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The loss and return of teachers' love——Based on the theory of emotional arousal

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Abstract:
Teacher love is an important dimension of teacher development. However, the discussion of teacher love theory is not enough to support the complexity of teacher love in practice, and cannot answer the phenomenon of teacher love loss that is ubiquitous in reality. With the help of Turner's emotional arousal and social embeddedness theory, the factors affecting the loss of teacher love of front-line teachers are analyzed from three levels: "transaction needs" in interpersonal interaction, the unit conditions of the group and category in which the teacher is located, and the system and culture in which the individual teacher and the group are embedded. Possible paths for the return of teacher love are proposed, namely: schools and teacher groups reform the system to build humanized teacher management, cultivate individual teachers' love and love ability to promote teacher love, and the country and society build multi-dimensional support to promote teachers' emotional development.

Keywords:
teachers' love, emotional arousal theory, loss and return

1.Introduction

Teacher love is an important dimension of teacher development. "Paying attention to the emotional dimension of teachers and promoting the professional development of teachers" should not be just a slogan, but should be transformed into an action that teachers actively practice. Because, if teachers do not have teacher love, and only have knowledge and skills, they can only be "classic teachers" who solve doubts, which is contrary to the "teacher who educates people" required for preaching. The life value of teachers themselves will be difficult to realize in the end, which is an irreparable regret for teachers. From the perspective of what should be, teachers should be a group of people with "teacher love". They who choose to teach should be full of enthusiasm and expectations for the cause of education; but from the perspective of what is, front-line teachers often fall into the confusion of love in the education field, and teacher love is gradually lost in their educational practice.

In recent years, teacher love has gradually entered the field of vision of researchers. my country's teacher love research has achieved some results in theoretical issues such as the value, connotation, and nature of teacher love, as well as practical issues such as the requirements and cultivation of teacher love. However, the

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discussion of teacher love theory is not enough to support the complexity of teacher love issues in practice, and cannot answer the phenomenon of teacher love loss that is everywhere in reality. Therefore, this study mainly focuses on the dynamic change process of teacher love evolution, and extracts a relatively static state from the dynamic change process, and conducts a reflexive understanding and analysis of its causes. Then, the author will answer the question of why frontline teachers who are full of teacher love lose their love after entering the education field, and propose suggestions for cultivating teacher love accordingly.

2.Theoretical basis

In his book Human Emotions: A Sociological Theory, Jonathan Turner, a famous American sociologist, pointed out: "There is no doubt that human beings are the most emotional animals. We love, we hate; we fall into extreme depression, we experience happiness and pleasure; we also feel shame, guilt and loneliness; we are sometimes righteous, sometimes vengeful... It can be said that every dimension of society is cohesive by emotions, but it is also possible to be torn apart by emotions. [1]" From this, it can be seen that emotions are important to human development. For teachers, the importance of emotions is self-evident.

Turner's theory of emotional arousal and social embeddedness is an emotional sociological theory that originates from the perspective of individual psychology and interpersonal interaction and integrates social and cultural theories. The core point of Turner's theory of emotional arousal and social embeddedness is that emotions can not only affect individuals' commitment to groups, but can even affect individuals' willingness to reform and trigger social changes [2]. Turner believes that social reality unfolds at three levels: the micro level of interpersonal interaction, the meso level of community and category units, and the macro level of national and institutional domains. At the same time, he believes that the social structures at these three levels are nested in each other, and the nested and nested structures influence each other. Specifically: at the micro level, the factors that affect teachers' emotions are mainly the "transaction needs" in teachers' interpersonal interaction; at the meso level, the factors that affect teachers' emotions are mainly the conditions of groups and category units; at the macro level, the factors that affect teachers' emotions are mainly the system and culture in which individual teachers and groups are nested. Turner believes that the social structures at the above three levels are nested in each other, with the micro level nested in the meso level, and the meso level nested in the macro level. In other words, in Turner's theoretical system, emotions are not only directly affected by micro interpersonal interactions, but also by the meso community, such as the community's system, culture, rules, etc., and are also indirectly affected by the macro level, such as the system and culture of society and school.

