

Influencing Factors of Adolescents' Positive Emotional Experience

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Abstract: In order to solve a series of problems existing in adolescent individual emotion, this paper deeply discusses the influencing factors of adolescent positive emotional experience. Starting from the characteristics of adolescents' emotional development, this paper emphasizes the differences between adolescence and childhood and adulthood, and emphasizes the close relationship between adolescents' emotional experience and life situation and learning situation. The results show that, compared with previous relevant studies, the influencing factors of adolescents' positive emotional experience discussed in this paper have a certain novelty. From the perspective of situation, it discusses the influencing factors of adolescents' emotional experience, and emphasizes the importance of establishing positive emotional experience for adolescents, which can effectively solve the negative emotional problems of adolescents.

1. Introduction

With the continuous development of science and society, private individuals have been greatly satisfied in material aspects. Therefore, more and more private individuals turn their attention to spiritual needs and begin to pay more attention to their own emotional experience. adolescents are the flowers and bones of the motherland and the successors of the future of socialism. Their words and deeds affect the hearts of private individuals from all walks of life, and their emotional experience has also attracted the attention of all walks of life.

As we all know, the good or bad of emotional experience directly affects the mental outlook of individuals, and even the mental outlook of private individuals around them. In this society that promotes positive energy, every individual, regardless of age, gender, men and women, has the obligation to contribute to this society. In adolescence, establishing a good state of mind is conducive to the healthy growth of each adolescent, which is more crucial than the results. In the face of academic pressure, more and more adolescents will have a series of negative emotions. In addition to helping them alleviate their negative emotions, we should also strengthen their positive emotional experience, so that the youth group can face all kinds of situations in life with a more positive and optimistic attitude. This paper focuses on the influencing factors of adolescents' positive emotional experience, and analyzes the impact of different factors on adolescents' emotional development, in order to provide some suggestions for other researchers.

2. Concept of Positive Emotional Experience

Emotion, a professional term belonging to the category of psychology, is a general term for a series of subjective cognitive experience, that is, a series of reactions made by private individuals to objective things. Emotions are mainly expressed in three ways, as demonstrated in Fig. 1. At the same time, emotion also has its own unique functions, as demonstrated in Fig. 2.

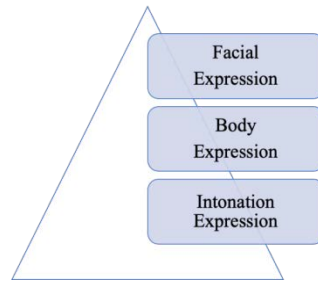


Fig. 1 External expression of emotion

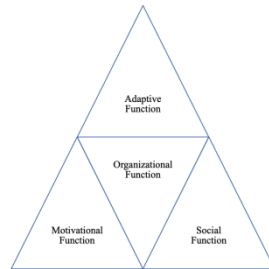


Fig. 2 Function of emotion

Positive emotion is a broad concept, which refers to an optimistic positive emotion and a positive attitude towards life and mood. Positive emotion is beneficial to individual physical and mental health, while a group of the common with positive emotion can provide more positive energy for the society [1]. Positive emotional experience is the specific expression of positive emotion, which is mainly divided into five types: joy, gratitude, serenity, interest and hope, as demonstrated in Figure 3. These five types of positive emotional experience not only directly affect a person's mental outlook, but also imperceptibly affect a person's thinking habits and behavior.

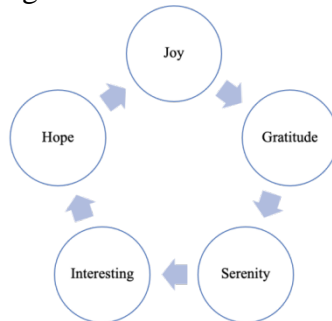


Fig. 3 Main types of positive emotional experience

3. Analysis and Research on the Influencing Factors of Adolescents' Positive Emotional Experience

In the adolescent stage, the individual's positive emotion will be reduced. In addition, adolescents face learning pressure and crucial physiological development process, most adolescents will have frequent emotional fluctuations [2]. Obviously, adolescents' positive emotional experience must be closely related to physiological, psychological and social factors. In addition, in adolescence, compared with childhood, individuals pay more attention to the external evaluation of themselves, which will also affect their own emotional fluctuations [3]. In other words, faced with multiple pressures such as academic, interpersonal and physical and mental changes, adolescents' emotions will fluctuate frequently.

