

The Application of Emotional Encouraging in the Education of New Generation Students in Colleges and Universities

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Abstract: As the new generation of students are the main force in enterprises and the successor of social construction and development in the future, their healthy development is an important content of college educators cannot be ignored. In addition, the new generation students have distinct personality but fragile emotions, and emotional encouraging can greatly mobilize their subjective initiative and turn it into positive actions, which is conducive to their healthy development. Emotional encouraging measures for the new generation of college students can be implemented from the aspects of caring for students, respecting students, trusting students, tolerating students, praising students and communicating with students, and also from the aspects of pertinence, fairness, timeliness and appropriateness.

1. Introduction

With the development of the society, the new generation college students, as a special social group, are not only leading the social fashion, but also shouldering the social responsibility and the great task of socialist construction expected by society. College students are in the development stage, in which their outlook on life and values are moving from immaturity to maturity. Compared with the college students in 1970s and 1980s, the new generation students are characterized by “strong sense of independence and distinct personality”, but “emotional fragility and inner loneliness” [1]. College education is designed for students’ development. According to the characteristics of the new generation, attention should be paid to students' emotional needs and emotional education. Emotional encouraging for the new generation of college students is an important part of modern educational thought and an important measure to promote the healthy development of the new generation of students.

2. Emotion and Emotional Encouraging

Emotion, as an important aspect of human inner activities, is a reflection of human beings to the objective world, such as the experience of love, hate, aesthetics, morality and reason. Under certain conditions, emotions can trigger people’s behavior. For example, positive emotions can make people feel happy, excited and full of energy, and make people actively engage in activities that they are

interested in, while negative emotions can make people feel uneasy, pessimistic, restless and irritable, and produce aversion to activities. Therefore, appropriate emotional encouraging can help people overcome negative emotions and know themselves more clearly, thus stimulating positive emotions.

There are positive and negative ways to motivate college students. In academic circles, positive reinforcement is preferred, and emotional encouraging is one of them [2]. Fredrick Herzberg, an American behaviorist, believed that motivation can be divided into “external motivation” and “intrinsic motivation”, and emotional encouraging is an important part of the latter. Scholar Deng Xiaoqin believed that emotional motivation is not material-induced, nor spiritual-stimulated. Instead, it stimulates the enthusiasm and creativity of the subject by using emotions, that is, it encourages the subject to care for, respect, trust and support the object in daily activities, so that they can have a pleasant emotional experience, cultivate the feelings between the object and the organization, and stimulate work enthusiasm [3, 4]. Scholar Da Hangxing believed that emotional encouraging is a kind of humanistic cultural management mode, in which the motivator establishes emotional connection and ideological communication between the motivator and the motivated through sincere emotional output, so that the motivated can feel that he is valued and respected, thus satisfying his psychological needs and stimulating his work passion and enthusiasm [5]. Visible, emotional encouraging is different from material incentive and spiritual incentive. Material incentives focus on using material means to meet people’s material needs, while spiritual incentives focus on meeting people’s spiritual needs, thus affecting people’s behavior. Emotional encouraging focuses on people’s emotions and feeling from people’s inner needs [6], and uses emotional means such as understanding and caring to make people feel moved and happy, thus stimulating people’s enthusiasm and creativity.

3. The Use of Emotional Encouraging in the Education of the New Generation of College Students

With its wide application in higher education, emotional encouraging regards emotion as an important aspect of the development of the new generation of students, which can be stimulated through persuasion by language, infection by image and influence by behavior [7]. Emotional motivation is to look at things from the perspective of students from the "heart", and implemented in the forms of caring for students, respecting them, trusting them, tolerating them, praising them and communicating with them in the education of new generation students in colleges and universities [3-5]. (1) Caring for students means that educators should not only care about their academic conditions, but also about their ideological development and living conditions. The development of college students is physical, mental and emotional. Students also have emotional needs in reality. They hope to be cared by others, not only academically, but also in students’ life, ideological development and emotions. They should also be sincere and pay attention to students’ actual feelings. (2) Respecting students means that educators should not only respect students’ will, rights and independent personality, but also encourage students to care for themselves, respect themselves and cultivate their confidence in themselves. When communicating with students, educators should respect students' personality, will and rights, treat students without excluding, discriminating, hurting and being indifferent, and encourage students to be self-respecting and self-affirming, and gradually cultivate their self-confidence. (3) Trusting students means that educators can fully authorize students according to their abilities and entrust them with important tasks, which can stimulate their desire to exert their talents, make them work hard continuously and form a powerful driving force for learning, working and contributing to the organization. (4) Tolerating students means that educators, on the one hand, should adopt an inclusive attitude towards students' shortcomings, treat them with an objective and

developmental view, understand them attentively, and on the other hand, should be tolerant towards small mistakes they have made, and allow them to make mistakes to a certain extent without affecting collective interests, thus reducing their resistance and stimulating their creativity more easily. (5) Praising students means that educators should pay attention to details, carefully observe and pay attention to their performance, affirm and praise their good academic achievements or work performance in time, and also praise their good attitude to make them feel fully affirmed. (6) Communicating with students means that educators should actively keep in touch and communicate with students, actively understand their inner thoughts and attitudes, actively respond to their opinions, and keep in touch with them in a sincere manner, instead of simply contacting them when there are task indicators. Moreover, communication should be open, transparent and equal, rather than focusing on a certain class of students who are easy to communicate. For students who are not good at expressing themselves, educators should take the initiative to understand their inner feelings and keep in touch with them.

Compared with other motivations, emotional encouraging is “soft”, so it is not necessarily confined to intangible things, but also can be expressed by material means. There are many models of emotional encouraging with different scales. Therefore, many people think that emotional encouraging is not easy to be implemented. Generally speaking, the implementation of emotional motivation follows the following principles [3, 8]: (1) Targeting. Different students have different emotional needs. Some students hope to be valued in their abilities. Some hope to learn something. Some hope to be noticed and cared by others. Some hope to make contributions among their peers. Therefore, the implementation of emotional encouraging for students cannot be generalized, should be targeted at different students’ emotional needs, because targeted incentives will be effective. (2) Timeliness. The implementation of emotional encouraging should be well timed, because students have different emotional needs at different times. Negative emotions are easily generated when emotional needs are not met at the time when they occur, which will affect normal learning life. If the students have no emotional needs at a certain point in time but the educator gives them emotional encouraging in that respect, the students will neither have profound emotional experience nor show the effect of emotional encouraging, or even have the opposite effect. (3) Fairness. In reality, students all hope to receive fair treatment and fair return in the school. Therefore, educators should treat students equally with equal attention and concern but without discrimination. Emotional stimulation focuses on the feeling of “heart”. When taking emotional stimulation measures for students, they should be treated with the most sincere and impurity-free mentality. (4) Moderation. Emotional encouraging is not just about “feeling”. The implementation of emotional encouraging should not be limited to meeting students’ emotions while neglecting other aspects of development, such as their studies, ideological and moral development, etc. Educators can’t give students a back door in order to get a good impression as much as possible, let alone focusing only on the “quantity” while ignoring the “quality” of motivation. Therefore, the implementation of emotional encouraging should be appropriate.

4. Conclusions

Educators in colleges and universities should give full play to the effect of emotional stimulation, understand and care for students, share feelings with them, treat them with the same mentality, and let them feel care, respect, trust and affirmation, so as to promote the development of good and sound personality. Emotion can arouse people’s enthusiasm and creativity, and emotional encouraging for the new generation of students in college education will play a good role in motivating students’ subjective initiative and making them study and work consciously in a happy mental state.

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