Combining Turner's emotional arousal and social embeddedness theory, this study divides the main factors affecting teacher love into three dimensions: From the micro level, the factors affecting teacher love are mainly the "transaction needs" of teachers in interpersonal interaction, mainly including the need for teachers to "prove themselves" and the need for teachers to "exchange benefits"; at the meso level, the factors affecting teacher love are mainly the unit conditions of the group and category in which the teacher is located, mainly including the level of group belonging of the teacher in the group and the establishment of trust between the teacher and the group; at the macro level, the factors affecting teacher love are mainly the system and culture in which the individual teacher and the group are embedded, specifically including whether the system and culture of the school are consistent, and whether the system and culture of the teacher community are consis-

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tent.

Based on Turner's emotional arousal and social embeddedness theory, this study extends and refines the factors affecting teacher love, so that the analysis theory is appropriate to the actual research, and lists more specific and practical influencing factors, as shown in the following figure:

Table 1. Factors affecting teacher's love.

power level	Analysis of Factors Affecting Teacher's Love		influence (relationship)
Micro	Interpersonal interaction: teachers' "need for transactions"	Teachers' need to "prove themselves" Teachers' need to "exchange benefits"	Teachers' ability to prove their own abilities and exchange benefits from education and teaching will promote the development of teacher love
Meso	Community unit: unit conditions of the group and category in which teachers are located	Teachers' sense of belonging in the group Teachers' sense of trust in the group	Teachers' sense of belonging to the group and the trust they gain will promote the development of teacher love
Macro	Institutional field: the system and culture in which individual teachers and groups are embedded	School/society system and culture Teachers' community system and culture	The sense of authenticity consistent with culture and system and the establishment of teachers' community promote the development of teacher love

3 . Factors affecting the loss of teacher's love

3.1. "Transactional needs" in teachers' interpersonal interactions

At the micro level, the factor affecting teacher love is the teacher's "transactional needs". Generally speaking, when the teacher's transactional needs are met, the teacher's love can also be developed accordingly. The teacher's transactional needs are mainly manifested in the teacher's need to "prove oneself" and the teacher's need to "exchange benefits".

3.1.1The teacher's need to "prove oneself"

"Self" has always been in a relatively prominent position among all human needs, and teachers are no exception. Teachers have the need to "prove themselves". The "self" that teachers need to prove here is the result of the "conscious self-emotion and unconscious self-emotion formed by the teacher's individual life time in the past" and is integrated into the teacher's stable self-concept [3]. It can be seen that the relationship between the teacher's need to "prove oneself" and the teacher's emotion is: the more "self" the teacher shows in teaching work and life, the more positive and active emotions can be stimulated. When the teacher's "self" needs are confirmed and satisfied, the teacher's love will also increase accordingly. When teachers fall into the misunderstanding of "proving themselves" and their love for teachers declines, the reality is that it is often

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difficult for teachers to meet the need to "prove themselves". In the process of finding themselves, it is easy to fall into a misunderstanding: she thinks that the way to prove herself is to make herself look "dignified" in front of students and let students "listen to her". Not only that, the second misunderstanding is to establish her "prestige" in front of parents. The more you want to prove yourself, the more likely you are to be disturbed and influenced, so that you fall into misunderstandings and deviate from your original intention.

3.1.2. Teachers' need for "benefit exchange"

People always have the need to obtain "benefits" from exchanges. If individuals gain benefits from exchanges, they will experience positive emotions, otherwise they will experience negative emotions. Analogously, the same is true for teachers. When the need for "benefit exchange" of teachers is met, the teacher's love for teachers will increase.

