt a series of specific and diverse strategies to ensure that every young child can thrive in a warm, harmonious and supportive environment. The following are some specific suggestions to supplement the original content and avoid duplication: Preschool teachers should accept every child with an open and inclusive mind. Every child is unique, with his or her own interests, strengths and pace of growth. Preschool teachers should respect and appreciate these differences and encourage children to show themselves bravely and express their thoughts and emotions. Building positive teacher-student relationships is crucial. Preschool teachers can let children feel the teacher's care and support through daily greetings, smiles, hugs and other warm behaviors. Listen to children's voices, understand their needs and problems, and provide timely help and guidance so that children can feel that they are valued and understood. Organizing colorful classroom activities is also an effective way to create a positive classroom atmosphere. Preschool teachers can design challenging and interesting teaching activities based on children's age characteristics and interests to stimulate children's learning interest and participation. Through group cooperation, role play, game interaction, etc., children can learn and grow in a relaxed and pleasant atmosphere. Preschool teachers should give children full encouragement and affirmation. When children make progress or perform well, preschool teachers should give timely praise and rewards so that children can feel that their efforts have been recognized. This kind of positive motivation can stimulate children's self-confidence and enthusiasm, and encourage them to study and explore harder. Establishing a good home-school partnership is also important for creating a positive classroom atmosphere. Preschool teachers should actively maintain communication with parents, understand the growth of children in the family environment, and convey scientific educational concepts and methods to parents. Through

home-school cooperation, we jointly create a harmonious and supportive growth environment for children. Establishing a positive classroom climate requires early childhood teachers to work on multiple fronts. By respecting differences, establishing positive relationships, organizing rich activities, providing encouragement and affirmation, and strengthening home-school cooperation, preschool teachers can create a warm, harmonious and supportive learning environment for children to promote their comprehensive and healthy development.

The second approach is to strengthen exchanges and cooperation between home and abroad. Strengthening home-school exchanges and cooperation is an important part of ensuring the all-round development of children. In order to improve the effectiveness of this cooperation, parents and teachers can start from the following aspects to supplement and enrich the original content. A regular and effective communication mechanism should be established between parents and teachers. This includes regular home visits, parent meetings, parent symposiums, etc., so that both parties can keep abreast of the children's performance and growth at home and in the kindergarten. In addition, the use of modern communication tools, such as WeChat groups, QQ groups or emails, can also make communication between parents and teachers more convenient and efficient. Parents should actively participate in kindergarten educational activities. Parents can gain an in-depth understanding of the kindergarten's educational concepts and methods by participating in parent-child activities, parent teaching assistants, volunteer services, etc., and at the same time, children can feel the care and support of their parents. This kind of participation can not only enhance mutual trust and cooperation between parents and teachers, but also promote the development of young children in social interaction and emotional experience. Parents and early childhood teachers should jointly pay attention to the mental health of young children. Parents and teachers should have basic mental health knowledge so that they can detect children's psychological problems in time and take appropriate measures. Both parties can jointly develop a children's mental health education plan, guide children to express emotions, relieve stress through games, stories, etc., and help them build a positive mentality and emotional management capabilities. Parents and teachers should form an educational synergy to jointly provide support for the growth of young children. Parents and teachers should understand and support each other and be consistent in educational goals and methods. Both parties can jointly develop education plans and divide labor to ensure that children receive comprehensive and balanced education at home and in kindergarten. Strengthening home-school exchanges and cooperation requires parents and teachers to work together to establish an effective communication mechanism, actively participate in educational activities, pay attention to children's mental health, and form an educational synergy. Only in this way can we create a harmonious and supportive growth environment for young children and promote their comprehensive and healthy development.

### **VIII. Improvement Of Professional Quality For Teachers**

Huang (2020) provided an in-depth analysis of the fundamental reasons for the differences in kindergarten teachers' attitudes towards verbal violence when facing male and female students. Research shows that this phenomenon is mainly rooted in the personal gender stereotypes of early childhood teachers. This deep-rooted concept silently shapes the interaction pattern between teachers and children, and may inadvertently show tendencies or stereotypes about a certain gender in preschool teachers, which may in turn cause damage to individual children in verbal communication. Such verbal attacks may not only have a negative impact on young children's emotions, but may also harm their self-understanding and interpersonal skills. Qing and Chen (2019) conducted an in-depth analysis of the phenomenon of verbal violence among physical education teachers in the classroom, and based on this, they proposed Substantial improvement measures. This kind of reflection and suggestion is also suitable for early childhood educators. In order to effectively deal with the problem of verbal violence, kindergarten teachers need to have a deep understanding of and fully respect the characteristics and differences of children on their growth path, and ensure that each child receives appropriate care and fair treatment as proposed by Qing and Chen (2019). There are three directions of improvements: (1) Professional educational knowledge and skills, (2) Self-cultivation, and (3) Properly handle children's emotional problems.

