

# Research on Infiltrating Emotional Education in College English Teaching

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**Abstract:** The teaching process highlights emotional factors, opens up new ways to explore teaching rules, and inspires new directions in teaching theory research. College English teaching penetrates emotional education, which can effectively solve the problems of insufficient learning motivation, excessive anxiety, strong inferiority complex, and incompatible relationship between teachers and students. Through the analysis of the affective factors that affect college English teaching, the implementation plan and strategy of college English teaching penetrating affective education were formulated to effectively solve the current lack of emotion in college English teaching. The implementation plan includes: the teaching content is living, the teaching organization is diversified, the teaching environment is contextualized, and the teaching method is gamification. Implementation strategies include: strengthening emotional communication between teachers and students, using teacher emotions as an important English teaching resource, using information technology to inject English emotional education content, and scientifically guiding students to relieve language anxiety.

## 1. Introduction

Emotion is the attitude and experience of people to whether objective things meet their needs. Carl Ransom Rogers is a well-known contemporary humanistic psychologist and education reformer in the United States. In the teaching idea of "student-centered theory", he pays special attention to the emotional factors in teaching and use the teaching model as a basic motivation for teaching activities. Emphasizing emotional factors, placing the focus of teaching on students' educational thoughts, completely shakes people's classic understanding of teaching activities, opens up new ways to explore teaching laws, and inspires new directions in teaching theory research. Rogers believes that the purpose of education is to stimulate students' learning motivation, develop students' potential, form a positive self-concept and value system, and finally enable students to educate themselves. It highlights the role of emotions in education. Teachers use emotions for education. Students' cognitive processes and emotional processes are an organic unity. It is necessary to create an educational environment for emotional communication between teachers and students.

With the rise and development of humanistic psychology, more and more attention has been paid to emotional issues in language teaching. Humanistic psychology believes that in order to achieve the set goals, education must unify both cognitive and emotional aspects. However, current educational theories place too much emphasis on the rational and cognitive functions of the brain and ignore the development of irrationality, resulting in "emotional gaps". This tendency is manifested in the language teaching process as teachers overemphasize the cognitive factors of language learning, ignoring the impact of emotional education on language learning, and there is a phenomenon of separation of cognition and emotion. The current reform of college English teaching still focuses on cognition, neglects students' initiative and creativity, does not pay attention to students' emotional characteristics, and lacks effective solutions for emotional problems such as anxiety, fear, tension, doubt and disgust. Guided by basic theories, this paper reveals the important influence of emotional education in college English teaching, which has aroused teachers' emphasis

on penetrating emotional education in college English teaching, more effectively improving the quality of college English teaching, and helping college English teaching reform in the new era.

## **2. Roles on Infiltrating Emotional Education in College English Teaching**

College English teaching penetrates emotional education, mobilizes students' interest in learning English in an all-round way, and becomes an effective means of improving teaching efficiency. Its role is mainly reflected in the following aspects:

(1) Effectively solve the problem of insufficient learning motivation. Students learn English because of a "utilitarian" emotion and are forced to accept English learning. Insufficient learning motivation has both subjective and objective reasons. Subjective reasons include the lack of individual student learning ability, passive learning styles, and weak basic knowledge; objective reasons include improper teaching methods, poor language environments, and advanced educational concepts. English teaching permeates emotional education, which resonates with students' minds and effectively stimulates learning motivation.

(2) Effectively solve the problem of excessive anxiety. Self-efficacy is low, English learning has been frustrated, students have doubts about their English level, and they develop psychological anxiety. Lack of self-motivation, lack of positive consciousness in English learning, students are in a passive state, leading to ideological anxiety. Facing various English communication activities, students develop tension and fear, and various embarrassing emotions are interwoven. Emotional education penetrates the teaching of English knowledge and solves the problem of anxiety.

(3) Effectively solve the problem of strong inferiority complex. Inferiority is a complex emotion that cannot help oneself and is weak. People with inferiority complex despise themselves and think they cannot catch up with others. In the process of English learning, the main reason for inferiority of students is the weak English foundation. Seeing other people perform well and daring to express themselves may also be caused by family environment factors. College English teaching effectively exerts the educational function of emotions, respects and cultivates students' social emotions, and solves students' psychological problems of inferiority.