As teachers, they need to be recognized and affirmed as soon as possible, so they will attach great importance to how much they can learn from teaching and how much they can benefit in a short period of time. This is not completely utilitarian. In particular, the novice teacher group is a group that urgently needs to learn. They are thirsty for knowledge and hope to summarize their experience and gain benefits from their teaching experience. However, their experience is very limited and it is difficult for them to gain any experience. Therefore, the main source for novice teachers to pursue teaching progress and get guidance is to learn from excellent teachers. Mature teachers, expert teachers, and famous teachers are all their role models and very important learning objects. When the teacher's "benefit exchange" is satisfied, the teacher's love will be improved accordingly. At the same time, the improvement of teacher's love is also an important path to satisfy the teacher's need for "benefit exchange". The two are born together and complement each other; when the teacher's "benefit exchange" needs are not met, it leads to a lack of teacher's love.

3.2. Unit conditions of the group and category in which teachers are located

All hypertext links and section bookmarks will be removed from articles during the processing of articles for publication. [5] If you need to refer to an Internet email address or URL in your articles, you must type out the address or URL fully in Regular font.At the meso-level, the factors that affect teacher love are the structural conditions of the teacher group and category. Generally speaking, the teacher group needs to establish the following four structural conditions: clear group boundaries, rules for entry and exit, appropriate group structure, and close member connections [4]. In this way, teachers can more clearly understand their own development within the teacher group, and their emotions will be high, thus promoting the positive emotions of teachers - the stimulation of teacher love.

3.2.1. Teachers' "group belonging"

Whether the sense of belonging is satisfied or not affects the interaction of individuals in the group and their commitment to the group. When the sense of belonging is satisfied, individuals can experience positive emotions, and the emotions experienced by individuals will rise accordingly, and individuals will develop love for this group. The same is true for the sense of belonging of the teacher group. To a certain extent, the higher the sense of belonging of the teacher group, the more prosperous the teacher love.

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In the philosophical category, "man is the sum of all social relations". When people have relationships with each other, the network of relationships between people adds meaning to our existence and the splendor of our existence. People are relational beings and need to live in groups. If teachers think in the same direction, their views, experiences, and understandings coincide, what a wonderful tacit understanding, at that time, a ray of afternoon sunshine also shines through the window on the body, gently warming. It can be said that the teacher's sense of belonging to the group and teacher's love are two-way and positively influential.

In short, in the teaching work and environment of teachers, when the teacher's sense of belonging is satisfied, the teacher's individual positive emotion-teacher's love will be stimulated accordingly. At the same time, the teacher's emotion and sense of belonging to the group will make the relationship of the group more solid and close, thereby promoting the development of the group. Therefore, when the teacher's sense of belonging to the group is satisfied, the teacher's love will flourish, and if the teacher's love flourishes, it will also provide emotional support for the teacher to build a sense of belonging to the group, making it easier for the teacher to establish a sense of belonging to the group, and the sense of belonging to the group will deepen the teacher's love.

3.2.2. "Trust" between teachers and groups

Trust is the cornerstone of emotion, and trust is the foundation of teacher emotion. When teachers cannot experience the feeling of trust in the teaching situation, they are prone to negative and passive emotions. However, if teachers can experience the feeling of trust in the teaching situation, they will easily develop positive and active emotions - teacher love. In other words, whether teachers can gain trust is crucial to whether teacher love can be formed. Without trust, it is difficult to build a stable relationship, and without a stable relationship, it is difficult to have stable emotions.

For teacher development, it is necessary to meet the need for teachers to gain trust. Teachers need to be in an environment of mutual trust. When teachers feel trusted, their sense of security is guaranteed, and their emotions can be fully flowing, which is equivalent to establishing a hotbed for teachers' positive and active emotions - teacher love. At the same time, such a hotbed of love also provides teachers with a trusting and safe environment, where teachers can truly express their inner feelings, and the truthfulness of each other makes it easier for each other to trust each other. Therefore, teacher love and the trust needs that teachers want to obtain are interdependent. In a nutshell, when teachers' trust needs are met, teacher love will appear; when teacher love is filled in the hearts of teachers, teachers are more likely to establish a trusting relationship and obtain trust needs.