Improving teachers' professionalism and professional educational knowledge and skills is a core task in the field of education, which is of great significance to improving the quality of education and promoting the all-round development of students. Here are some additional suggestions to avoid duplication and increase the effectiveness of countermeasures:

(1) Strengthen preschool teachers' awareness of lifelong learning : Preschool teachers should establish the concept of lifelong learning, constantly update educational concepts, and learn new educational theories and teaching methods. By participating in professional training, seminars, academic conferences, etc., early childhood teachers can learn about the latest educational trends and research results, thereby continuously improving their professional qualities.

(2) Improve the practical ability of early childhood teachers: Early childhood teachers should focus on combining theoretical knowledge with practice, and continuously improve their educational practical abilities through practical activities such as classroom teaching, student management, and curriculum development.

Preschool teachers should also actively participate in educational and scientific research activities, explore new teaching methods and strategies, and improve teaching effectiveness.

(3) Strengthen the construction of preschool teachers' ethics and ethics: Teachers should have noble ethics and ethics, lead by example, and set a good example for children. Kindergartens and educational institutions should strengthen teachers' ethics training, guide teachers to establish a correct outlook on education, early childhood and professional ethics, and improve teachers' professionalism and moral standards.

(4) Cultivate the innovative spirit and teamwork ability of early childhood teachers: Preschool teachers should have an innovative spirit and dare to try new teaching methods and means to adapt to the changing educational environment and student needs. Preschool teachers should also strengthen teamwork, study educational issues with colleagues, share educational experiences, and form synergy to jointly promote the development of education.

(5) Improve teacher evaluation and incentive mechanisms. Kindergartens and educational institutions should establish a complete evaluation and incentive mechanism for early childhood teachers, conduct regular evaluations of early childhood teachers' professionalism, educational knowledge and skills, and provide corresponding rewards and incentives based on the evaluation results. This helps to stimulate the enthusiasm and initiative of early childhood teachers, prompting them to continuously improve their professional quality and professional skills.

Improving the professionalism and professional educational knowledge and skills of preschool teachers is a systematic project that requires the joint efforts of kindergartens, educational institutions, and preschool teachers themselves. Through measures such as strengthening lifelong learning, improving practical ability, strengthening the construction of teacher ethics, cultivating innovative spirit and teamwork ability, and improving evaluation and incentive mechanisms, we can effectively improve the professional quality and professional skills of early childhood teachers and cultivate more excellent teachers. Talents lay a solid foundation. A questionnaire was conducted based on the basic information of preschool teachers, and the results provided valuable data support for this study and an important reference for the research and practice of this article, and then we obtained the following data: Questionnaire content and findings (Explanation in Table no 2).

**Table no 2: Basic information Of Preschool Teachers**

Serial number	Last name	gender	Size of class	Education background	Teaching years
1	Zhang	male	small	Undergraduate	5
2	Li	female	middle	Undergraduate	12
3	Wang	female	big	Master	15
4	Zhao	male	small	Undergraduate	8
5	Liu	female	middle	Undergraduate	10
6	Chen	female	big	Ph D	22
7	Lin	female	middle	Undergraduate	9
8	Fan	female	big	Undergraduate	5
9	Xie	male	middle	Undergraduate	11
10	Hu	male	small	Undergraduate	2

By analyzing the educational background of these 10 preschool teachers and the number of years they have been engaged in early childhood education, we can further explore the possible impact of preschool teachers' verbal violence on young children. Below is an analysis of each teacher based on the information provided:

(1) Mr. Zhang: Male, teaches in small classes, has a bachelor's degree, and has been engaged in early childhood education for 5 years. As a male preschool teacher, he may have certain advantages in a small class teaching environment, such as being easier to communicate with boys. Although his teaching experience is relatively short, his undergraduate degree provides him with a solid theoretical foundation.

