

Research on the Application of Emotion Education Theory in Primary School English Teaching in China

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Abstract

Based on the analysis of the research results of emotional education at home and abroad, this paper expounds the connotation, characteristics and implementation principles of emotional education, and analyzes the application status of emotional education in primary school teaching, so as to find out the problems and analyze the reasons of emotional education in primary school English teaching.

Key words: Emotional education; English teaching; Quality-oriented education

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1. INTRODUCTION

As a hot issue in international education research, emotional education is also an important content of quality education. Since the 1970s, the foreign research on emotional education has shifted from the initial stage to the in-depth development stage, has achieved fruitful results. However, the domestic emotional education is in a growing stage. Attaching importance to emotional education will help students form a correct world outlook and outlook on life. At present, there is a widespread phenomenon in China's education field that attaches importance to basic knowledge and skills while ignoring emotional factors. The study of emotional education is

conducive to reversing the imbalance of education and promoting the harmonious development of students' cognitive quality and emotional quality. Emotional education is of great significance in primary school English teaching.

2. THEORETICAL REVIEW OF EMOTIONAL EDUCATION

2.1 Review of Foreign Research on Emotional Education

The origin of foreign emotional education can be traced back to the ancient Greek period. The educational thoughts of Socrates, Plato and Aristotle, who are known as the "three great masters in ancient Greece", have had a profound impact on future generations. Among them, Plato put forward the idea of harmonious development of morality, intelligence and physique, and emphasized that education must follow the law of natural development, which also had a profound impact on the later western "music learning" thought.

In the period of literature and art review, there are many thinkers who attach importance to emotional education. Among them, the famous Czech educator Comenius systematically discussed the issue of emotional education, put forward and systematically elaborated the idea of "happy philosophy", which is embodied in his book *"the great teaching theory"*. At the same time, Rousseau, a famous French educationist, also embodied the idea of "happy learning" in his work *"Émile, ou De l'éducation"*. He advocated "natural education", and advocated that education should conform to children's nature and let their body and mind develop freely.

After World War II, western academic circles began an "emotional revolution". Emotion has become the focus of psychology, philosophy, management and sociology. Along with this "revolution", emotion began to shine on

the stage of education research, which laid the ideological and academic foundation for the development of emotional education.

Since the 1970s, there has been a climax of emotional research in western educational circles. Since the 1990s, many well-known foreign scholars have strengthened the research on emotional education in theory, and practiced and applied, enriched and improved the theory of emotional education in teaching. At the 2005 Annual Conference of education, the American Association for Educational Research (AERA) put “emotion and emotional cultivation” as the theme of the conference for the first time.

2.2 Review of domestic research on Emotional Education

The history of emotional education in China has a long history, and the germination of emotional education has appeared in ancient times. As a representative of the Confucian school, Confucius attaches great importance to the psychological phenomenon of emotion, emphasizing that positive emotion is the driving force of learning. The earliest monograph of educational theory in China, *the Note of Learning*, put forward the idea of “happy learning” for the first time, which also had a profound impact on the development of subsequent education.

Since the modern society, the older generation of educationists Cai Yuanpei, Tao Xingzhi and Lu Xun have vigorously advocated emotional education and expounded the idea of happy learning from different angles. Since the end of the 20th century, China’s educational theorists have begun to explore emotional education, and clearly put forward the concept of “emotional education”, which has aroused strong resonance in practice. Zhu Xiaoman of Nanjing Normal University is the first expert to conduct comprehensive emotional research in China. After Zhu Xiaoman’s teaching, articles and researches on emotional education have been constantly emerging. All these phenomena show that Emotional education has become the consensus of teaching theorists and practitioners.

