Research and Application on College English Emotional Teaching in the Information Era

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Abstract: Emotional attitude is an important factor that affects students' learning and development, and information technology era needs more emotional teaching. At present, college English teaching does not pay attention to students' emotional characteristics, and students' anxiety, fear, tension, doubt and aversion and other emotional problems lack effective solutions. Based on the analysis of the positive and negative emotional factors affecting college English teaching, this paper puts forward specific application strategies to serve the reform of college English teaching. Using the research results of this paper, teachers should stimulate and cultivate students' positive emotions in English learning in the teaching process, enhance students' strong interest in learning English, enhance students' confidence in learning English, and improve the English teaching effect.

1. Introduction

Emotional teaching refers to the process of teaching teachers to create a harmonious teaching environment conducive to student learning, to properly handle the relationship between emotion and cognition in the teaching process, and to give full play to the positive role of emotional factors, emotional communication through enhanced students' positive emotional experience, to cultivate and develop students emotion, to stimulate students' thirst for knowledge and exploring spirit, to encourage students to form independent sound personality and personality characteristics of the teaching method. The wide application of information technology has brought about great changes in social production and people's life, and has exerted a far-reaching influence on education. Distance teaching and online classroom, etc., help students to get rid of time and space restrictions, and use the Internet and mobile devices to carry out independent learning and study anytime and anywhere, enhancing the flexibility of learning. While information technology brings great benefits to education, it also produces a lot of negative effects. Facing the great temptation of the Internet, information is lost, the mood is low and the emotion is absent. Students spend too much time online and have negative emotional attitudes. Students' low interest in learning and serious lack of emotion deviate from the direction of education development. Emotional attitude is an important factor that affects students' learning and development. In college English teaching, emotional teaching is carried out to promote the development of cognitive ability and improve the quality of English teaching.

2. Theoretical Basis on College English Emotional Teaching

Emotional teaching in college English is based on the following theoretical basis:

First, psychology foundation. Psychology takes human psychological process and psychological characteristics as the research object, and divides human psychological process into cognitive process, emotional process and volitional process, among which emotion is the link of the three. Human cognitive process is the unity of cognitive process and emotional process, because of the duality of emotion, it can promote or hinder human cognitive process. In the process of English teaching, teachers should try their best to eliminate the negative effects of negative emotions and give play to the role of positive emotions in optimizing the teaching process.

Second, brain science theory. Human creativity is the integration of the coordinated activities of the left and right hemispheres of the brain, that is, the human brain has two important functions: one is thinking activities, and the other is emotional experience. Only when the two hemispheres of the brain develop in a coordinated and balanced way can their cognitive and creative potential be fully explored. If the dominant excitation center occurs only in one hemisphere, the other hemisphere will inevitably be suppressed and damaged, leading to gradual decline of function, and then the overall function of the brain will be affected.

Third, modern teaching theory. Using the method of system theory to explore the relationship between teaching activities and teaching, with the aim of promoting students' all-round development. Teaching is not only a special process of understanding, but also a process of human development. Through teaching, students get cognitive development, and their emotions, will, interests and other non-intellectual factors should also be developed. In English teaching, while mastering language knowledge, teachers should pay attention to the development of students' emotions, attitudes and values, as well as the cultivation of learning interest, motivation and self-confidence.

Fourth, constructivism theory. It is student-centered and emphasizes students' active exploration, discovery and construction of the meaning of knowledge. The process of English learning is also a process of emotional construction. The premise of emotional development is the interaction between cognition and emotion. The ideal English learning process should enable students to construct positive emotions, continuously stimulate learning interest, reduce learning anxiety, enhance self-confidence, and cultivate students' positive feelings towards English learning.