(4) Effectively solve the problem of rapport between teachers and students. The teacher-student relationship is the most basic interpersonal relationship in the educational process. Only by establishing a harmonious and harmonious teacher-student relationship can a good educational effect be achieved. As a teacher of English knowledge, teachers should respect and care for students, create a pleasant, open and free English learning environment, be good at using emotional factors to influence students, build a bridge of mutual trust, and establish a new type of teacher-student relationship with mutual respect, mutual understanding and mutual trust.

## **3. Analysis on Emotional Factor for Influence College English Teaching**

The affective factors affecting college English teaching include positive affective factors and negative affective factors. Positive emotions can stimulate learning interest, strengthen teaching activities, and promote students' thinking. They have a positive effect on English learning. Negative affective factors inhibit the process of cognitive activities. Students often have sluggish thinking, which affects the development of normal potential and hinders English learning. The impact of the two on English learning is as follows:

(1) Positive emotional factors. Positive emotional factors mainly include four aspects: First, interest. Interest is the best teacher, and a strong interest in learning helps to stimulate the enthusiasm of students to participate. If the students are interested in and actively accept the learning content, the affective filtering effect will be weakened. The second is self-esteem. In English learning, it is often praised, appreciated, valued and accepted by others. It is easy to form a high self-esteem, overcome the negative factors such as fear and anxiety, and actively participate in language practice. And English learning achievement will also increase accordingly. The third is that optimism is an open-minded and positive attitude of individual learners to their learning life. An optimistic learning attitude not only directly affects short-term academic performance, but also

enhances the spirit of independent initiative and perseverance in the future. The fourth is empathy. Cultivate students' cross-cultural empathy in English learning, reduce the psychological barriers caused by the exotic culture in cross-cultural communication, and gain a pleasant English learning experience based on knowing yourself and accepting others.

(2) Negative emotional factors. Negative emotional factors produce negative attitudes, lack of motivation, anxiety, inhibition, fear, nervousness, doubt, depression, and shyness. The causes of negative emotions include personality factors, teacher factors, school factors, family factors and social factors. Personal factors include learned helplessness, low self-efficacy, and incorrect attribution. The results show that learners with low self-efficacy and acquired helplessness often lack self-confidence and motivation to learn, and their scores are relatively low. Due to incorrect attribution, learners do not expect themselves to succeed, and feel inferior in English learning and are not interested in English learning. Teachers with imperfect personality or abnormal behavior, negative attitudes, pessimistic emotions, and insufficient self-confidence will have a negative impact on learners' learning. Therefore, in the process of college English teaching, teachers need to control their emotions, take positive and effective measures to eliminate emotional barriers, and help learners build positive and healthy emotions.

#### **4. Implementation Schemes on Infiltrating Emotional Education in College English Teaching**

Research on the implementation of emotional education in college English teaching to guide practical college English teaching, including four aspects:

(1) The teaching content is lively. The teaching content is an important part of teaching activities, the basic basis for teachers and students to carry out teaching activities, and also an important intermediary to connect the teaching activities of teachers and students. Teaching content life is to put teaching activities into the real life background, so that students learn in life and live better in learning. College English teaching content is life-like, requiring the content and form of language skills training to be as close to life as possible, close to real language communication, keeping English teaching content consistent with students' actual needs, displaying and exploring the emotional attitudes and values contained in the teaching content factor.

(2) Diversified teaching organizations. Teaching organization is a link and method that connects teachers' teaching and students' learning. It is a way to organize teaching activities according to certain teaching purposes and contents, as well as the subjective and objective conditions of teaching. It must be carried out with the help of a certain form of teaching organization to be the fundamental feature of teaching activities. The organizational form of teaching develops towards diversification and integration. The classroom teaching process is also a communicative process that promotes the cultivation of emotional attitudes in communication. To organize teaching flexibly and variably, it is necessary to diversify the main body of communication, to flexibly group, and to play extracurricular activities is an important function of extending and supplementing classroom teaching.

(3) The teaching environment is contextualized. The teaching environment is a complex system composed of various elements. Situational teaching can stimulate students' inner emotional experience, make students feel immersive, and effectively promote individual cognition and emotional experience. For college English teaching, teachers should create vivid and interesting situations based on the content of the textbooks, let students be infected by the situation, stimulate learning interest and curiosity, provide students with a platform for independent inquiry, and guide students to experience the process of knowledge generation in the context. Creating situations is a routine teaching task, which can be specifically created with the help of physical objects, images, activities, languages, questions, or background knowledge.

