

# *On the Application of Affective Teaching Method in College English Teaching*

Liu Yawen

*College of Humanities, Shangluo University, 726000*

**Keywords:** Affective Teaching Method; College; English; Application

**Abstract:** English is an important basic course in China's higher education system. Under the background of globalization, the effect of college English teaching has a direct impact on students' personal development and career. How to apply affective factors in college English teaching and introduce affective teaching method into college English curriculum is an important issue in the current teaching reform. This paper briefly analyzes the current problems in college English teaching in China, expounds the meaning of affective teaching method, and finally probes into the application of affective teaching method in college English teaching.

In recent years, China's economic and social development has developed rapidly, and the pattern of going out and importing has penetrated into various fields of national life. With the acceleration of globalization, China's demand for English talents at all levels has shown a rapid growth momentum. As the main position of cultivating professional talents for social development and modernization construction, colleges and universities shoulder a special and glorious historical mission.

With the development of the past several decades, English teaching in Chinese colleges and universities has made remarkable achievements in many aspects. While affirming our achievements, we should also see the shortcomings and drawbacks in the development of English teaching in Chinese colleges and universities. There are still some deficiencies in some aspects. At present, the reform of college English teaching is imperative in the important transition stage of national development. The voices of all walks of life to improve the quality of English talents in colleges and universities are increasingly urgent. We should conform to the requirements of the times, carefully examine our own deficiencies, and take a scientific and pragmatic attitude to do the relevant work of college English teaching reform.

## **1. The main problems existing in the present college English teaching methods**

Colleges and universities are the front position to receive ideological trends and information, but throughout the teaching of various disciplines in China's colleges and universities, there is always a huge conflict with the word frontier. Especially in terms of teaching methods, we are still basically using a single teaching model, with teachers playing a dominant position and students playing in a completely passive role in class. There is little interaction between students and teachers in class. The teacher inculcates and imparts knowledge to the students by means of classroom explanation,

and the students basically accept it passively. This rigid teaching method is a misunderstanding of English as a subject, and it is difficult to achieve the intended teaching goals. This kind of teaching method is difficult to arouse students' interest in learning, and even limits students' ability of independent learning in some aspects. This is a disadvantage of traditional teaching, but it is a pity that the old teaching method is still popular today, even in some schools it is still in the mainstream in the teaching of liberal education.

On the other hand, our universities are generally conservative in the application of new teaching methods. This not only has the objective factor the restriction, also has the subjective factor the influence. Objectively, the management of our universities is more strict than that of the West. Schools are the main body of management and teachers need to carry out teaching in strict accordance with the rules and regulations of schools. Western teachers are much more flexible in the application of teaching methods, and they can adjust their teaching methods according to their own understanding of teaching. Subjectively, the overall quality of college English teachers in China is not high, and their innovative ability of teaching methods is insufficient. In the education teaching, the teacher is the curriculum executive, and also is the planner. There is still a big gap between our college English teaching staff and the established requirements of higher English teaching, both in the composition of academic qualifications and in the composition of practical ability. First of all, many of our college English teachers are graduates of English majors, not professional educational talents with teacher training background. They only have knowledge in their professional abilities. However, the teaching and dissemination of knowledge is still at a groping stage, which results in the lack of scientific teaching methods and means for many college English teachers. Secondly, the retraining and further education of our teachers is seriously lagging behind. Some 985,211 schools can be carried out on a regular basis due to their unique advantages in this regard Other institutions have difficulties in terms of financial support and communication channels. many teachers from the beginning on the job did not carry out the basic knowledge of the update and ability to upgrade. This, to a certain extent, limits the rapid improvement of teachers' ability and accomplishment, and to a certain extent, discourages the enthusiasm of teachers in their work. They feel that they have limited room for development, and they will inevitably produce some slack and burnout in their hearts. It is impossible to talk about the innovative application of education and teaching methods.

## **2. The scientific meaning of emotional teaching method**

The emotional approach is in many ways consistent with what we call liberal education. In the context of the liberal education, we demand that the direction of education and teaching be centred on the individual development of the students. The emotional teaching method is a kind of humanized education teaching idea, the education teaching method. It advocates people - oriented. Compared with traditional teaching methods, emotional teaching method pays more attention to students' feelings in learning and emotional communication between teachers and students in the learning process. It tries to break the unilateralism in traditional college English teaching, that is, teachers blindly follow the teaching plan and implement classroom teaching with little regard for students' actual learning effect, seldom interact with students in the teaching process, teachers talk endlessly, students take notes and write homework rigidly. The whole teaching process is lack of vitality, boring in form and inflexible in content, which makes it difficult to arouse students' enthusiasm and interest in learning. The emotional teaching method is just put forward in the light of this kind of malpractice. It pays attention to the cultivation of students' self-learning ability, arouses students' interest in learning, strives to build students' self-confidence in the learning process, and constructs a bridge and link between teachers and students through education and

teaching.

Our traditional college English teaching methods only pay attention to the inculcation of knowledge, but ignore the estrangement between teachers and students. According to foreign psychological research, emotion plays a very important role in people's cognition of objective things. Emotion is man's attitude and experience to the objective things, and it is man's mental reflection to the objective world. Emotions are uniquely human. Emotional teaching method is to introduce the influence of emotional factors on human activities into classroom teaching, pay attention to the development of each student's character, ability and individual body and mind, cultivate students' self-potential, and make students become talents with high comprehensive quality and all-round development lay a good foundation for the future development of students.

