

Teachers' Teaching Emotion: Implication Value, Realistic Reflection and Sublimation Path

Lang Wang

School of Journalism and Communication, China West Normal University, Nanchong 637000, China.

Abstract: Educational emotion is a kind of subjective experience of teachers for the value characteristics of education, a special social activity, which plays an important role in educational teaching activities. Teachers' teaching emotion is conducive to active classroom atmosphere, stimulating learning interest and improving teaching effect. But at present, there are some phenomena, such as attaching more importance to knowledge than emotion, teaching process becoming technical, and school environment restraining teachers' emotional involvement, which affect the play of its role. We should advocate the development of knowledge and emotion together; Improve teachers' comprehensive teaching ability; Create a harmonious and relaxed campus environment.

Keywords: Core Literacy; Teaching Emotion; A Question; Path

Introduction

"Man is the existence of emotion", "emotion is the basic way of man's existence"^[1]. Education and teaching is an emotional practice. In teaching, teachers not only pass on the theories in books to students, but also pass on their own life experience, insights and opinions of the world, interpersonal experience and moral qualities to students. For a long time, teachers have been accustomed to the role of "teacher", and they have positioned themselves more in the explicit behavior of knowledge "transmitters". Classroom teaching under the guidance of core literacy is very dynamic, and not only knowledge teaching, it does not teach for knowledge, but teaches for development.^[2] Teachers' teaching emotion should be paid more attention by educational scholars.

1. The meaning value of teachers' teaching emotion

Emotion is the "bridge" of communication between people, and good emotion is the foundation of rational resonance. Teaching emotion is a kind of professional emotion that teachers have when solving specific events in the teaching process. It is the attitude and the real inner experience that teachers have when facing a series of educational work such as classroom teaching, interpersonal relationship, teaching management and teacher evaluation, and its essence is a kind of educational wisdom. As Sukhomlinsky put it: "Learning in school is not the unenthusiastic transfer of knowledge from one mind to another, but the constant contact of the mind between the teacher and the student."^[3] In education and teaching, in addition to knowledge acquisition, teachers and students also need to carry on spiritual touch and emotional communication.

1.1 Active classroom atmosphere

The art of teaching lies not only in the ability to teach, but also in inspiring and inspiring. It is difficult for teachers to wake up students' hearts through simple preaching, but they also need their positive emotional input, heart-to-heart, to achieve emotional integration, through emotional factors to affect people, influence people, effect people. In fact, any class forms an "emotional field" centered on the teacher, and the teacher's emotional state directly affects the student's emotional response. The teacher's optimistic, cheerful, open-minded and student-loving teaching emotion is conducive to creating a democratic, equal, free, relaxed and harmonious learning atmosphere. Teachers' positive emotional input can infect students, deepen understanding and communication, enliven the classroom atmosphere and create a good learning atmosphere.

1.2 Stimulate interest in learning

The teaching process is a process of information transmission. In teaching activities, whether the information passed on by teachers to students is accepted by them and how the degree depends mainly on the emotional needs of students. Teachers love students, will arouse students' inner emotional experience, ignite learning enthusiasm, stimulate learning interest. For example, teachers analyze works and characters with emotions, lead students to enter the country and dig out the thoughts and emotions, which will naturally arouse students' enthusiasm for learning.

Teachers' teaching emotion has affinity and attraction, which can produce emotional effect and transfer effect between teachers and students.

1.3 Improve the teaching effect

Teachers' teaching emotion directly affects the quality of teaching, because "teaching method can play a highly effective role once it touches the emotional and will field of students and touches the spiritual needs of students"^[4]. Students in different emotional states of learning enthusiasm and learning results are completely different, when the spirit is happy, the body and mind are in the best state, rapid response, knowledge transfer speed, high learning efficiency; When the emotion is lost, the mind is dull, the thinking is messy, the response is slow, and the learning effect is not good. Teachers with positive teaching emotion can teach them with emotion, achieve the desired teaching state, and improve their literacy.

2. The realistic reflection of teachers' teaching emotion

Teachers shoulder the sacred mission of talent training, should love teaching, full of enthusiasm, full of spirit, active input. But the reality is that some teachers lack interest in teaching work, more no passion, no love in the heart, arrogant, just tired to cope, passive teaching, mechanical face students, teaching emotion weakened.

2.1 Teachers emphasize knowledge over emotion

Influenced by the traditional exam-oriented education, the point-only theory is still the teaching meaning that most teachers advocate and pursue, and the school has become a single field mainly to transfer knowledge. In the process of teaching, some teachers are accustomed to playing the role of "teacher", focusing their energy on knowledge transfer, paying attention to whether the content is clear and whether the method is feasible, and paying insufficient attention to the presupposition of teaching emotion, without considering the emotion and interest of teaching. Most teachers do not really pay attention to the teaching emotion. Although some teachers have the idea of emotional involvement, it is only presented in the teaching plan or presupposition, and the emotional elements are superficial and not put into practice according to the actual situation. Some teachers even ignore the emotional factors completely and unilaterally emphasize the cognitive level in the teaching process. Eventually, the classroom teaching atmosphere is dull and students' life experience is low.

2.2 The teaching process is technical

On the one hand, the goal of teaching is utilitarianism. With the deepening of social utilitarianism, students' achievement is placed in the first place of teaching objectives, and the attention and application of emotion in teaching is in a low state. Teachers themselves tend to utilitarianism and nominalism in education and teaching, becoming tools to convey tasks, and gradually losing the pursuit and exploration of core literacy and all-round development. On the other hand, the teaching process is in the interest. There is an insoluble conflict between the all-round development advocated by the state and the demand of parents who expect students to enter the ideal university. Parents are the direct contacts of teachers, and teachers can only aim at these direct contacts, resulting in education and teaching becoming a technology or skill with a strong technical color.