When teachers' trust needs are not met, when teachers cannot gain corresponding trust from important relationships in the teaching field, teachers can only see more problems in teaching and are overwhelmed by them, thus losing their enthusiasm for teaching. In other words, if the group in which teachers are located cannot provide teachers with a trusting environment, it is difficult to say that teachers should have teacher love.

3.3. The system and culture in which individual and group teachers are embedded

In recent years, research on teacher emotions has emphasized the connection between teacher emotions

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at the personal level, interpersonal level and other elements, and believes that teachers can "use emotions to carry out actions and changes" [5]. Some researchers have linked emotions to the larger social, cultural and political structures and the teacher self, and have stamped emotions with multiple marks of power [6]. At the macro level, teacher emotions are not a natural, instinctive psychological reaction of individual teachers to reform, but are predetermined by the macro social background of the reform and the characteristics of the reform policy itself [7]. The factors that affect teacher love are the system and culture in which individual and group teachers are embedded.

3.3.1. System and culture in school management

The "coexistence" of system and culture exists to meet the needs of teachers, so that teachers can feel the harmony of system and culture, and then promote teachers to have positive emotions. Based on the previous micro-level and meso-level analysis of factors affecting teacher love, the emotions of individual teachers are largely embedded in the teacher group, and the teacher group is first embedded in the management system and culture of the school to which it belongs. Therefore, from a macro perspective, teacher love will be largely affected by the system and culture in which individual teachers and groups are embedded. The development of teacher love is more likely to occur in an atmosphere where the system and culture are "coexisting and consistent". In a group where teachers can feel that the system and culture are giving attention and care to teachers, it is easier to stimulate teacher love.

3.3.2. The system and culture of the teacher community

In recent years, the view of "building a teacher community" has received widespread attention and recognition from the academic and educational circles. The school and society are embedded in the teacher development community, and the system and culture of the school and society affect the system and culture of the community. When the system and culture of the two nested parties of the school and the community have a certain consistency, the conflict between the two will be reduced, and because of the consistency, the school field will provide shelter for the community organization, thereby promoting the development of the community, and when the community of teacher development is built, the emotional development of teachers will be a matter of course.

As experts say: "Community members have a number of common concerns, work together to solve a set of problems, or devote themselves to or participate in a theme together" [8]. This sentence points out that one of the characteristics of a community is homogeneity. Homogeneity is the public field and discourse field on which the teacher professional learning community depends [9]. Homogeneous members mean that teachers can spend relatively few resources to build community culture. Homogeneity allows members of the community to more easily gain a sense of authenticity, trust, and belonging.

It should be added that the teacher community should not only have homogeneity, but also pay attention to differences. The diversity and differences of members in the teacher community are themselves an important learning resource. The teacher community should exist in "harmony but difference", because differences will bring diverse learning resources. If a community is conveying the same or similar experiences, then the development of such a community is actually very limited. Only by being open, diverse, respecting differences, and understanding individuality can the diversification and enrichment of community learning resources be

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achieved, and can it better benefit members of the community.

In summary, when teachers' needs to prove themselves and exchange benefits are met, when teachers' sense of belonging and trust in the group is established, and when the system and culture of the environment in which teachers are placed are consistent, teacher love can be cultivated and developed accordingly. Otherwise, teacher love will decline and be missing. Moreover, through analysis, it can be found that the influence factors at the micro, meso and macro levels are not a one-way positive influence on teacher love, but a two-way positive correlation. That is to say, the satisfaction of the influence factors will drive the development of teacher love. At the same time, the teacher's love can also promote the development of the influence factors in a good direction. Specifically, when teachers have teacher love, they will look at many problems more positively. The psychology and emotions of teachers greatly affect the behavior of teachers. Teachers with teacher love will find it easier to prove themselves and achieve benefit exchange, and will find it easier to gain a sense of belonging and trust from the group. It will also be easier to find a way to deal with the system and culture in the environment. In summary, the influencing factors of teacher love and teacher love are both interdependent and complementary; the two influence and promote each other. The relationship is explained in the following figure:

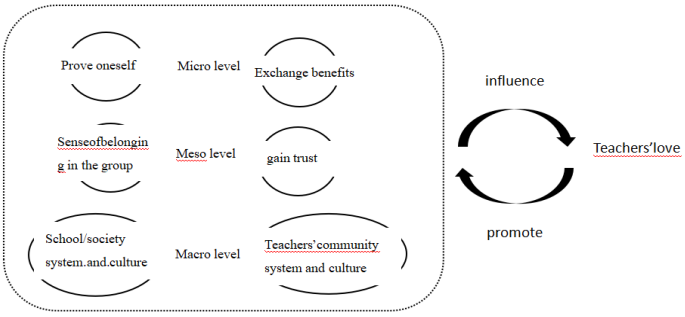


Figure1:relationship between teachers'love and influencing factors

4. Possible paths for the return of teacher love

Facing the dilemma of the lack of teacher love, it is particularly important to seek a path to reshape teacher love. The paths for cultivating teacher love proposed in this chapter are as follows:

4.1. The state and society build multi-dimensional support to promote the emotional development of teachers

The teaching profession has been endowed with a sacred and lofty status and identity since ancient times. Although the deification and sanctification of the teacher position has its drawbacks, it also expresses the society's emotional expectations for teachers. Modern society's emotional expectations for teachers have only increased, and in modern society, various metaphors for teachers, such as "spring silkworms", "candles", "gardeners", "engineers of human souls", and other idealized teacher images all express society's emotional expectations for teachers. So, since society has emotional expectations for teachers, society also has the corresponding responsibility and obligation to support and help teachers build emotions. The state and society

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should contribute their own efforts to the cultivation of teacher love for teachers. The following countermeasures for cultivating teacher love are proposed from two aspects: the state formulates scientific education policies to support the development of teachers and builds multi-dimensional social support to ensure the development of teachers.

First, the state formulates scientific education policies to support the development of teachers. In the relationship between "knowledge and power", in terms of China's current national conditions, knowledge has not yet escaped and is difficult to escape the constraints of power. If the state does not issue relevant and targeted documents and policies, teacher development will encounter a policy crisis. Therefore, the state should provide supportive policies for teacher development to ensure that teacher development has a guarantee and a lasting impact. Moreover, the state can do something in this regard. For example, the state should increase its attention to teacher development and the new model of teacher professional development. This is not limited to traditional teacher professional training, but also provides appropriate policies and systems for the establishment and improvement of teacher professional communities, escorts teacher professional development, and builds a good platform for the healthy growth of teachers. It is also necessary for relevant education departments to actively go deep into campuses to listen to teachers' reasonable needs, give teachers reasonable care, improve the salary system, and effectively and targetedly solve teachers' material and spiritual worries [10].

Second, the society builds multi-dimensional social support to ensure the development of teachers. The lack of teacher love will make the education cause lose its luster. When the society realizes the adverse effects of the lack of teacher love, the society will build multi-dimensional support for teachers' emotions to remedy the lack of teacher love. For example, society can help teachers reshape their love for teachers by improving their material treatment, professional reputation, and organizing professional teacher training.

In general, from the perspective of social emotional expectations, an ideal teacher is a combination of professional teaching technology and humanistic qualities. Society hopes that teachers are experts in professional knowledge and professional skills, and that they can treat every student well and use their personal charm to influence students' life growth. If teachers only have a single technical image without emotional attitudes, ethics, social responsibilities and other dimensions, the role and identity of teachers will not be what society expects. In order for teachers to live up to their original intentions of teaching and for the teacher's appearance expected by society, society should spare no effort to contribute to the cultivation of teachers' love for teachers.

4.2. Schools and teacher groups reform the system to build humanized teacher management

Schools are the main battlefield of education, an important part of the implementation of education policies, and the main base for teachers to gather. As implementers and executors of policies, as managers and organizers of teachers, schools play a key role in the implementation of teacher love policies and the cultivation of teacher love for teachers.

