

Application of Emotional Teaching in College English Teaching of Private Undergraduate Colleges

Ai Xizhen

Nanchang Institute of Science & Technology, Nanchang, 330108, China

Keywords: emotional teaching, private undergraduate college, College English, application

Abstract: Emotional teaching is a kind of teaching method which takes stimulating students' non-intellectual factors as a means, emphasizes students' principal position in the teaching process, stimulates their learning enthusiasm, and promotes emotional communication between teachers and students. Emotional teaching to College English teaching of private undergraduate college is an effective teaching method to fully mobilize students' subjective initiative and promote teaching effects. Based on the analysis of the meaning and function of emotional teaching, this paper expounds the advantages of applying emotional teaching in College English education, and then explores specific application measures, so as to give full play to the positive role of emotional teaching in practice.

1. Introduction

With the continuous improvement of China's economic strength, the importance of education has gradually increased. The innovation and reform of teaching methods in colleges and universities at all levels are also deepening. At present, teaching methods in colleges and universities show a trend of diversification. Emotional teaching is a kind of teaching method that integrates emotional factors into all links of teaching. On the basis of fully grasping cognitive factors, it adapts to the actual teaching needs and promotes the improvement of teaching effects. The application of emotional teaching in private undergraduate College English teaching is an active teaching exploration and practice, which can improve the quality of classroom teaching, help students better learn the knowledge content of College English, improve their English level and enhance their ability to use English as a communication tool. Teachers are required to constantly reflect on teaching ideas and directions, respect students' feedback, and constantly improve the quality and practical value of English classroom teaching.

2. Meaning and Function of Emotional Teaching

Emotional teaching refers to the teaching method that teachers use some teaching means to arouse students' initiatives for learning and enhance students' enthusiasm for classroom participation. In this way, teachers are able to stimulate students' subjective initiative in learning and improve their enthusiasm for independent learning. It can be said that emotional teaching is a means to promote teaching effect by mobilizing students' non-intellectual factors. Applying emotional teaching to the educational activities of private undergraduate colleges and universities has a very obvious positive role in improving students' enthusiasm and teaching efficiency.

2.1 Emotional Teaching Plays A Positive Promoting Role

When using emotional teaching, teachers will experience three essential links that are stimulating emotion, developing emotion and stimulating emotion. In these three links, as an effective means to actively mobilize students' classroom participation, emotional teaching fully respects students' principal position, and promotes the benign interaction and communication between teachers and students. Teachers' rational use of emotional teaching will help to establish a good teacher-student relationship, and reflect the important role of students in the classroom, so as to fundamentally stimulate students' enthusiasm and subjective initiative in learning, and promote the process of

classroom teaching.

2.2 Emotional Teaching Plays A Good Guiding Role

Different from the traditional classroom teaching methods, the role of teachers has changed to a certain extent. They are not only the authority in the field of knowledge, but also the guide of classroom teaching. They inject more emotional care into the process of educating students and pay close attention to students' learning effect while closely observe students' psychological state. Therefore, emotional teaching plays a positive guiding role, helping students to acquire professional knowledge, while effectively guiding their ideological and psychological state.

2.3 Emotional Teaching Has Positive Incentive Effects

Students are the main participants in teaching activities. Their enthusiasm is the main factor affecting the actual effects of teaching activities. Students' interest in learning and subjective attitude will directly affect teaching effects. Emotional education is a means of paying attention to students' feelings and giving them emotional care and guidance to promote teaching effect, producing a strong positive incentive effect on students in the process of implementation.

3. Advantages of Applying Emotional Teaching in College English Teaching of Private Undergraduate Colleges

Firstly, the application of emotional education in College English teaching helps to improve students' learning enthusiasm. Many students only focus on learning professional knowledge after entering colleges, but neglect the study of English subject. For the majority of College English teachers, students' lack of learning enthusiasm is often one of the main reasons why the teaching work is difficult to carry out effectively. Students are the main participants in classroom teaching activities. If they lack a correct understanding and attention to the subject, they will not really participate in the classroom, nor will they play their subjective initiative to actively and independently study. This phenomenon will lead to the difficulty of promoting College English teaching curriculum, slow progress, inefficient teaching and students' poor acceptance effect. By using emotional teaching method, teachers are capable of effectively mobilizing students' enthusiasm for learning, promoting non-intellectual factors to help students face up to the necessity of English learning, and improving students' classroom participation. Once they have a high enthusiasm for English learning, teachers can timely and correctly guide students in English knowledge, help students to build up positive thinking of English learning, and cultivate a more comprehensive understanding of knowledge system. College English teachers are advised to use the positive transfer function of improving learning enthusiasm, guide students to pay attention to the essence of English learning and the knowledge content of English disciplines, and assist them to build up confidence in learning English, so as to improve teaching efficiency and quality. Emotional education has a significant positive incentive effect that teachers can fully understand, grasp the positive impact of positive incentive on improving learning efficiency and lead students to experience the fun of English learning in class. Through the innovation of teaching methods and the help of advanced teaching equipment, teachers will be capable of presenting more intuitive and diverse English classroom teaching, enriching teaching methods, and reflecting the innovative and contemporary teaching ideas.

Secondly, emotional education helps to regulate classroom atmosphere and promote the establishment of good teacher-student relationship. Different from the traditional classroom and teaching methods, emotional teaching emphasizes the main position of students in teaching activities, and focuses on students' thoughts, feelings, experiences and learning effects. Therefore, teachers' rational use of emotional teaching methods is propitious to break the rigid teacher-student relationship, close the distance between teachers and students by giving emotional care to students, and establish a good interaction, communication and harmony between them. In the process of classroom teaching by means of emotional teaching, teachers will have a deeper grasp and a more comprehensive understanding of students' ideological dynamics and psychological characteristics.