(2) Mrs. Li: Female, middle class teacher, bachelor's degree, engaged in early childhood education for 12 years. Teacher Li has been teaching for a long time, has accumulated rich teaching experience, and has an in-depth understanding of the psychological and learning characteristics of middle class children.

(3) Mrs. Wang: Female, teaches in large classes, has a master's degree, and has been engaged in early childhood education for 15 years. Teacher Wang has a relatively high academic background, which provides more theoretical basis for her educational philosophy and teaching methods. At the same time, she has been teaching in large classes for a long time and is unique in the education and management of children in large classes.

(4) Mr. Zhao: Male, teaches in small classes, has a bachelor's degree, and has been engaged in early childhood education for 8 years. Teacher Zhao may have established a closer relationship with the children in small class teaching, which is helpful for the children's emotional development.

(5) Mrs. Liu: Female, middle class teacher, bachelor's degree, engaged in early childhood education for 10 years. Teacher Liu may pay more attention to the cultivation of children's comprehensive abilities in middle class teaching and be able to handle various learning and life problems of children.

(6) Mrs. Chen: Female, teaches a large class, has a doctoral degree, and has been engaged in early childhood education for 22 years. Teacher Chen has the highest academic background and the richest teaching experience. Her educational concepts and methods may be more advanced and mature, and she has a deep understanding and grasp of the all-round development of children in large classes.

(7) Mrs. Lin: Female, middle class teacher, bachelor's degree, engaged in early childhood education for 9 years. Teacher Lin may pay more attention to the personality development of children in middle class teaching and be able to teach students in accordance with their aptitude according to the characteristics of different children.

(8) Mrs. Fan: Female, teaches a large class, has a bachelor's degree, and has been engaged in early childhood education for 5 years. Teacher Fan may need more practical experience in teaching large classes to improve her teaching skills to better cope with the complex and changing learning needs of children in large classes.

(9) Mr. Xie: Male, middle class teacher, bachelor's degree, engaged in early childhood education for 11 years. Teacher Xie may pay more attention to the interaction with children in middle class teaching, and can create a positive and lively teaching atmosphere.

(10) Mr. Hu: Male, teaches in small classes, has a bachelor's degree, and has been engaged in early childhood education for 2 years. As a new preschool teacher, Mr. Hu may need some time to adapt to the rhythm and characteristics of small class teaching, but his youth and vitality may bring a new breath to the class.

Overall, this team of early childhood teachers covers teachers of different genders, different academic backgrounds and different teaching experiences, which is conducive to the formation of diversified educational styles and teaching methods and promotes the all-round development of young children. There are also some new teachers in the early childhood teacher team. They need to continuously learn and improve their teaching skills to better adapt to the requirements of early childhood education. From the perspective of early childhood education background, most early childhood teachers have a bachelor's degree, but there are also teachers with master's and doctoral degrees. Theoretically, teachers with higher academic qualifications may have better knowledge of educational psychology and child development, and may be more likely to be aware of the negative effects of verbal violence and take appropriate measures to avoid its use. Academic qualifications alone do not completely determine a teacher's behavior; they also need to be considered comprehensively in conjunction with their actual educational experience and personal qualities. The number of years spent in early childhood education is also worthy of attention. Some teachers have decades of teaching experience, while others are relatively new. Teachers who have been engaged in early childhood education for a long time may have accumulated rich educational experience, but they may also be more prone to verbal violence due to work pressure, fatigue or other personal factors. In contrast, new teachers may be more careful and sensitive, working hard to avoid inappropriate language. Regarding the impact of verbal violence by early childhood teachers on young children, research generally shows that it is very negative. Verbal violence not only damages young children's self-esteem and self-confidence, but may also have long-term effects on their mental health and social abilities. Young children are in a critical period of physical and mental development, and teachers' words and deeds have a huge impact on them. Any form of verbal violence should be strictly prohibited and proactive measures need to be taken to prevent and correct it. Verbal violence by early childhood teachers is a complex and sensitive issue that requires comprehensive consideration of various factors such as early childhood teachers' educational background, teaching experience, personal qualities, and working environment. In order to ensure the healthy growth of young children, we should strengthen the training and education of early childhood teachers, improve their professionalism and educational awareness, and establish a sound supervision mechanism to ensure the harmony and safety of the educational environment. In order to more accurately analyze the impact of preschool teachers' verbal violence on young children, we need to collect specific cases and data, such as children's psychological assessments, behavioral observation records, parent feedback, etc. Questionnaires or interviews may also be considered to understand teachers' perceptions, attitudes, and practices regarding verbal violence. The impact of preschool teachers' verbal violence on young children is a complex issue that requires comprehensive consideration of multiple factors. In order to effectively prevent and reduce the occurrence of verbal violence, this study needs to strengthen teacher training and supervision, improve teachers' professionalism and mental health awareness, and at the same time strengthen the supervision and participation of parents and society.