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4.2.1. Schools reform the internal evaluation mechanism

In fact, due to the pursuit of enrollment rate, most schools have increasingly utilitarian requirements for teachers, such as setting class enrollment rate targets, and reducing performance or deducting year-end bonuses if they cannot be achieved. These practical problems have greatly limited the development of teachers' personalities. However, a correct evaluation mechanism needs to take into account both the evaluation of teachers' performance and the cultivation of teachers' emotional values, and avoid simply judging success or failure by students' grades. Evaluation rules should be formulated to quantify the evaluation of teachers' work effectiveness [11]. Otherwise, teachers may fall into a utilitarian vicious circle, neglecting to carry out creative educational activities in order to stabilize their grades, closing their own emotions, and limiting their self-growth, which also puts teachers' emotions in a state of being ignored.

Reforming the internal evaluation mechanism of schools means that we need to shift from "score-only" to determine teacher performance to focusing on the teachers themselves and exploring their inner background. Schools must make it clear that the improvement of educational activities is not achieved overnight, and evaluation cannot only focus on short-term results, but also needs to pay attention to the quality of students' thoughts. This requires schools to organically integrate the focus on teacher performance and the cultivation of teacher emotions, so as to effectively improve the effect of teacher love.

4.2.2. The school builds a flat organizational structure

In the traditional pyramid-shaped organizational structure, the establishment of relationships between teachers is driven by the hierarchy of power, which suppresses emotions. In contrast, a flat organizational structure that fully releases teachers' freedom and encourages their enthusiasm and creativity can bring positive emotions to teachers - teacher love [12].

Whether teachers are given autonomy is the biggest difference between the traditional administrative system and the flat organizational structure. The latter fully respects the spirit and needs of teachers, allowing them to gain autonomy, freedom and respect, rather than causing confusion and self-doubt due to institutional and cultural differences, and then starting to waver and suffer. Of course, the advantages of the latter are far more than weakening power and strengthening individual autonomy. It also provides a homogeneous community system and culture for the majority of teachers. When teachers can integrate into the community as quickly and well as possible in a flat organizational structure, they meet their own needs, thereby promoting the cultivation of teacher love and promoting the improvement of teachers' emotions by satisfying their needs.

4.2.3. The teacher group implements humanistic management

First, provide teachers with life-oriented care. In addition to requiring teachers to learn emotional education courses and enhance their professional identity, the cultivation of teacher love also requires daily educational life to be an important soil for improving teachers' emotions. Providing teachers with daily care means paying attention to teachers' daily educational life and cultivating the soil needed for the generation of teachers' emotions. In many cases, human emotions are situational, and the emotional atmosphere can nourish emotions. Humanistic care can create a humane, peaceful and warm professional life scenario for teachers. Such an atmosphere is conducive to the cultivation and sublimation of teacher love and can make teachers' teacher love

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more full [12]. Teacher groups should focus on improving the emotional care ability among groups, provide teachers with daily care, and make teachers feel like they are "at home" when they are in the group. Teacher love is easier to be stimulated.

Second, do a good job in emotional motivation for teachers. Doing a good job in emotional motivation for teachers is to ignite the professional enthusiasm in the hearts of teachers. The scientific use of emotional motivation has a long-term effect of increasing strength, and at the same time can avoid the side effects of material motivation such as the abnormal development of material desires and the vicious expansion of individualism [13]. Teacher groups should guide teachers to achieve educational goals. In addition to material incentives, they should also adopt more emotional incentives to meet teachers' social needs such as social interaction, care, respect and self-worth, so as to cultivate teacher love.

Third, implement humane management of teachers. The implementation of humane management of teachers by teacher groups requires the school to do the following two things: First, respect and recognize the work of teachers, and both team management and culture should emphasize "teacher-oriented". Second, with teachers as the center, whether it is the rigid system management of the group or the flexible and humane management of the group, let the teacher love rise in a group with mutual trust and respect.

