

Emotional Value Care to Promote Emotional Communication Between Teachers and Students Under the New Era of Education Mode

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Abstract: With the development of the times and the progress of the society, the ancient education mode can no longer meet the requirements of the times. The concept of educating people must keep pace with the times. The way teachers and students get along is no longer like in ancient times, where teachers teach students to listen. In the new era, it is necessary to build a new model of interaction between teachers and students. If educators pay attention and come to understand students' psychology, listen to students' aspirations, tend to students' emotions, grow in love for education, and treat students from their hearts, they would be able to win the favor of students. Paying attention to students' emotional value can promote emotional communication between teachers and students. It is possible to adapt to the requirements of the new era for the construction of morality and ethics among teachers by caring for students' emotional value.

Keywords: Teacher's morality; Teacher's style; Emotional value; Emotional communication

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1. Introduction

In recent years, strengthening the construction of morality and ethics among teachers has become the top priority of schoolwork. The new era puts forward new requirements for teachers in the process of teaching and educating people. Teachers should be student-oriented, pay attention to and care for students in this process, protect students from physical and mental harm, as well as nurture a harmonious teacher-student relationship. In the process of education and teaching, it is necessary to provide appropriate emotional value care to students ^[1].

2. Connotation of emotional value

Emotional value is a term that is often mentioned in recent years. The term "sentimental value" originates from the fields of economics and marketing. Emotional value is a rare ability. It includes positive emotional value and negative emotional value. It is the ability to arouse positive emotions and bring good feelings to people. What we usually refer to is positive emotional value. Emotional value includes two aspects: one is the ability to empathize with other people's emotions, and the other is to convey one's own emotions (positive or negative) to the other party. Emotional value is the ability to positively or negatively influence others through the expression of emotions. When we get along with someone, it feels like a "spring breeze" from that individual and we feel comfortable. This individual can thus be said to have provided us with high emotional value; in other words, this individual has high emotional value. On the other hand, if we see

a person and feel uncomfortable, this person might have given us a negative emotional impact; thus, it can be said that this person has low emotional value. Everyone wants to get along with individuals whose emotional value is at the peak, and they would not have the intention to get along with individuals whose emotional value is at its lowest ^[2-4].

3. Factors affecting students' emotional value in the process of education and teaching

In the process of education and teaching, there are only three factors that affect students' emotional value: teachers, students, and the knowledge imparted by teachers to students.

3.1. Teachers

3.1.1. External factor

A teacher's dressing, expression, speech, and behavior will all affect the emotional value of students. Therefore, teachers should pay more attention to their dressing and dress appropriately, strive to use artistry in speech and speak appropriately, as well as avoid using "yin and yang" to communicate with their students. In addition, teachers should use proper language and create a relaxed and comfortable environment when communicating with students, so as to ensure a cordial feeling among students.

3.1.2. Personality factor

A teacher's personality, character, and image in students' minds will all affect the emotional value of students. It is important for teachers to consciously maintain their image and pay close attention to their reputation from the perspective of students. There are times when their image carries a butterfly effect, as it may affect a large number of students.

3.1.3. Attitude and emotion factor

A teacher's attitude and emotion have a significant influence on the teaching effect. Having a "sunny" and positive attitude is infectious as it influences students' emotions and the effect of education and teaching. Therefore, it is necessary for teachers to display emotions that can be freely retracted and maintain emotional stability. No matter what happens to the teacher himself or herself, he or she must be calm and composed from the moment he or she enters the classroom. Having a stable mood influences the shaping of students' mood stability. When the teacher's mood is stable, even if the students' mood is fluctuating at that time, they can be calmed down under the comfort of the teacher's mood.

3.1.4. Teaching style factor

By adopting different teaching styles, teachers can effectively mobilize the learning enthusiasm of the whole class. Therefore, teachers should expose themselves to different teacher strategies and apply them in the classroom. Various teaching methods, including the lecture method, discussion method, visual demonstration method, practice method, reading guidance method, task-driven method, visiting teaching method, on-site teaching method, independent learning method, *etc.*, are used interleaved or combined. Teachers should form a variety of teaching styles instead of sticking to a single style of teaching. For example, if a teacher is able to handle students with different learning abilities when asking questions, the students would think that this is a teacher who is capable of taking care of everyone, rather than an "eccentric teacher" who only focuses on their academic performance ^[5-7].