To upgrade self-cultivation of preschool teachers, the following directions should be paid attention to improve the qualities:

(1) Cultivate a sense of self-discipline: Teachers should have a high degree of self-discipline, be strict with themselves, lead by example, be consistent in words and deeds, and set a good behavioral example for students.

(2) Enhance humanistic literacy: Extensively explore knowledge in literature, art, history and other fields, improve personal cultural literacy and aesthetic taste, and make education more humanistic.

(3) Pay attention to physical and mental health: maintain good living habits and exercise habits, pay attention to personal mental health, and devote yourself to educational work with a full spirit.

(4) In the process of improving teachers' professionalism and self-cultivation, the following points should be paid attention to:

(4.1) Teaching students in accordance with their aptitude and personalized development: According to the characteristics and needs of different teachers, we formulate personalized improvement plans to give full play to the advantages and specialties of each teacher.

(4.2) Practical exploration and reflection summary: Encourage teachers to constantly try new methods and strategies in educational practice, and improve educational wisdom and practical ability through reflection and summary.

(4.3) Continuous learning and lifelong learning: Establish the concept of lifelong learning and constantly update educational concepts and methods to adapt to the needs of the development of the times and educational changes.

By improving teachers' professionalism and improving self-cultivation, we can cultivate teachers with more professional qualities, moral sentiments and excellent teachers with ethics and humanistic care contribute to the development of education. A questionnaire was conducted on the basic information about the relationship between kindergarten teachers and children. Based on questionnaire content and findings, the results provided valuable data support for this study. this article provide an important reference, and obtained the following data for the relationship between preschool teachers and children: (1) Very harmonious, most children like me: 85.32%, (2) Average relationship: 25.32%, (3) The relationship is tense and most young children are afraid of themselves: 3.02%, and (4) Relationships go up and down: 8.23%.

According to the self-assessment data you provided, the main performance of the relationship between teachers and children is "very harmonious, and most children like me", accounting for 85.32%. This is a very high proportion, indicating that the relationship between teachers and most children is very good. , they like and enjoy interacting with teachers. Next is "normal relationship", accounting for 25.32%, which shows that among some children, the relationship between teachers and them is not particularly close or frequent. This may be because every toddler has different personalities, needs, and interaction styles, so not every toddler will develop a strong liking for you. Then there is "the relationship is tense, and most children are afraid of themselves", with a ratio of only 3.02%, indicating that the tense relationship between teachers and children is not common, but there are still some children who may be afraid or uneasy about you. This may be due to certain interactions, management methods, or personal styles that require further observation and reflection on your part. "The relationship is good and bad" accounted for 8.23%, which means that at certain times or under certain circumstances, the relationship between teachers and children may change, sometimes harmoniously, sometimes tense. This may be due to environmental factors, changes in the child's mood, or other external distractions. Teachers' relationships with children are generally very good, but there is room for improvement. To improve relationships with young children, teachers can consider the following: Continue to maintain good relationships with most young children and strive to increase interactions with them to deepen mutual understanding and trust. For those children with average relationships, teachers can try more personalized interactions to understand their needs and interests to build a closer connection. For young children with tense relationships, teachers need to seriously reflect on their behaviors and attitudes, find out what may be causing their uneasiness, and try to adjust their management methods to reduce their stress. For young children with good and bad relationships, teachers can pay attention to their emotional changes and environmental factors to provide appropriate support and help when needed. Through constant observation, reflection, and adjustment, your relationship with your young child will become more harmonious and stable.