In short, at the school level, reform the evaluation mechanism, establish a care system, and implement humanized teacher management by teacher groups, respect teachers as independent individuals, and enable teachers to learn, work and live on the basis of being close to their core self [14]. In this way, teachers' emotions are fully stimulated and teacher love has a breeding ground for cultivation.

4.3. Cultivate teachers' individual love for students and their ability to love students to promote teacher love

If teachers lack an inner understanding of emotions, it is difficult for them to enter students' hearts, and it is also difficult for students to love and be close to this teacher. Such a teacher-student relationship is only in name, not in reality. The fundamental problem is that the emotional connection between people is broken. Therefore, it is of great significance to reshape teachers' love for students. Reshaping teachers' love for students can be done from three aspects: cultivating teachers' love for students, loving students, and improving teachers' love for students.

4.3.1. Cultivate teachers' love for students

In terms of emotional attributes and ontological levels, teachers' love for students is manifested as the emotions formed, developed and experienced by teachers in their work and in educational and teaching practices, that is, the dimension of love for students in the teacher love structure, which includes three emotions: intimacy, care, and dedication. Reshaping teacher love is inseparable from awakening teachers' love for students, and how to awaken teachers' love for students can be discussed from three aspects: establishing close relationships with students, caring for students meticulously, and fully devoting themselves to connecting with students.

First, intimacy: teachers and students establish an intimate relationship. Etymologically, intimacy comes

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from the Latin word intimus (deep in the heart), which means inner, private, fundamental, inherent, basic, essential, and most personal. In addition, according to the Oxford Advanced Learner's Dictionary, the English words for "intimacy" are "intimacy" and "intimate", which are emotions, verbal and non-verbal communication processes, behaviors, spatial arrangements, individual characteristics, and long-term relationships [15]. Most foreign theorists and researchers believe that intimacy is an important aspect of interpersonal relationships.

It can be said that the intrinsic driving force of teacher love is the intimacy between teachers and students. When there is intimacy between teachers and students, teacher love will have a relationship chain and field. Because the acquisition of intimacy plays a vital role in the psychological development of individuals. The intimate relationship between teachers and students can not only meet the needs of students for a sense of belonging and love, but also allow teachers in the intimate relationship to feel cared for and understood. On the other hand, the establishment of an intimate relationship between teachers and students can not only meet the self-worth of students, but also allow teachers to feel affirmed by others. When teachers feel that they have played the role of "important others" well, their own teacher love will become stronger and stronger.

Second, a sense of care: teachers care about students in every possible way. Caring is a common concept in my country's educational practice. Caring is widely regarded as the center of teaching. Cole believes that teachers have the responsibility to care about every student. Rogers and Weber believe that meticulous care, specific caring behaviors and high-quality teaching are inextricably linked [16].

The starting point of teacher love is caring. Mature teacher love begins when teachers feel caring for students. Teachers' care is manifested in their meticulous care for students. On the one hand, teacher care is the "engine" of student learning and the "protective umbrella" of a healthy personality; on the other hand, teacher care is the basis of teacher decision-making. Teacher care can trigger students' optimistic and enterprising psychological tendencies and promote students' academic identity and commitment. At the same time, teachers' care for students can also benefit teachers. Care is very important for teachers to generate a sense of happiness and affects teachers' motivation and work identity.

Third, a sense of commitment: teachers are fully engaged in connecting with students. In daily life, "commitment" means participation, commitment, passion, enthusiasm, concentration, effort and energy. For teachers, a sense of commitment refers to the teacher's willingness to actively invest in the development of students, which is reflected in solving students' difficulties, investing time and energy in students, and providing practical support [17].

The generation of teacher love is inseparable from the teacher's long-term and full commitment. In contrast to professional burnout, teachers with a sense of work commitment have established a good connection with their work and believe that work is energizing and efficient, rather than full of pressure and huge challenges. Willingness to devote oneself to work is a positive state of feeling happy or satisfied with work. Teacher love is a positive emotional state that arises from teachers investing their own strength in teaching and experiencing emotional experiences related to work. Teachers who are full of teacher love not only have the ability to improve the efficiency of knowledge transfer, but also can pay attention to students' growth with emotions, and at the same time can also play a role in promoting the professional development of teachers themselves.