3.2. Knowledge imparted by teachers

In the process of teaching, the lessons taught by teachers must be able to mobilize the enthusiasm of students. This requires the selection of teaching contents that can arouse students' positive emotional value when

preparing for lessons, in addition to handling the content of teaching materials in a reasonable manner, so as to stimulate students' internal motivation for learning. Preparation before class is extremely important. However, it is not easy to prepare a lesson. Lesson preparation involves looking for appropriate teaching materials and considering the specific situation of students in different classes. It is important for teachers to have a good understanding of students' style of learning, whether it is visual, tactile, or auditory. Once they have a thorough understanding of students' learning situation, they can then prepare the teaching courseware according to the students' learning characteristics. In the teaching process, different interactive methods should be adopted based on the students' grades.

3.3. Student

Since students are the main body of learning, teachers, at the best of their ability, often attempt to mobilize students' positive emotions and be more attentive to students' emotions in the classroom. However, this kind of mobilization is an external factor. In the teaching process, the quality of teachers' teaching effect depends on the absorption of students. This situation is highly dependent on students' emotional state. Hence, students should actively cooperate with their teachers to adjust their emotional states, and teachers, on the other hand, should also focus on guiding students in regulating their emotional states ^[8-10].

In short, in the education process, by intentionally caring about students' emotional value, teachers would be able to promote emotional communication with the students, increase the probability of teacher-student interaction, and effectively improve the efficiency of listening among students, thereby improving the effectiveness of classroom education and teaching.

4. Caring for students' emotional value in the process of education and teaching promotes emotional communication between teachers and students

4.1. The emotional values of teachers and students are mutually influential

The emotional value of teachers influences that of students, and vice versa. As adults, teachers have richer life experience than students. Teachers generally can control their emotions better and maintain a stable mood.

For example, in a situation where a conflict occurs between a boy and his dormmate, the boy would be too emotional to see the situation clearly. Hence, the counselor should first stabilize the boy's emotions; then, the counselor should attempt to make conversations from the boy's perspective, convey positive emotional value to the boy, guide him graciously and explain the ins and outs of the matter clearly, as well as pay attention to his emotional value. Once the boy feels that the counselor is capable of understanding him, and his mood changes, only then can effective emotional communication take place. This changes the originally tense atmosphere into one where good conversation can take place. In that way, the boy would be more willing to cooperate with his teacher to solve the conflict with his dormmate. There is nothing wrong with solving the problem harmoniously. It can be seen that emotional value is contagious between teachers and students. Positive emotional value makes people feel comfortable, whereas negative emotional value makes people feel uncomfortable. Therefore, in the process of educating people, positive emotional value should be conveyed ^[11].

4.2. Teachers convey positive emotional value in the process of education and teaching to enhance emotional communication with students

In the process of education and teaching, when teachers convey positive emotional value to students, students will definitely feel the care provided. There is no doubt that people prefer interacting with individuals who have positive energy as it is more comfortable to get along with individuals whose emotional value is positive.

For example, moral education lessons are often held in one class, with more than one hundred students attending the class, and the seats are usually fixed to facilitate management. In one scenario, while a teacher was speaking enthusiastically on the podium, a boy who was sitting in the last row had a sudden outburst of emotion directed at the teacher on the podium. The teacher was not feeling well at the time, but as an adult, the teacher controlled his own emotions. This incident occurred as a result of a seat-change situation, in which the boy who was initially seated in the second row from the front in the last semester was forced to change his seat to the last row. When the boy requested to change his seat, the teacher did not consider his emotional value, which caused the boy to be upset, and thus the sudden outburst of emotion. The teacher dealt with the situation immediately by asking one of the boy's classmates to talk to the boy after class and changing his seat once again. Once the issue was resolved, the incident did not further affect the student's process of getting along with the teacher and other students. On the contrary, the mutual understanding and respect enhanced the relationship between the teacher and the students.

As teachers, we ourselves sometimes have emotions and negative emotional value, but even so, we are adults after all, and we are capable of controlling our emotions in a timely manner. For students, such sudden outbursts of negative emotions are unavoidable; the key is that we should pay attention to them and guide them properly. This would not only help students release positive emotions and reflect on how to get along with others, but also promote emotional exchanges between teachers and students as well as enhance the relationship between them.