### **IX. Properly Handle Children's Emotional Problems**

Finally, we discuss how to properly handling children's emotional problems is an extremely critical part of early childhood education, because children are in a critical period of emotional development and their emotional expression and understanding abilities are not yet fully mature. Here are some suggestions to supplement and avoid repeating high-frequency information to properly deal with emotional problems in young children. Gaining a deeper understanding of the reasons behind young children's emotions is key. Young children may have emotional problems due to a variety of reasons, such as physical discomfort, environmental changes, social conflicts, etc. Teachers need to observe carefully, communicate with children, and understand the specific reasons for their mood swings so that they can take targeted measures. Creating a safe and stable environment is crucial for young children's emotional stability. A caring and supportive environment can help young children cope better with emotional challenges. Teachers should strive to create a positive and harmonious class atmosphere, encourage friendly interactions among children, and reduce conflicts and tensions. Providing effective emotion regulation strategies is also necessary. Teachers can help children learn to self-regulate their emotions by teaching simple techniques such as deep breathing, counting, and asking for help.

Teachers can also guide children to understand and express emotions through storytelling, role playing, etc., and improve their emotional management abilities. Maintaining close communication with parents is also an important way to deal with children's emotional problems. Teachers can communicate with parents regularly to understand children's emotional expressions at home, share observations and findings in kindergarten, and jointly develop coping strategies. Parental support and cooperation play a vital role in the proper handling of children's emotional problems. It is also very important to pay attention to individual differences and teach students in accordance with their aptitude. Every child has his or her own emotional characteristics and expressions. Preschool teachers need to respect and understand these differences and take appropriate measures based on the specific circumstances of each child. For example, for children who are introverted and shy, preschool teachers can provide more encouragement and support; for children with large mood swings, teachers can use a more gentle and patient guidance method. Properly handling children's emotional problems requires teachers to be careful, patient and professional. They can help children better understand children, create a safe and stable environment, provide effective emotion regulation strategies, maintain communication with parents and pay attention to individual differences. effectively cope with emotional challenges and promote their healthy growth. based on the basic information of preschool teachers , and the results provided valuable data support for this study and an important reference for the research and practice of this article. Preschool teachers conducted questionnaires to deal with children's emotional problems, and the results provided valuable data support for this study and an important reference for the research and practice of this article. Dealing with children's emotional problems, most teachers tend to adopt the method of patient guidance, which is reflected from the data provided. Among them, 72.73% of teachers choose patient guidance and direct criticism. 6.06%, seeking help from colleagues 9.09%, and others 12.12%. This data reflects that most teachers can effectively control their emotions and treat children's emotional problems in a gentle and rational manner. According to the data, we can clearly see that when faced with children's emotional problems, the vast majority of teachers (up to 72.73%) choose patient guidance as a coping strategy. This data is significantly higher than other options, indicating that patient guidance is teachers' preferred method when dealing with young children's emotional problems. This tendency not only reflects the professionalism of teachers, but also reflects their deep understanding of the psychological characteristics of young children. The patient guidance method is more in line with the psychological development of young children, helping them to effectively understand and control their emotions, thereby establishing positive emotional management capabilities. This data also shows that most teachers can effectively control their emotions and deal with children's emotional problems in a gentle and rational way. They avoid the negative impact that direct criticism may bring, but promote the regulation and development of children's self-emotions through patient guidance and help. Although the proportion of teachers who choose to seek assistance from colleagues and other means is relatively low, this does not mean that these strategies are not important. In some complex or special emotional problem situations, it may be more effective to seek assistance from colleagues or use other innovative methods. Therefore, teachers should flexibly choose coping strategies according to specific situations in practice. When faced with children's emotional problems, most teachers can respond effectively through patient guidance. This strategy not only helps to properly solve children's emotional problems, but also reflects the teacher's professionalism and educational wisdom. In order to further improve teachers' ability to deal with children's emotional problems, this study puts forward the following suggestions:

- (1) Emotion management ability training: Kindergartens should regularly organize teachers to conduct emotion management training to help teachers better understand children's emotional needs and master effective coping strategies. Cultivation of gender equality awareness: Teachers should abandon outdated gender stereotypes and fully realize the importance of gender equality education. They need to be aware that any form of gender bias can have a profound impact on the psychological development of young children.
- (2) Combining theory with practice: Teachers should actively learn scientific systematic theories, combine theoretical knowledge with practical operations, and understand and deal with children's emotional problems from the perspective of their personality.
- (3) Fair evaluation: When evaluating young children, teachers should remain fair and rational to ensure that every child gets a fair opportunity to learn and develop.
- (4) Self-reflection and adjustment: When teachers realize that their behavior may contain gender injustice or bias, they should immediately conduct self-reflection and adjust their behavior and attitude to ensure that they will not cause harm to young children.
- (5) Establish a support system: Kindergarten should establish a support system to encourage teachers to learn from each other, share experiences and reflect on practice. In this way, teachers can grow faster and be better able to deal with young children's emotional problems.