2.3 The concept of Emotional Education

Combined with the relevant research at home and abroad, this paper defines emotion as “a kind of attitude experience of people towards objective things”. Emotion can be divided into positive and negative. To a certain extent, positive emotion can improve students’ interest in learning and enhance the effect of learning. On the original basis, correct emotional education plays an auxiliary role. In addition, emotional education is an important part of quality education and plays an important role in the overall development of students. Emotional education embodies the idea of “people-oriented”. With the role of emotional education on the education stage becoming more and more important, it emphasizes that emotional education should face all students and pay attention to the emotion of each student, so as to stimulate their learning

Enthusiasm, cultivate self-confidence in learning, and ultimately promote their all-round development.

3. ANALYSIS ON THE APPLICATION OF EMOTIONAL EDUCATION IN PRIMARY SCHOOL TEACHING

The reason why the main part of the article selects primary school students as the research object of emotional education is that compared with junior high school students and high school students, primary school students can not completely rely on rational control of their emotions and behaviors. They are in an emotional leading stage, and their emotional ability develops rapidly, but their ability to control emotions is still very limited, but they will be happy and happy with what they like Joy, to do not like things will also produce instinctive rejection.

If the classroom teaching content is not what they are interested in, they are likely to be distracted, do small movements and other irrelevant behaviors. Under the constraints of these conditions, this puts forward a very high demand on the teachers. The teaching content of this course is required to be vivid and interesting, clear in thinking and easy to remember. In this way, in the process of their learning, there is constant collision with the teacher’s ideas, which can stimulate their interest in learning.

Generally, according to the students’ performance in the classroom, there are several common students’ performances, listening attentively, actively interacting with the teacher, listening carefully but rarely with the teacher, not listening carefully but actively participating in the classroom interaction. According to different students, we need to adjust teaching strategies to achieve the best teaching effect. Give full play to the positive role of emotion in education, apply emotion to specific teaching activity design, rather than adopt the same way to deal with all students. For example, for some students who don’t listen carefully but like to actively participate in classroom questions and answers, we should remind them in time by their eyes; for students who are easily distracted in class, teachers need to carefully design teaching activities to mobilize the enthusiasm of students to participate in classroom thinking.

4. APPLICATION OF EMOTIONAL EDUCATION THEORY IN PRIMARY SCHOOL ENGLISH TEACHING

4.1 Deviation in Teaching Concept

The implementation of emotional education in the teaching process is not only an important achievement

of modern education development, but also the basic requirement of quality education and lifelong education. In recent years, the cause of new curriculum education reform has developed in an all-round way in our country, and emotional education has begun to mount the stage of history. Many teachers begin to apply the theory of emotional education in the teaching process, so as to ensure that students can maintain high enthusiasm for learning in the learning process, and are willing to put their real emotions into the classroom environment, and form a good interaction and communication with teachers. Through. Teachers will adjust the teaching concept according to the current situation of education, but this kind of change is only staying on the surface, not in-depth, and transformed into the inner conscious behavior. Influenced by the development of traditional teaching concepts, some teachers still take teachers as the main body in the process of daily teaching activities. In the process of knowledge transfer, they fail to realize the students' subjective initiative. Students are in a passive position for a long time in the learning process, so it is difficult to improve the learning efficiency and learning quality.

4.2 Influenced by Examination-Oriented Education Mode

In the current background of education, teachers still pay more attention to students' academic performance, and fail to correctly understand the differences of students' group learning, which leads to the violation of teaching activities and the fundamental purpose of education, which can not fully practice equal education. In the practice of examination-oriented education, students' academic performance is too much valued, and the achievement is regarded as the basic standard to measure the ability of students and teachers. According to the content of the examination to develop the corresponding learning content, still only pay attention to students' understanding and application ability of textbook knowledge, rarely pay attention to students' values, ideological attitude and personality. This kind of teaching mode leads to the students only pay attention to personal achievements and gains and losses, lack of mutual assistance and cooperation consciousness between teams or class groups. It can be said that the school does not pay too much attention to the spiritual construction of students. In this kind of fixed evaluation system, the teaching activities carried out by teachers mainly focus on the contents of teaching syllabus and teaching materials, which have a negative impact on the change of teachers' basic concepts. The lack of innovative practice in the teaching process will have a great impact on Teachers' personal professional quality and knowledge system.