At the same time, it also illustrates that the factors to be discussed in the process of studying and analyzing adolescents' positive emotional experience are more complex and diverse. Therefore, this paper classifies the positive emotional experience to make the research and analysis process more clear and targeted.

3.1 Influencing Factors of Persistent Positive Emotion

3.1.1 Age related physiological and neurological changes

Adolescence is not only the most rapid period of individual growth and development, but also the key period of individual development. Compared with childhood and adulthood, individuals in adolescence are more sensitive to emotional stimuli, and they can also respond more strongly to positive emotional stimuli [4]. In short, in adolescence, due to the significant increase in the activity of individual emotion and motivation brain regions, and the slow development of individual cognitive control and emotion regulation brain regions, the imbalance of their development leads to the disharmony of individual emotional experience and adjustment development in adolescence. Therefore, in adolescence, individual emotion fluctuates frequently, which also makes adolescent emotion always the focus of all sectors of society [5].

3.1.2 Social dynamic factors

Social dynamic factors are also one of the influencing factors of adolescents' sustainable positive emotional development, especially intimate relationship. Generally speaking, in adolescence, the intimate relationship of individuals mainly refers to the intimate relationship between adolescents and their parents. There is no doubt that parents are one of the closest the folk among adolescents. Parents' emotion can directly affect the parent-child relationship and adolescents' emotional development. Throughout adolescence, positive emotions in intimate relationships show dynamic changes. Specifically, in early adolescence, the positive emotions experienced by adolescents in parent-child relationship will decrease, but in fact, in the middle of adolescence, the positive emotions experienced by adolescents in parent-child relationship will gradually increase. At the end of adolescence, The increase of positive emotions experienced by adolescents in parent-child relationship is mainly related to their parents' positive support and positive emotions.

However, compared with the time spent interacting with their families, adolescents spend more time in school and interact with their peers, which involves another social dynamic factor, namely peer relationship [6].

Generally, peer relationship is closely related to adolescents' emotional development, but we should note that peer relationship will not only have a positive impact on adolescents' emotions, but also have a negative impact on adolescents' emotions.

In peer relationship, for most adolescents, friend relationship plays an extremely crucial role in individual development. Whether in childhood, adolescence or adulthood, friend relationship is one of the essential social relationships for each individual. In addition, some adolescents also have another kind of intimate relationship, that is, love relationship, which will directly affect the physical and mental health development of adolescents and affect their emotions all the time. Before puberty, individuals can also influence, restrict and interact with each other, their emotions can infect each other, and their peer relationship is also in dynamic change. Figure 4 illustrates the relationship between individual positive emotion and positive intimacy in adolescence, and emphasizes the importance and influence of positive emotion and positive intimacy on individual lifelong development. In addition, we can also see from Fig. 4 that positive emotion and positive intimacy are bidirectional and interactive.

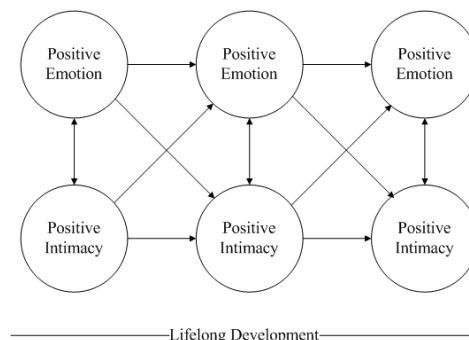


Fig. 4 Model of positive emotion, positive intimacy and individual lifelong development

3.1.3 Psychological factors

As mentioned above, the brain regions related to adolescents' emotion and motivation are in the development stage, which leads to the fluctuation of adolescents' emotion recognition ability, emotion regulation ability and emotional motivation, and also directly affects the development of adolescents' positive emotional experience [7].