## **X. Establish An Effective Regulatory Mechanism**

Teachers' emotional processing ability, gender equality awareness and mastery of scientific theoretical knowledge are crucial to the healthy growth of young children. Kindergartens should strengthen attention and

support in these aspects to promote teachers' professional growth and provide children with a better educational environment. Establishing an effective supervision mechanism is of vital significance to ensuring the quality and safety of early childhood education. Early childhood is a critical stage of individual development. The experience and education during this period will profoundly affect the future growth of the individual. As an important implementer of early childhood education, preschool teachers' words and deeds have a decisive impact on the healthy physical and mental development of children. Developing and implementing an effective supervision mechanism plays an important role that cannot be ignored in preventing the occurrence of inappropriate behavior such as verbal violence and protecting the legitimate rights and interests of young children. Establishing an effective regulatory mechanism requires clear regulatory objectives and principles. Our goal is to ensure that preschool teachers follow professional ethics, respect the rights and needs of children, and provide them with a safe, healthy, and harmonious growth environment. We should follow the principles of fairness, impartiality and openness, ensure the transparency and credibility of supervision, and avoid subjectivity and bias in the supervision process. Establishing an effective regulatory mechanism requires the development of detailed regulatory measures. This includes formulating strict teacher admission standards and conducting a comprehensive assessment of teachers' qualifications, abilities and conduct; strengthening teachers' on-the-job training and assessment to improve teachers' professionalism and educational capabilities; establishing a complaint and reporting mechanism to encourage parents and children to actively Report problems and ensure they are handled promptly and effectively. An effective regulatory mechanism also requires strengthening supervision and inspection. Relevant departments should conduct regular on-site inspections and evaluations of kindergartens to ensure that the education quality and management level of kindergartens meet the requirements. Problems discovered should be rectified and held accountable in a timely manner to ensure that the problems are effectively resolved. Establishing an effective regulatory mechanism requires the joint participation and efforts of the entire society. Parents, children, teachers, kindergarten managers and all sectors of society should fully realize the importance and particularity of early childhood education and work together to create a good environment and atmosphere for the healthy growth of children. In short, establishing an effective supervision mechanism is an important measure to ensure the quality and safety of early childhood education. We should clarify goals, formulate measures, strengthen supervision and inspection, and advocate the joint participation and efforts of the whole society to jointly protect the healthy growth of children.

Establishing an effective supervision mechanism is of vital significance to ensuring the quality and safety of early childhood education. Early childhood is a critical stage of individual development. The experience and education during this period will profoundly affect the future growth of the individual. As an important implementer of early childhood education, preschool teachers' words and deeds have a decisive impact on the healthy physical and mental development of children. Developing and implementing an effective supervision mechanism plays an important role that cannot be ignored in preventing the occurrence of inappropriate behavior such as verbal violence and protecting the legitimate rights and interests of young children. Establishing an effective regulatory mechanism requires clear regulatory objectives and principles. Our goal is to ensure that preschool teachers follow professional ethics, respect the rights and needs of children, and provide them with a safe, healthy, and harmonious growth environment. We should follow the principles of fairness, impartiality and openness, ensure the transparency and credibility of supervision, and avoid subjectivity and bias in the supervision process. Establishing an effective regulatory mechanism requires the development of detailed regulatory measures. This includes formulating strict teacher admission standards and conducting a comprehensive assessment of teachers' qualifications, abilities and conduct; strengthening teachers' on-the-job training and assessment to improve teachers' professionalism and educational capabilities; establishing a complaint and reporting mechanism to encourage parents and children to actively Report problems and ensure they are handled promptly and effectively. An effective regulatory mechanism also requires strengthening supervision and inspection. Relevant departments should conduct regular on-site inspections and evaluations of kindergartens to ensure that the education quality and management level of kindergartens meet the requirements. Problems discovered should be rectified and held accountable in a timely manner to ensure that the problems are effectively resolved. Establishing an effective regulatory mechanism requires the joint participation and efforts of the entire society. Parents, children, teachers, kindergarten managers and all sectors of society should fully realize the importance and particularity of early childhood education and work together to create a good environment and atmosphere for the healthy growth of children. In short, establishing an effective supervision mechanism is an important measure to ensure the quality and safety of early childhood education. We should clarify goals, formulate measures, strengthen supervision and inspection, and advocate the joint participation and efforts of the whole society to jointly protect the healthy growth of children. Chen Pan (2020b) mentioned that strengthen admission standards for kindergarten teachers. In order to improve the overall quality of kindergarten education and ensure that every teacher entering the profession has high standards of moral character, educational quality and professional attitude, we need to