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4.3.2. Cultivate teachers' ability to love students

In terms of ability attributes and operational levels, teachers' teacher love is manifested in teachers' operation of love for students in their work and in educational and teaching practice, that is, the dimension of love for students in the teacher love structure, which includes three abilities: awareness, understanding, and expression. Reshaping teacher love is inseparable from the cultivation of teachers' ability to love students, and how to cultivate teachers' ability to love students can start from three aspects: awareness of students' emotions, understanding of students' hearts, and expression of love for students.

First, awareness ability: observe students and establish connections with them. As a subordinate factor of the ability to love students, the ability to perceive includes but is not limited to the perception of students' emotions. Grasping the key word "identification" in emotional awareness to define the teacher's ability to perceive refers to the ability of teachers to keenly identify students' characteristics and states, which is reflected in the ability to discover students' strengths, grasp students' confusion, and capture students' physical and mental states and their changes [18].

Teachers and students have different identities and roles. Because of this, the connection between teachers and students needs to be established. Compared with students, mature teachers are more likely to have the ability to perceive and take the initiative to observe students. It is very important to find the connection point between teachers and students. Teachers with love for students can always find the connection with students more easily than teachers without love for students. The reason is that teachers who love students are better at understanding students. Teachers who love students have a positive view of students. They believe that students have their own shining points and often give them timely affirmation and encouragement. Such teachers can always find the advantages and strengths of children, and can maximize the development of these strengths, inspiring students to become self-respecting and confident people. The "bright spot" discovered by the teacher will not only allow the teacher to see students with strengths, but also have a more profound meaning in that it allows students to see the shining teacher. This "bright spot" can often become the key to unlock the connection between teachers and students, thereby allowing teacher love to rise between teachers and students.

Second, understanding ability: understanding students and achieving empathy with them. As a subordinate factor of the ability to love students, the teacher's understanding ability refers to the teacher's understanding of students' emotions and inner feelings. Specifically, it is the teacher's ability to put himself in the shoes of students to understand their inner needs and feelings, and is reflected in the teacher's ability to exchange roles, accurately judge students' true psychology, and listen to students' ideas [19].

Understanding students means that teachers need to stand in the "other's perspective", that is, teachers need to stand in the students' perspective to understand students' needs and emotions. Teachers' understanding of students in education and teaching means that teachers put themselves in the students' shoes, try to understand students from the students' standpoint, analyze and examine teaching from the students' perspective; in the interaction with students, understand their thoughts and actions, understand their various needs and emotions, and try to be consistent with the feelings and experiences of students; in the interaction with students, clearly feel the inner world of students, stimulate students' inner motivation to learn and explore knowledge, and

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enter the spiritual world of students. Teachers' understanding of students is the key to loving students. Teachers' understanding of students can build a bridge for the realization of empathy between the two, allowing students to feel the love of teachers, and at the same time, teachers' love can be fed back. In this way, teachers will be more willing to love and give love.

Third, expressive ability: appropriately express love for students. Here, expressive ability mainly tends to express emotions. Based on previous research, some scholars define teachers' emotional expression ability as the ability of teachers to express emotions to students according to the characteristics of the situation, which is reflected in the ability to express love for students in appropriate ways according to the situation, effectively regulate their emotions, etc.

Emotional expression is an important part of building a good teacher-student relationship. In the process of teacher-student interaction, teachers not only need to keenly discover and identify students' emotions, but also need to express their own emotions. This is actually a response of teachers to students' emotions. Teachers should not hesitate to express their love for students. Teachers' love needs to be expressed. The expression of teacher's love helps teachers get feedback about teacher's love, so that teachers' love can be more abundant. The proper expression of teachers' love for students is an important aspect of cultivating teachers' ability to love students. Teachers express their emotions in appropriate ways and at appropriate times, and respond emotionally to students' behaviors, so as to move towards sound teacher's love.

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