(4) Gamification of teaching methods. Gamification teaching refers to the use of game elements as teaching tools to develop scientific teaching programs through competitive games, experimental games, dialogue games, and level-breaking games to increase student participation and enthusiasm. The use of English games should reflect the relevance, the teaching content, and the practical life, which is conducive to learning new knowledge. The design of English games should reflect

flexibility. There are few off-the-shelf English games, and most games come from other fields. Adaptation of the game or the teacher's own creation. The choice of English games should reflect the rationality, and choose and guide the games according to the age characteristics of the students.

## **5. Implementation Strategies on Infiltrating Emotional Education in College English Teaching**

The function of education is to promote the overall development of human beings. Knowledge teaching and emotional teaching are two basic aspects of education. The perfect combination of the two is of great significance to the improvement of teaching quality. Paying attention to emotions can improve the quality and effectiveness of English teaching. Positive emotion teaching can eliminate students' psychological barriers and increase students' motivation and confidence in learning. In order to effectively apply the implementation plan of penetrating emotional education in college English teaching, following the principles of penetrating emotional education in English teaching and referring to previous research results, the implementation strategies of penetrating emotional education in college English teaching proposed in this article are as follows:

(1) Strengthen the emotional communication between teachers and students. Teaching activities are based on the premise of teacher-student communication, which can enable students to have an emotional drive, promote the emotional integration between teachers and students, and enhance students' consciousness to move forward and to strive for progress. In English teaching, teachers should provide students with the opportunity to express their opinions, and influence students implicitly through attitudes and behaviors. At the same time, teachers should respect each student's personality tendency and hobbies, tolerate students' shortcomings, and discover students' advantages.

(2) Treat teacher emotion as an important English teaching resource. Teacher emotion is also a teaching resource, which plays an important role in improving teaching efficiency and promoting students' physical and mental health. Emotional self-care and emotional control in teacher self-management directly affect the teaching process and bilateral activities of teachers and students, and indirectly affect the psychological state and emotional experience of students. In classroom teaching, teachers should introduce emotional information in a timely manner and activate the classroom through personal emotions to adjust students' emotions to the best state.

(3) Use information technology to inject English emotional education content. Although emotion itself is not a direct learning content for students, it is always closely related to students' intellectual activities and indirectly affects students' learning activities. The widespread application of information technology has caused major changes in social production and people's lives, and has also had a profound impact on education. Make full use of information technology and inject emotional content into the teaching content, which can not only better express the emotional factors contained in the textbook, but also significantly improve the contagion, edification and shock, promote students to deeply understand the teaching content, and cultivate a sound personality.

(4) Science guides students to relieve language anxiety. Anxiety is an important emotional expression of language learners in the process of language learning and an important emotional factor that affects the effect of language learners' second language acquisition. Language anxiety refers to the emotional state in which students lose self-esteem and self-confidence because they fail to achieve their expected learning goals or fail to overcome language learning obstacles. The causes and levels of anxiety vary from person to person. Teachers should distinguish different types of language anxiety, use intelligible input, establish good teacher-student relationships, provide sufficient time for students to think and encourage students to participate in healthy competition.

## **6. Conclusion**

Teaching is not only the communication process of knowledge information transmission and feedback, but also the process of emotional integration and resonance between teachers and students. Psychological research shows that there is no separation from emotion and emotion. The learner's

learning process is always accompanied by interest and emotion. Emotional education is a part of the educational process, focusing on students' attitudes, emotions, emotions and beliefs in the educational process, promoting the individual development of students and the healthy development of the entire society. Emotional education is a concept, which is put forward in view of the importance of cognition and reason, and the neglect of emotions in current education. It is an integral part of the complete education process. Emotional attitude is an important factor affecting students' learning and development. Maintaining a positive emotional attitude is the key to English learning. The research results of this paper can effectively solve the emotional deficiency in current college English teaching and promote college English teachers to meet certain teaching requirements. In the process of English teaching, we must not only care about students' emotions, happiness, and values, but also respect and cultivate students' social qualities and develop their emotional self-regulation capabilities. It can also help students to have positive emotional experiences in activities such as English learning, application and practice, so as to form an independent and healthy personality and perfect personality traits. It can also improve the comprehensive level of students' English while promoting the healthy and harmonious development of individual students and the entire society.

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