2.3 The restraining effect of school environment on teachers' emotional involvement

On the one hand, the school cultural environment is dominated by control, and teachers rarely enjoy the right of independent choice. The teaching work of teachers is not carried out in a vacuum, but according to the arrangement of the school. The existence of teachers is becoming more and more institutionalized and regularized, and teachers are more numb and have lost their original motivation and passion for life and work. On the other hand, the traditional teaching evaluation considers the stranglehold on teachers. Although some teachers have affirmed and supported the necessity of emotional elements in teaching, under the influence of the quantitative evaluation of teachers' teaching effect mainly from the perspective of students' knowledge acquisition, teachers pay more attention to the teaching of knowledge in the teaching process, while the emotional level is just a formality. Rigid and humanistic evaluation regards students as a means to realize certain values, which blocks the creativity of teachers and students, and ignores individual emotional understanding, which affects the all-round development of students.

3. The sublimation path of teachers' teaching emotion

Teachers are the key to the success or failure of curriculum reform. We should not only pay attention to the cultivation of teachers' subject knowledge and teaching skills, but also emphasize the attention to teachers' teaching emotion, so that teachers with unique life and personality can return to the true nature of education.

3.1 Advocating the mutual development of knowledge and emotion

First of all, teachers should change the teaching concept and put the promotion of the overall development of students and the cultivation of core qualities in the first place. As Jaspers said, "Education is the education of the human soul, not the accumulation of intellectual knowledge and understanding."^[5] In the process of imparts knowledge and skills with positive emotions, edifying students, realizing the teaching ef-

fect of promoting knowledge and knowing, making classroom teaching full of vitality and students' learning more meaningful and valuable.

Secondly, teachers should read widely, dabble in all kinds of knowledge, broaden their horizons, continuously improve their own heritage and cultivation, improve their own character, and incorporate emotional elements into the structure of teachers' quality, so as to promote the self-construction and development of teachers' emotional wisdom.

Finally, teachers should timely improve themselves, continuously update their own knowledge reserves and teaching methods, enhance teaching courage, and make the classroom teaching environment more vivid, vivid and highly emotional.

3.2 Improving teachers' integrated teaching ability

First of all, the concept of "people-oriented" is advocated to promote the sustainable implementation of teaching objectives. The realization of any teaching goal is inseparable from the guidance of advanced teaching concepts. Education is rooted in emotion and people-oriented is the key of education. Education should be people-oriented and regard students as the subject of teaching activities and their own development. According to the needs and interests of students, teachers can carry out secondary development of teaching content to improve students' learning experience and learning emotions, and create a relaxed learning atmosphere to continuously enhance students' learning interest.

Second, strengthen teachers' emotional involvement in classroom teaching. All knowledge that lies outside the emotional experience is only an illusion of knowledge for the subject.^[6] Teachers need to delve deeply into the textbooks, mobilize their true emotions, integrate feelings into teaching, and be informed, and touch the inner emotions of students through words and deeds and expressions, so as to arouse resonance among students and produce the effect of empathy.

Finally, teachers should be good at using the teaching wisdom, flexibly cope with the unexpected events in the teaching process on the basis of understanding, and try to avoid too much negative emotions into the classroom teaching. Teachers should be good at humorous dissolving of accidental events so that students can fully experience positive emotions in teaching.

3.3 Create a harmonious and relaxed campus environment

First, create a relaxed and free campus environment. Schools should establish a sense of service and influence teachers with humanized management. Relevant departments should strengthen communication and contact with teachers, be good at listening, constantly deepen teachers' understanding of the deep meaning of teaching emotions, build a democratic and harmonious management atmosphere, and provide a comfortable and harmonious working environment for each teacher. At the same time, schools should properly delegate power, give teachers the right to freely choose and develop teaching methods and contents, and give teachers full respect for personality. Teachers should be given sufficient say in curriculum development, so that teachers can truly become participants in curriculum reform, so as to promote teachers to invest more emotion in education and teaching.

Secondly, adopt diversified, operable and humanized evaluation methods. While evaluating the effectiveness of classroom teaching and the scientificity of teaching content, teachers' emotional wisdom should also be paid attention to in the teaching process. It aims to focus on teachers' perception, comprehension, interpretation, evaluation and deployment of emotions in education and teaching. In other words, not only explicit behaviors such as teachers' teaching ability and teaching performance are evaluated, but also implicit behaviors such as teachers' teaching literacy and teaching investment rate are evaluated, so as to realize flexible evaluation and promote the diversification and ecology of teacher evaluation. Finally, it will promote teachers to invest more energy and positive emotions in teaching, and realize the practical implementation and implementation of teaching more emotional and core qualities.

References

- [1] Meng PY. Emotion and reason[M]. Beijing:Renmin University Press, 2009:19.
- [2] Hargreaves A. The emotional practice of teaching[J].Teaching and Teacher Education, 1998(14):835-854.
- [3] Homlinski. Education and self-education of young people [M]. Translated by Jiang Liqun. Beijing: Beijing Publishing House,1984:249.
- [4] Zankov. Teaching and Development [M]. Du Diankun, Yu Xianghui, et al. Beijing: People's Education Press, 2008:103.
- [5] Jaspers. What is education? [M]. Beijing: Life · Reading · Xinzhi Sanlian Bookstore, 2021:4.
- [6] Shi O, Hou JH. Experience in the process [J]. Curriculum, Teaching Materials, Teaching Methods, 2008(8):10-13.

Project Source: Nanchong 2023 Social Science Research "Research on Rural Teachers' Teaching Ability of 'Rural Attributes' in the New Era".