4.3 Teachers' Knowledge Level Is Restricted

Emotional education refers to that in the process of teaching, teachers no longer only teach students the

theoretical knowledge or related skills in textbooks, but also integrate the emotional communication between teachers and students on the basis of general teaching. Teachers are required to guide and take care of students' emotion and cognition with a positive, positive, kind and warm attitude, so as to cultivate students' positive and rich emotions. It can create a harmonious learning atmosphere for them and make students constantly improve themselves in the process of learning textbook knowledge. In the process of English emotional education, teachers should fully grasp the students' psychological changes and psychological needs, so as to meet the requirements of educational development and promote the continuous improvement of students' English knowledge structure. In this way, more and more abundant learning contents can be delivered to students in the learning process. In the process of emotional teaching, teachers are required to have noble morality and solid knowledge. However, influenced by many factors, there are still many teachers who do not meet the teaching requirements in the process of teaching activities. Secondly, educational research institutions are influenced by educational environment and educational concept, and ignore the important role of English emotional education. The lack of standardized guidance for teachers and students in the process of teaching activities has a great negative impact on the overall development of English emotional education.

5. APPLICATION AND IMPROVEMENT OF EMOTIONAL EDUCATION IN TEACHING PROCESS

5.1 To Teachers, Strengthen Teachers' Moral Cultivation and Apply the Theory of Emotional Education

Teachers should be fully aware of the importance of emotional education, not only play the role of teaching and dispelling doubts, but also do a good job in preaching, pay attention to emotional communication with students, and help them improve themselves. At the same time, as the guide of school students, teachers should start from their own, strive to improve their emotional cultivation, so as to play the role of teaching by example. Step into the students, take themselves as an example, let the students be influenced by the teacher imperceptibly, English ability and ideological and moral character have been significantly improved; in the teaching, guide students to strengthen their oral expression ability and realize the precious friendship, strengthen the understanding of friendship.

For example, in primary school English teaching, English teachers themselves need to have a cheerful personality, be able to fully understand the personality characteristics of primary school students, constantly

explore the teacher image building skills in formal English classroom teaching, and use rich body, facial expressions and humorous language to stimulate students' senses in various aspects, which makes students' emotions unconsciously infected by teachers. In order to activate the classroom atmosphere, and pay attention to the application of emotional education theory, the creation of situational guidance. For example, when learning birthday, collect birthday information of students in class, prepare gifts for students whose birthday is near in formal class, and learn in play to strengthen students' impression and understanding of knowledge. Or in my family course, students will be prompted to introduce their families with full emotion, so as to further understand the greatness of family affection, so as to understand that they are a part of the family, need to contribute to the family construction, and understand the love of their parents.

5.2 For Students, Encouraging Teaching

The sense of identity is a very good emotional experience for people. Everyone is eager to be recognized by others in learning, working and learning, so as to stimulate their enthusiasm for learning or work and achieve better results. Considering that the English foundation of primary school students is relatively weak, many students will often self-doubt when learning English knowledge, afraid that they are different from other students, resulting in the psychological shadow of inferiority. Similarly, many students will be ashamed of their expression of problems. This kind of self-confidence emotion performance to a large extent limited students to further improve their English Language level. Therefore, English teachers should also try to stimulate students' sense of learning identity when they explain knowledge for students, so that they can express themselves bravely, not afraid of their differences from others, and dare to speak out their own learning status, so that they can further explore English knowledge with a strong desire for knowledge, and master scientific and reasonable learning methods. In order to apply the theory of emotional education more skillfully, teachers should encourage students to have more free inquiry learning opportunities, give them encouragement and appreciation in the process of students' inquiry learning, so that students can clearly feel their progress in English learning and taste the joy of success. Therefore, in the current teaching activities, we should fully respect the main position of students, grasp the development advantages of each student, strictly follow the basic principle of teaching students according to their aptitude, and pay attention to the overall development of each student. In the process of teaching practice, emotional teaching mode is applied. The goal of education is to face each individual student. Teachers should pay attention to the cultivation of students' social emotional cognition, so that students can master the ability of emotional control and restraint.