3. Analysis on Positive Emotional Factors for College English Teaching

Positive emotional factors meet people's needs or can meet some of the needs of people, will cause people's positive emotions. Positive emotions can stimulate learning interest, strengthen teaching activities and promote students' thinking. The positive emotional factors affecting college English teaching mainly include three aspects:

First, self-esteem. Self-esteem is a kind of thought and feeling about oneself when a person regards himself as the object of evaluation. It is a kind of confidence, viewpoint, attitude and value that a person holds towards himself in the level of consciousness. Self-esteem is a concept in psychology. When English teaching reform calls for emotional teaching, it appears in the field of education and becomes increasingly important. Self-esteem plays an important role in both cognitive and emotional activities. In English learning, when being praised, appreciated, valued and accepted by others, it is easy to form higher self-esteem, overcome negative factors such as fear and anxiety, and actively participate in language practice, so that English learning achievements will be improved correspondingly.

Second, optimism. With the development of positive psychology, optimism, as a positive subjective experience, has been paid more and more attention by psychologists. Optimism is an optimistic, open-minded and positive attitude towards learning and life of individual learners, and it is also an individual learner who believes that better results can be produced in the learning process. Optimistic learning attitude, not only directly affects the short-term learning results, but also improves the future independent enterprising and indomitable spirit. In the process of English teaching, teachers should set appropriate learning tasks, provide necessary language framework, create conditions for students to achieve success, give more encouraging evaluation, so that students feel more positive learning experience.

Third, empathy. Empathy is a kind of consciousness or behavior that looks at problems from the perspective of others, which is conducive to forming a good interpersonal relationship of solidarity and cooperation, promoting the development of learning activities and improving the learning effect. Cultivating students' intercultural empathy ability in English learning can reduce or eliminate the psychological barriers brought by foreign cultures in intercultural communication and promote the smooth progress of intercultural communication. Therefore, in the teaching process, teachers should create an atmosphere of cooperative learning and strengthen language practice, which is also in line

with the practical characteristics of English learning. Through group cooperation, students are encouraged to actively participate, express themselves, listen to others, and get a pleasant physical examination of English learning on the basis of knowing themselves and accepting others.

4. Analysis on Negative Emotional Factors for College English Teaching

Negative emotional factors include obstacles to the process of cognitive activities, students in a state of disgust or pain, often dull thinking, affecting the normal potential. The negative emotional factors affecting college English teaching mainly include three aspects:

First, lack of motivation. Learning motivation is the driving force for students to learn English. Most students "pay more attention" or "highly attention" to test scores, and think that test scores are the direct motivation for college students to learn English. There are both subjective and objective reasons for the lack of motivation. The subjective reasons include the lack of individual learning ability, passive learning style and weak basic knowledge; The objective reasons include improper teaching methods, poor language environment, advanced educational concepts and improper selection of teaching materials.

Second, anxiety is high. Anxiety is a major emotional disorder. Due to the failure to reach the expected goal or to overcome the threat of obstacles, the individual's self-esteem and self-confidence are frustrated, or the sense of failure and guilt increases, resulting in the emotional state of nervousness or fear. English learning anxiety mainly comes from three aspects: Low sense of self-efficacy, English learning has suffered setbacks or blows, making students doubt their English level, forming psychological anxiety; Lack of self-motivation and positive consciousness in English learning makes students in a passive and passive state, leading to ideological anxiety; Lack of communicative ability makes students nervous, worried and afraid when facing various English communicative activities.

Third, the inferiority complex is strong. Self-abasement is a psychological state in which individuals, in the process of self-understanding, have too low evaluation of their own ability or quality, subconsciously despise or despise themselves, and worry about losing the respect of others. Once learners develop a sense of inferiority, they will be depressed, not active or dare not participate in various group activities, and dare not ask questions when encountering problems, leading to a vicious circle in psychology, learning and ability. In the process of English learning, students' inferiority is mainly caused by their weak English foundation, and they dare not show themselves when they see others' excellent performance, which may also be caused by family environment.