Through continuous communication and practice, teachers will break away from the original cognition, get rid of the negative interference of stereotypes, constantly reflect on their own work and education methods, innovate and reform their teaching ideas and methods on the basis of combining practice, so as to improve the quality of classroom teaching. At the same time, a good classroom atmosphere will also have a positive counter influence on students' enthusiasm for learning. Students' active participation and effective feedback are undoubtedly strong catalysts for teachers to improve curriculum content. In the process of students' benign participation, teachers will also trigger positive thinking and exploration of English subject, constantly tap knowledge points of subject content, enrich students' knowledge, help them broaden their horizons, and guide them learn more about high-quality as well as representative knowledge of English subject with rich contents. Through effective interaction with teachers, students are allowed to reflect their real learning situation and actual needs, make effective use of class time, contact and learn some English knowledge which can be digested by themselves, master practical English skills in time and fully, and effectively improve their comprehensive English ability.

Finally, the application of emotional education helps private undergraduate colleges to improve the quality of College English teaching and innovate teaching ideas. Emotional education fully emphasizes and plays the main role of students, and promotes a good communication between teachers and students. For private undergraduate colleges and universities, the rational use of emotional teaching methods is propitious to tap the actual teaching needs and deepen the understanding of College English subject, make the main direction of classroom teaching and course content more practical and more close to students' actual life and situation, improve the practicability of College English teaching, and emphasize its practical significance. Through actual investigation and analysis, we find that the main reason why many students do not attach importance to or get tired of College English learning is that students generally believe that the current College English course taught are too theoretical with high difficulty, which is separated from the actual life and learning environment and can not really meet the needs of reality, so there is a great lack of interest. English is a practical linguistic subject, which should be applied to practical communication. For many non-English majors of private undergraduate colleges, the content of College English learning is too theoretical to meet the actual communicative needs, and is not enough to arouse their interest in learning. Students are also unwilling to spend time and energy dealing with the content of English learning. Therefore, colleges and universities are required to actively improve the teaching direction and content, fully respect the needs of students, deepen the understanding of English subject, and actively tap more practical learning content.

4. Method to Apply Emotional Teaching in College English Teaching of Non-governmental Undergraduates

Firstly, we should respect students' principal position. The most important point of emotional education is to emphasize students' principal position, fully respect their emotions, psychology and ideas, and meet their emotional needs. Teachers should play a guiding and caring role in teaching activities, create an environment and opportunities for students to promote emotional exchanges between the two sides, and achieve the purpose of education by giving emotional care to students. In addition, teachers are also supposed to establish a good and trustworthy teacher-student relationship with students through positive incentives and positive communication, so that students can truly communicate with teachers equally, strengthen their participation enthusiasm in the process of English teaching, fully mobilize their learning initiatives, give full play to their subjective initiative and make them participate in the learning process independently.

Secondly, we should pay close attention to students' ideological dynamics and psychological changes. In the process of using emotional teaching, teachers must understand students' ideological dynamics and psychological characteristics through careful observation and inquiry. In this process, teachers are required to fully respect students' real feelings, not be disturbed by stereotypes, and ignore students' real needs and psychological activities. Moreover, teachers are also advised to give students free space to express themselves, pay attention to students' ideological activities as

guiders and educators instead of forcibly and brutally intervening, and seek appropriate practice to interact benignly with students.

Thirdly, we should face teaching work with innovative ideas and open attitude. In the process of using emotional education to carry out College English teaching, teachers need to adjust the teaching direction and main teaching contents by combining students' feedback and real needs through their own positive thinking, so as to truly meet students' learning needs and output truly valuable English teaching contents. Teachers should always keep innovative ideas and open mindset, seriously consider every suggestion, and constantly optimize and upgrade teaching work. Faced with criticism and different voices, they should maintain rational thinking and modest attitude, avoid conflicting emotions, face teaching work with a positive attitude of sunshine, and effectively improve their teaching level.

5. Conclusion

To sum up, emotional teaching is an educational method that integrates non-intellectual factors into teaching process, which plays a positive role in College English teaching of private undergraduate with great enlightenment. Teachers are able to reasonably use the means of emotional teaching in classroom teaching, mobilize students' enthusiasm, stimulate students' enthusiasm for learning, make full use of their subjective initiative to promote educational effect, and fully respect students' subject in the process of teaching

References

- [1] Yan Danping, Zhao Lizhu. Teaching Stratification and Emotional Penetration--A Practical Study on the Application of Emotional Teaching in College English Stratified Teaching [J]. Journal of Hubei Correspondence University, 2017, 30 (11): 144-146.
- [2] Wang Yufen, Gao Xia. Investigation and Research on the Current Situation of College English Emotional Teaching in Local Undergraduate Colleges in Ethnic Minority Areas from the Perspective of Ecology Teaching [J]. Ethnic Education Research, 2016, 27 (04): 59-66.
- [3] Zhang Yumei. College English Teaching Reform and Practice in Independent Colleges from the Perspective of Emotional Teaching [J]. Teaching and Education (Higher Education Forum), 2016 (09): 102-103.
- [4] Wang Yufen. Investigation and Research on Teachers' Affective Factors in College English Teaching in Local Undergraduate Colleges [J]. Journal of Jixi University, 2016,16(03): 81-85.
- [5] Wang Yufen. Construction of Harmonious Teacher-student Relationship in College English Teaching from the Perspective of Ecological Education [J]. Journal of Jiangsu Second Normal University, 2016, 32 (02): 14-17.