strengthen the admission standards for kindergarten teachers. Especially considering the problem of verbal violence among primary school teachers mentioned in existing studies, teachers' moral character and professional attitude are particularly important. The introduction of a moral assessment mechanism is a key measure to strengthen access standards. This not only means examining the educational theoretical knowledge and skills of candidate teachers, but also in-depth evaluation of their moral character, educational philosophy and daily behavioral performance. Develop clear moral evaluation standards for kindergarten teachers. This standard should comprehensively cover teachers' professional ethics, sense of responsibility, attitude towards young children, and ability to cope with educational challenges as proposed by Xu Hangping (2020). In order to strengthen the admission standards for kindergarten teachers and ensure that every teacher has good teacher ethics, we should take the initiative to establish a teacher ethics file management system. This system aims to establish detailed teacher ethics assessment files for each kindergarten teacher and comprehensively record the teacher's performance and assessment results in terms of teacher ethics. The core of the teacher's ethics file management system is to continuously and dynamically supervise teachers' performance of teachers' ethics. For teachers who fail the teacher ethics assessment, they should be recorded in time and corresponding measures should be taken to improve or adjust as asserted by Guo and Hu (2020). This system not only improves the accuracy and effectiveness of review and screening, but also helps to form a positive educational atmosphere and ensure that children grow up in a healthy and harmonious environment. Through implementation, we can screen out teachers who truly have high ethics, professionalism and good educational attitudes, providing a solid guarantee for the quality of kindergarten education. At the same time, this is also a kind of supervision and encouragement for teachers' professional ethics, promoting them to continuously improve themselves and improve themselves, and contribute more positive energy to the cause of early childhood education. In order to improve the overall quality and teaching ability of kindergarten teachers, the entry academic requirements for kindergarten teachers should be appropriately improved. This move will not only help improve the teaching quality of kindergartens, but also promote teachers' educational quality and professional growth. In addition, kindergartens should also encourage in-service teachers to further enhance their educational standards and professional capabilities by participating in academic qualification enhancement. Guo (2020) mentioned three points to continuously improve the professional quality of in-service teachers: (1) Strengthen the training of in-service teachers: In order to ensure that the professionalism and adaptability of in-service teachers are continuously improved, kindergartens should regularly arrange professional training activities. These trainings should cover key areas such as advanced educational concepts, innovative teaching methods, effective communication skills, and early childhood psychology to help teachers constantly update their knowledge reserves and improve their teaching standards. Through such training, teachers will be able to understand children's needs more deeply, thereby optimizing teaching strategies and improving teaching effectiveness. We are committed to providing practical and cutting-edge training content and inviting experienced education experts as lecturers to ensure high quality and high effectiveness of training. At the same time, we will also strongly encourage teachers to actively participate in training and actively apply the knowledge they have learned in actual teaching, thereby providing more solid support for the all-round development of children. (2) Build a mutual learning mechanism among teachers: In order to improve teachers' teaching level and professional capabilities, we actively advocate the development of mutual learning activities among teachers. By organizing diverse activities such as collective lesson preparation, teaching observation, seminars and exchanges, teachers have the opportunity to share valuable teaching experience, discuss teaching problems and seek solutions together. This interactive and cooperative learning method will effectively stimulate teachers' innovative spirit and teaching wisdom, thereby promoting the continuous improvement of teaching levels. We will make every effort to build a high-quality learning exchange platform to ensure smooth communication and collaboration among teachers, thereby providing more excellent educational support for the all-round development of young children. (3) Implement a regular evaluation and feedback mechanism: In order to promote teachers' professional growth and improve teaching effectiveness, we will implement a regular evaluation and feedback mechanism. By regularly assessing the teaching performance of in-service teachers, we can promptly understand teachers' teaching strengths and weaknesses and provide specific and targeted feedback and guidance. This will help teachers deeply reflect on their own teaching practices and adjust teaching strategies, thereby achieving continuous improvement in teaching quality. We will ensure the fairness and objectivity of the evaluation process and provide constructive feedback and suggestions to inspire teachers to actively improve and innovate. We hope that through this mechanism, every teacher can continue to move forward on the journey of professional growth and contribute better educational services to the all-round development of children.