5. Application on College English Emotional Teaching in Information Era

Emotional teaching in college English in the information age can be applied from the following aspects:

First, use information technology to develop situational edifying teaching. Teachers purposefully construct teaching situations where emotion and cognition promote each other, and use students' emotional psychological activities to strengthen rational learning activities, so as to help students acquire knowledge and edify emotions in a pleasant teaching environment. The teaching procedure includes two links of enlightenment and edification, the core is to mobilize students' emotions and stimulate their interest in learning. The role of the teacher changes into the motivation of students' emotions, and according to the teaching content, chooses the teaching means to promote students' cognition and enlighten students' emotions. Constructivist learning theory holds that learning is an experience of real situation, which makes learning more effective. Information technology to provide support to create English learning situation, illustrated, colorful, vivid work situation, problem situation, situation and cooperation situation, provide English teaching with the expression of image tool, has changed the monotonous traditional teaching mode, so that the students in the interactive language communication environment study, master and use the language.

Second, use information technology to carry out collaborative emotional teaching. Information

technology provide the support for the collaborative teaching, teachers using information technology means to understand the student's thought and emotion, realize students' demand, and discuss through group projects, online collaborative learning activities such as video conference and remote desktop sharing to lead the students into online communication, division of labor and participate in the atmosphere, to let them finish the teaching task, to build new knowledge framework. The steps of collaborative teaching include setting teaching objectives, dividing learning groups, participating in learning activities, coordinating classroom progress, and evaluating collaborative activities. It is because of the active participation of students that the enthusiasm, interest and information intake of learning increase significantly. Cultivation of the students' emotion, it is in the process of communication between teachers and students communicate or study partner to complete, the teacher wants to giving full play to the advantages of collaborative learning to guide the students and the student's own independent exploration, mutual encouragement between to cultivate team spirit of cooperation, social communication ability and autonomous learning ability, the positive emotional factors into the students' emotional values.

Third, use information technology to infuse English emotional education content. Although emotion itself is not the direct learning content of students, it is always closely related to students' intellectual activities and indirectly affects students' learning activities. The topic that can arouse students to participate in communication most is the emotional content about life perception and interpersonal communication. In the mutual infection of emotions, students are influenced by subtle influence, and ideological resonance is generated between teachers and students, making students "close to their teachers, believe in their way" and consciously transform teachers' requirements into their own needs. College English teachers should make full use of information technology, inject emotional content into teaching content, strengthen the emotional communication between teachers and students, and establish the trust between students and teachers. Because, the course content always contains a lot of emotional factors, through information technology, not only can better show the emotional factors contained in the textbook, but also can significantly improve the infectivity, edification and shock, promote students to deeply understand the teaching content, cultivate students' sound personality.

Fourth, use information technology to foster self-identity. Self-identity requires individuals to rationally accept themselves and the outside world, not be controlled by the environment, have a clear goal, and experience personal value in the process of striving to achieve the goal. Self-identity is a sign of a person's self-identity. A good self-identity is more conducive to students to build self-esteem and self-confidence. Self-identification has certain influence on English learning. Positive self-identification promotes English learning, while negative self-identification hinders English learning. Meanwhile, in the process of learning English, self-identity will also develop and change. In the information technology environment, teachers should encourage students to cooperate with each other, learn from each other's strengths, and jointly complete the English learning tasks, so that students can find a sense of belonging in the English classroom, and encourage students to form a correct sense of self-identity in the process of positive emotional experience, and cultivate students' The ability to express communication in English allows students to use innovative information and resources, try out innovative practices, and rely on the information technology environment to carry out a series of English learning activities to enhance self-identity.

Fifth, use information technology to digitize human emotions. Traditional human-computer interaction, mainly through the keyboard, mouse and screen, only pursues convenience and accuracy, can not understand and adapt to people's emotions or mood, human-computer interaction is difficult to achieve true natural harmony. Because human communication is natural and emotional, people also expect computers to have emotional abilities. Emotional computing is the ability to give computers a human-like ability to observe, understand, and generate various emotional features, ultimately allowing computers to interact naturally, intimately, and vividly like humans. Emotional calculation uses various sensors to acquire physiological and behavioral characteristics signals caused by human emotions, establish emotional models, make intelligent,

sensitive and friendly responses to user emotions, shorten the distance between humans and machines, and create a truly harmonious person-machine environment. College English online learning based on digital human emotion design builds an intelligent learning space or virtual scene closer to human life, provides personalized learning and improves English learning effect.

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