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Reviews

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THE GENUINE BOOK] PRESCHOOL TEACHERS PSYCHOLOGICAL ADJUSTMENT(CHINESE EDITION)

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Introduction This book is one of the National Child Care Teacher Training book The book is a comprehensive analysis of the current work and life issues faced by teachers in early childhood education. including vocational pressure. interpersonal relationships. emotional management. personal life. asked the kindergarten teachers to adapt their own mental and behavioral views and recommendations to help preschool teachers to improve their mental thinking and action. and to establish professional well-being to build a happy life. About the author YUAN Ai-ling. currently the point person in charge of South China Normal University professor. Ph.D. Ph.D. director of the Brain Science and Education Branch of the Chinese Society of Education. the Association of Higher Education of Guangdong Province. elementary school (pre-school). vice president of the Teacher Education Committee. Guangdong Province Continuing Education Committee of Experts of the primary school teachers. tenured professor. vice president of China Montessori Society. Published works since 1982. translated and 38. teaching materials. books and published more than 290 articles. The directory preschool teachers happiness and adaptation Overview chapter Section 1 preschool teachers happiness Overview understanding of early childhood teachers happiness and well-being of teachers in early childhood education and adaptation. section II of the factors that affect the kindergarten teachers. professional happiness Pressure and happiness flu the ways occupational stress adaptation chapter first section self-adaptation awareness. awareness of the pressure. the relationship between stress and happiness Section III of preschool teachers self-adjustment one to strengthen early childhood teachers. adaptive content. improve self-adaptability early childhood teacher professional stress adaptation of workload. preschool teachers workload analysis. how to deal with the heavy workload of Section II...



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