4.3. Teachers' concern for students' emotional value in the process of education and teaching can regulate students' emotions

Considering that emotions have such a strong appeal, teachers themselves must be in a good emotional state. In the process of education and teaching, teachers should be in a good state of mind, maintain a positive and optimistic attitude, and provide students with positive emotional value. In that way, students would be more willing to accept them, get close to them, and open up to them, especially when they have concerns. Sincerely praising and encouraging students in the classroom as well as equally treating each student will be of great help to mobilize students' enthusiasm for learning.

In the process of education and teaching, how does a teacher's concern for students' emotional value affect their emotions? First of all, the tone, volume, and gentleness of a teacher's voice will affect the emotional value of students differently. For instance, a Chinese teacher who had always impressed the students with his gentle and delicate voice suddenly spoke loudly in class. The reason was that he wanted to attract the attention of a number of students who were about to fall asleep in class. When his emotional value changed, the students immediately felt the emotional change, and thus make adjustments and sat up straight. Secondly, a teacher's emotional value can be used as a substitution in the process of education and teaching, bringing students into a comfortable space. For instance, in another scenario, two students who were sitting in the front row began quarreling during class. This affected the class discipline, so the teacher immediately used teaching strategies to mobilize the emotional value of the students. The teacher said, "I think these two students are very enthusiastic, and they must have something to tell the teacher in the office after class." The teacher instantly minimized the conflict between the students and turned the conflict into an after-class processing matter, bringing the students' thoughts back to the lesson without affecting the normal teaching progress. The other students who were observing could indeed appreciate the teacher's humor and flexible way of doing things. Thirdly, a teacher's emotional value is alike a "spring breeze" and a shower of rain that can nourish the hearts of students. For example, there was a student who had always scored excellent grades. However, in one of the exams, he failed the paper, and during class, the teacher noticed the student drooping his head, feeling depressed. It happened that it was a history lesson, so the teacher recounted a historical event to imbue the student with positive emotional value. The student who

failed the exam gradually eased up after listening to the story as if a “spring breeze” nourishing his heart [12].

4.4. Teachers provide positive emotional value in the process of education and teaching to promote emotional communication with students

Negative emotional language can hurt students’ emotions. Hence, teachers ought to be concerned about providing positive emotional value by advocating the use of positive language when communicating with students.

There was an incident where a student who was about 1.9 meters tall told his teacher that he had lost his textbook. Since the teacher had been in charge of this particular class for a long time, the teacher and his students were familiar with each other, and thus their interactions were often in the form of jokes. Almost casually, the teacher replied, “You are so big, but you could not even protect this book well; how then can you protect anything else?”. As soon as the words carrying negative emotional value were uttered, there was an immediate change in the boy’s expression. All the other students looked at him, and the teacher immediately realized that even a casual joke could hurt the student. The teacher immediately took remedial measures by saying, “It was only an accident that the book went missing, and it does not affect the way you protect other things.” Regardless of whether this sentence had any effect or how much effect it could have on the student, it was necessary for the teacher to take remedial measures immediately. In the course of the class in the future, the teacher should consider asking the student more questions so that the student would see the attentiveness and feel the sincere care from the teacher.

In the process of teaching and educating people, teachers should pay attention to the language used because the most hurtful words are not foul or cruel words, but rather delicate and casual words. Teachers must subconsciously pay attention to their everyday language when communicating with students. They should not only make effort to observe their words and expressions, but also pay attention to students’ emotions at all times when speaking. The words used by teachers should reflect their psychological care for students and allow students to feel that their teachers do care for their feelings and emotions. In this way, students would be more willing to open up to their teachers and communicate with them, thus promoting emotional communication between teachers and students [13].

5. Conclusion

The era where teachers were superior, and students were either scolded or beaten as punishment has long passed. As teachers in the new era, we cannot continue to be old-fashioned teachers; instead, we must keep pace with the times, learn more about psychology and how to use it properly, pay attention to students’ dynamics in a timely manner, as well as care about students’ emotions. As new age teachers of value, we must constantly cultivate our own virtues while educating people, be role models and teachers of virtue, use appropriate words and carry out the right deeds, wield the power of examples to guide the “flowers” of our motherland in the 21st century to move in a positive direction, possess the correct “three views,” ingrain students with positive emotional values, and be a positive guide for students as they grow.

Disclosure statement

The author declares no conflict of interest.

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