The effect of emotional teaching method on students' learning can be summarized as follows:

### **2.1 Learning motivation**

Studies have shown that the level of human activity ability to a large extent depends on their own emotional factors, and even with the emotional changes. When people's emotion is in a positive state, learning motivation and efficiency will be significantly strengthened, whereas, there will be a significant decline in the trend.

### **2.2 The role of association with learning interest**

There is an inseparable relationship between emotion and interest. When a person has a deep feeling for something, his interest in it will inevitably increase. It is because of the relationship between emotion and interest that the affective teaching method has a good guiding effect, which can promote students' learning interest and cognitive function.

### **2.3 Grooming and signaling**

The learning process of students is a long-term process, which includes the contact, assimilation, absorption and application of knowledge. Emotional teaching method can build a bridge of communication between teachers and students, and can obviously ease the pressure of students in learning. At the same time, teachers can feel the change of students' mood, the problems and difficulties in the process of learning, and adjust the teaching progress and content in time.

## **3. The application of emotional approach in college English teaching**

At present, many students have a certain degree of fear of learning English. English is a kind of language course, and it is quite different from our mother tongue, whether in grammar or in the use of language habits and so on. Therefore, we should make reasonable plans and arrangements for students' learning, curriculum planning and teaching progress in college English teaching. First, let students accept the course emotionally, and lay a good start for the study of the course.

The author, who has been engaged in college English teaching for many years, believes that the application of affective teaching method in college English teaching should focus on the following aspects:

### **3.1 Reform the teaching content**

The affective teaching method requires our college English teachers to arrange the teaching contents specially and reformulate the teaching plans. First of all, it is refreshing from the classroom

form. We should change the traditional cramming style of teaching rhythm, so that students can really see the changes in teaching methods. Whether it is in the teaching tone in the expression, we should pay more attention to the reflection of students, timely find the difficulties in education and teaching, and have the tendency to guide students to learn. We should investigate the students' learning difficulties and expectations periodically or irregularly, and try our best to meet the students' practical needs as well as the outline requirements in education and teaching.

### **3.2 Improve classroom atmosphere**

For a long time, many scholars in our country have studied the antagonistic relationship in the classroom atmosphere. They think that the main reason for the existence of this antagonistic relationship lies in the solidification of the status between teachers and students. Education and teaching itself should be a two-way process, but in China's traditional education system, teachers in a completely dominant position, students in a completely passive position. Education and teaching should be a two-way interactive process. If students just blindly obey and obey, then education and teaching will be reduced to one-way transmission of knowledge. In order to do emotional teaching well, we should start from constructing a scientific, benign, cooperative, mutual aid, harmonious and harmonious classroom atmosphere, establish democratic and equal educational and teaching relations between teachers and students, and create a relaxed and happy learning atmosphere to make the students have a sense of trust and intimacy with the teacher. In the process of teaching, teachers present English knowledge to students in a relaxed and concise way, which is artistic, vivid and interesting. By guiding students to develop their ability to explore knowledge, students can fully feel the charm of English knowledge imperceptibly arouse the enthusiasm and initiative of students. Teachers should be good at discovering the strengths of students, students should be fully encouraged and exercise, so that students try to be creative, to practice. When students encounter difficulties and setbacks in the learning process, they should not be criticized and satirized, but should help students to analyze the causes of errors and enhance the teachers' and students' feelings in the interaction between teaching and learning.

### **3.3 Establish the student's subjective status in teaching**

Both the liberal education and the current direction of our curriculum reform require us to establish students' subjectivity in education and teaching. Teachers should try their best to establish a new teaching concept and adopt a student-centered teaching model. The modern education idea requests us to lead the student to study the knowledge, but not to lead the student to instill the knowledge. We must regard the education and teaching as a systematic cooperation, needs the tacit understanding and the close cooperation between the teacher and the student to complete. This kind of cooperation and tacit understanding includes not only teaching and learning, but also emotional agreement.

### **3.4 Pay attention to the communication and teaching outside the classroom**

It is difficult to achieve the learning effect of English only in class, so we need to carry out extra-curricular teaching activities to create extra-curricular learning conditions for students as much as possible. Such extra-curricular learning should not be unorganized and completely liberalized, and teachers should organize scientifically and orderly according to students' learning ability, learning progress, learning effect and so on. At the same time, we should care about the students' extra-curricular life, their warmth and coldness, their difficulties and extend the emotional teaching method to the extra-curricular process.

## 4. Conclusion

English is a language course, which determines that English teaching can not be separated from the influence and restriction of human culture, emotion and other factors. Therefore, we should pay attention to the introduction of emotional teaching method in college English teaching, so that students can learn knowledge and at the same time teach with pleasure, teach with emotion, stimulate students' learning interest, expand students' learning ability, and improve students' learning efficiency Enhance the learning effect of students. In the process of the new curriculum reform, we should base ourselves on our own duties, be determined to innovate, and throw ourselves into education and teaching with a brand-new attitude.

## References

- [1] Ai Huicui. *Application of Emotional Teaching Method in College English Classroom Teaching [J]. University Education*, 2016, (9)
- [2] Xie Lifang. *On the Accurate Application of Emotional Teaching Method in English Classroom Teaching in Higher Vocational Colleges[J]. Labor Protection World*, 2016, (17)
- [3] Huang Xiaojie. *Application of Emotional Teaching Method in College English Classroom Teaching [J]. Journal of Mudanjiang College of Education*, 2015, (5)
- [4] Huang Jie. *On the Application of Emotional Teaching Method in English Classroom Teaching[J]. Extracurricular Reading*, 2011, (9)
- [5] Yu Jun. *Research on the Cultivation of English Majors' Autonomous Learning Ability[J]. Foreign Language Teaching*, 2006, (2).