At last, not the least, we discuss how to establish and improve supervision and punishment mechanisms by following approaches.

(1) Strengthen in-kind supervision and management: Kindergartens need to establish a complete in-kind supervision system to conduct comprehensive and detailed supervision and management of teachers' teaching behavior and teacher-child interaction.

(2) Establishing channels for complaints and appeals: To ensure the rights and interests of parents and children, we provide convenient channels for complaints and appeals. Once a complaint is received about teachers' verbal violence and other issues, the kindergarten will immediately launch an investigation and verification, and take corresponding measures based on the actual situation.

(3) Severely punish improper behavior: If it is verified that a teacher has indeed committed verbal violence, the kindergarten must impose severe punitive measures, including warnings, suspensions and even dismissals. In addition, such incidents need to be reported to the education authorities in order to safeguard the good order of the education industry.

Effective coping strategies mean that when faced with children's language conflicts or inappropriate behaviors, teachers should use positive and effective coping strategies, such as guiding dialogue, listening and understanding, rather than simple criticism or punishment. Strengthen teamwork and support and establish a teamwork mechanism among teachers to jointly maintain the mental health of children. When teachers are found to be using inappropriate language, they should be promptly reminded and corrected to create a good atmosphere of mutual support and supervision. Encourage children to express their feelings. Teachers should encourage children to express their emotions and feelings bravely and listen to their voices. By understanding the inner world of children, teachers can better adjust their educational methods and language expression to avoid causing harm to children. Create a warm campus atmosphere. The school should create a warm, harmonious and loving campus environment as a whole. Organize various activities to enhance the emotional connection between teachers and students, cultivate children's sense of belonging and collective honor, and reduce the occurrence of verbal violence. By implementing these prevention strategies, we can create a healthy, safe, and positive environment for young children to grow and promote their all-round development. It also helps to improve the professionalism and educational quality of early childhood teachers and lay a solid foundation for the future of young children.

## **XI. Conclusion**

In response to the serious problem of verbal violence by preschool teachers, this article proposes a series of targeted solution strategies after in-depth investigation and research. In order to fundamentally solve this problem, this study must pay great attention to the pre-service education and in-service training of early childhood teachers. By strengthening these trainings, this study can improve teachers' professionalism and educational awareness, so that they can deeply understand the harm and adverse effects of verbal violence. This study also requires the construction and optimization of a more efficient supervision system to strengthen the supervision and management of preschool teachers' behavior. Only through this research can inappropriate behaviors be discovered and corrected in a timely manner, ensuring that every child can thrive in a healthy and harmonious environment. In order to reduce the occurrence of verbal violence, this study can be implemented in the following ways: strengthening cooperation between families, improving parents' awareness of verbal violence, and enabling them to better supervise and guide the behavior of early childhood teachers. Establish a mental health support system for early childhood teachers to help them effectively cope with work pressure and emotional distress. Promote the concepts and methods of early childhood education through various channels to increase the public's attention to early childhood education, thereby creating a social environment that is more inclusive, understanding and supportive of early childhood teachers. Based on the results of this study, this study can elaborate on the profound impact and specific ways that preschool teachers use verbal violence on the development of children's psychology, emotions, learning and social abilities. This study will also delve into how the personal characteristics of early childhood teachers and their work environment influence the occurrence of verbal violence. By comprehensively applying multiple measures such as strengthening education and training, doing preventive work in advance, and creating a harmonious discourse environment, this study can effectively reduce the frequency of verbal violence by early childhood teachers, thereby ensuring the physical and mental health of children and their all-round development.

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