In the teaching process, respecting the individual differences of students, we can divide the class into several research groups to improve students' learning enthusiasm and give full play to the students' dominant position. Group teaching and scientific research allows each student to speak freely in the group, share their learning experience and cultivate their curiosity about knowledge. For example, in primary school education, pupils' ability to communicate with others needs to be further developed. It is quite normal to have various questions in the process of learning English. However, if such questions can not be solved, it will have a negative impact on learning. As for learning, over a long period of time, the more questions accumulated, the more enthusiasm for learning will be lost. Because of the continuity of subjects, other subjects can not be well studied. In the group teaching method, different roles also have different helping functions. For example, for the questioner, when the doubts in the heart are completely expressed, there will be a sense of satisfaction; for the questioner, after answering the questioner's doubts, he will have a sense of self satisfaction, and maintain a high enthusiasm for the follow-up study. At the same time, in answering other people's questions, I also exercise myself Expression ability.

5.3 Actively Creating Classroom Teaching Atmosphere and Insisting on Emotional Education

The quality of teaching methods directly affects students' interest in learning and teaching quality. In the process of primary school English teaching, teachers should mobilize all wisdom, combine theory and practice, and constantly innovate teaching mode, so as to achieve the optimal level of education methods. Teachers should pay attention to the combination of English teaching and emotional education theory, and infiltrate these two concepts into each other. In classroom teaching, teachers can make full use of all conditions and methods, use intuitive teaching means, give full play to the advantages of situational teaching, and guide and stimulate students to participate in it. Some boring, inflexible or abstract learning contents in classroom teaching can be displayed with an interesting and vivid scene, so that the English classroom can really "live", fully mobilize students' emotion and learning interest, and create a good language atmosphere for students' English learning as much as possible. To stimulate students' enthusiasm for learning, let students improve their English level spontaneously with full emotion, gradually realize the fun of English learning, and develop strong core literacy. Therefore, teachers should also use a variety of teaching methods to carry out teaching, mobilize a variety of senses to practice English listening, reading and writing, for example, group discussion learning, organizing various performance activities or setting riddles and other means, so as to

cultivate students' interest in learning English, improve their learning motivation and experience the happiness of learning.

CONCLUSION

Emotional education has become one of the important contents of quality education and an important part of the whole education process. "People oriented" is the essence of the scientific development of education concept and the basic starting point of education and teaching. English emotional education requires teachers not only to teach knowledge in class, but also to communicate with students in a positive and friendly way. In this paper, the application of emotional education theory in primary school English teaching and improvement measures, there are inevitably many shortcomings, hope that in the future research, continue to work hard to explore more effective emotional education strategies.

In the current era of quality education, emotional education, as an important breakthrough, has been paid more and more attention by educators. It is a difficult and long-term process for teachers to carry out emotional education for students, which should be carried out step by step. Due to the different personality characteristics of students, teachers need to take different measures when facing individual differences, which makes the practice more difficult. This requires teachers to increase the recognition of the importance of emotional education, pay attention to emotion and make full use of emotion, so as to make the interaction between teachers and students more harmonious. In recent years, the research on the theory of emotional education is becoming more and more mature. More and more educators begin to pay attention to the factors of emotional education and

attach importance to the emotional experience of students in learning, so as to further improve the teaching work, enrich the theory of emotional education, and put quality education into practice. I hope that the implementation of emotional education in the teaching process, so that students can eliminate the fear of learning English, can really experience the joy of learning.

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