Individual's emotion regulation ability is closely related to management, organization and other parts, including internal part and external part. The former mainly covers the individual's nervous system, physiological system, cognitive system and so on. The latter is also called social factor, which is mainly composed of cultural value, social situational significance, personal motivation and so on. Between the ages of 12 and 18, the individual's emotion regulation ability can be continuously enhanced, and he can also understand the different results that different emotions may lead to. This period can be regarded as a sensitive period. Young the folk are highly sensitive to the evaluation of others, and their mood fluctuations will be relatively large.

3.2 Influencing Factors of Situational Positive Emotion

3.2.1 Academic related situational factors

In recent years, with the continuous development and improvement of educational psychology, more educational experts and educators pay more attention to the situation of learning rather than the individual differences of students. For young the folk, their living environment is mainly family and school, and school is not only the main living situation of students, but also the main learning situation of students. Individuals in adolescence are facing great changes from primary school to middle school, and the academic pressure and interpersonal pressure they need to face have doubled. At the same time, there are contradictions and conflicts between the educational environment that emphasizes competition and development and the rapidly developing self-consciousness of adolescents. In addition, in school, some adolescents still have interpersonal problems, such as teacher-student relationship and classmate relationship. For adolescents, problems in interpersonal relationship often make them particularly distressed, and even affect their learning mood, resulting in a decline in academic performance or weariness [8].

In a word, adolescents' learning motivation, self-regulation ability, learning goal type and personal personality all directly affect their academic mood, and then affect their academic performance. When adolescents have strong positive learning motivation, such as reasonable self-evaluation ability, strong academic confidence and scientific learning goals, they will promote adolescents to develop their own positive academic emotion and achieve good academic performance.

3.2.2 Specific situational factors

The positive emotional experience of adolescents is not different from that of children and adults in any situation. It mostly occurs in the situation containing individual relevant social information. For example, only by watching pictures, there is no difference in the emotional experience of adolescents, children and adults. However, there are great differences in the emotional experience between adolescents in the social environment and children and adults. The fundamental reason is that adolescents pay more attention to the external evaluation of themselves. When others' evaluation of themselves is low, it will cause adolescents' emotional fluctuations. If they can't help adolescents establish a correct view of evaluation, they are likely to have a series of emotional problems due to the bad evaluation of others, such as anxiety, depression, fear and so on. For every adolescent, they will have different emotional responses to the same situation, which is related to the personality factors of adolescents.

4. Existing Shortcomings and Future Research Prospects

From the research literature at home and abroad, there are not many research results related to adolescents' positive emotional experience. Moreover, the conceptualization and classification of research objects, the selection of research methods, the unification and standardization of research

results and data need to be further improved.

Specifically, there are four deficiencies in the current research literature related to adolescents' positive emotional experience. First, there are few dimensions to distinguish the research objects; Second, the types of positive emotions of adolescents are not accurately focused and subdivided; Thirdly, most of the research methods are longitudinal tracking method, which is time-consuming and laborious; Fourth, the applicability of the research results is low.

This paper holds that in the future research on adolescents' positive emotion, we should start from the following four points: first, increase the dimension of the research object as much as possible and increase the diversity of the discrimination dimension of the research object; Second, enhance the pertinence and sensitivity of research tools; Thirdly, short-term sequence design is used to overcome the limitations of vertical tracking method and horizontal research method; Fourth, strengthen the intervention research on adolescents' positive emotions.

Through the research and analysis of adolescents' positive emotional experience, this paper emphasizes the influencing factors of adolescents' emotional development, which helps to improve the social understanding of adolescents' emotional development and adolescents' own understanding of their emotions, so as to comprehensively enhance adolescents' positive emotional experience and subjective well-being, and ensure the healthy development of adolescents' physical and mental health.

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