

Discussion on Using Classroom Teaching in Satisfying Students' Emotional Needs and Stimulating Their Interest in Learning

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Abstract: The English Curriculum Standards particularly emphasize that “we should pay attention to the emotions of each student, cultivate their interest in learning English, help them build a sense of achievement and self-confidence in learning, and enable them to develop comprehensive language-using capabilities, improve humanistic qualities, enhance practical skills, and cultivate a spirit of innovation in the learning process.” The foreign language learning process is an information-processing process in which both subjective and objective factors play a great influence. Subjective factors are factors related to the quality of the informant himself, such as cognitive factors, affective factors, and age influence, among which the influence and role of affective factors on foreign language information cannot be ignored. In the teaching process, it is required that teachers use the knowledge of pedagogical psychology for the in-depth understanding of the students and their psychological and emotional needs, and attempt to satisfy them, so that they can have positive emotions and feelings.

Keywords: Affective factor; Cognition factor; Learning motivation

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1. Introduction

To utilize classroom teaching as the main position of quality education to meet students' emotional needs and stimulate their motivation to learn, the following three aspects can be considered.

2. Meeting the needs of students for aesthetic and novel experiences

It is human nature to love beauty. Teachers' behavior and words will directly affect the formation of students' aesthetics, values, and outlook on life. Therefore, it is important to cultivate a positive image for oneself and pay attention to the student's aspirations for intellectual improvement^[1-3]. Therefore, teachers should focus on the “three beauties” in classroom teaching.

- (1) The beauty of the teaching posture: Teaching attitude is the intuitive, exemplary, and strongest overall image of teachers in the minds of students. Amiable and neatly dressed teachers can give students a

sense of intimacy, provide courage and confidence, and make them feel that being with teachers is a kind of beauty.

- (2) The beauty of language: Teachers who are full of feelings and passionate about language can attract students ^[4]. The volume and tone of voice, and smooth and accurate pronunciation not only make the students have a musical sense of beauty but also stimulate the students' interest in learning. The frequency of polite words is higher in English than in Chinese. For example, expressions like "please," "thank you," "I am sorry," and so on are constantly emphasized in English teaching, instilling in students the values of civility and politeness and contributing to a positive experience of harmonious interpersonal relations ^[5]. With the development of teaching content and teaching process, constantly changing the voice, intonation, and facial expression can stimulate students' interest in the teaching content and mobilize students' enthusiasm for learning and using English. The English teacher's intonation plays a crucial role in aiding students' comprehension of the teacher's intent so that the students can clearly understand the key points of the lesson, leaving a lasting impression on the essential aspects of the teaching. Thus, it is clear that English teachers should attempt to imitate pure English as much as possible in order to satisfy the students' ever-improving English learning and aesthetic psychological needs ^[6].
- (3) The beauty of board books: Some characteristics such as reasonable and standardized design, neat and beautiful writing, accurate and clear drawing, and light strokes of colored chalk allow students to deeply experience the presence of beauty ^[7]. Neat and beautiful board writing gives them visual enjoyment and helps to improve visual memory. Teacher's board writing is an activity in which the teacher uses written language or symbols on the blackboard to express his/her meaning and teach according to the teaching needs. It is an important basic skill for teachers. As one aspect of visual information, board writing directly affects the students' understanding of the teaching intention and mastery of the key points of teaching ^[8]. The ideal board book for students should be pleasing to the eye to meet the students' love of beauty. With the continuous improvement of contemporary secondary school students' aesthetic awareness, their aesthetic requirements for teachers' boards have also increased.

3. Meeting the needs of students for psychological pleasure and security

Compared to teachers, students can be considered a "vulnerable" group. Each student harbors a complex psychological attitude towards teachers: a longing for positive interactions and goodwill from teachers, as well as a sense of awe coupled with a fear of making mistakes that might result in reprimands and verbal criticism from the teacher ^[9]. Every student desires to learn in a relaxed and pleasant classroom atmosphere and requires a maximum factor of security. To meet this psychological need of students, teachers are required to create a relaxed and democratic classroom atmosphere. Through their own words and actions, teachers should strive to engage students, fostering an environment where every student feels happy, active, and fully engaged in learning activities. Classroom teaching language should be as euphemistic as possible and amicable, such as "Would you please...", "Never mind," "Have a try," "Try it again," and "You can do it well," while using encouraging language including "Good," "Excellent," "Well done," "You are clever," and "Clever boy." Uttering kind and friendly words and injecting appropriate humor and warmth helps to bridge the gap between students and teachers, allowing students to sense genuine care from their teachers and fostering admiration and trust. As a result, students gradually become more motivated and enthusiastic about learning English, infusing a vibrant and dynamic energy into the English teaching activities ^[10]. It is necessary to avoid treating students in

an intimidating and rude manner, particularly when students make mistakes. Teachers should also avoid being sarcastic, reprimanding, mocking, or taunting. A special teacher once said, “Raise your eyebrows at students who get it right, smile at those who do not get it right for a while, and give them psychological comfort and encouragement.” This suggests paying attention to teachers’ own attitude in the teaching process and treating each student sincerely and with passion, as a basic quality of a teacher ^[11].

4. Meeting students’ need for self-esteem and success

It is a virtue to excel in affirming others, as the desire for affirmation from others is inherent in human nature. During the self-development phase, secondary school students are in a period of imitation and exploration, every student harbors an intrinsic desire to express their individuality and is eager to receive recognition and respect from teachers ^[12]. Constantly meeting these needs allows students to develop significant confidence and motivation, which in turn encourages students to actively seek opportunities for growth, thus mobilizing students’ motivation to learn more. Notably, for less advanced students, timely and specific affirmation is particularly effective in triggering internal motivation. Therefore, in English teaching, teachers should create more opportunities for students to fully develop their talents in all aspects, so that each student has the opportunity to demonstrate their talents ^[13]. Especially in the case of primary school students and junior high school students in the first and second grades who exhibit exceptional performance, English teachers should capitalize on this. In the classroom, they should provide these students with opportunities to take the stage, answer questions, timely praise and encouragement should be offered as incentives. In instances where errors occur during the performance or answer process, teachers should politely address them, provide timely corrections, and offer constructive criticism along with encouragement. Providing opportunities for these students to continue performing and answering questions can help in rebuilding and reinforcing their confidence. For those students with poorer grades, teachers should attempt to discover their merits, recognize and affirm their flashpoints, and guide them to apply their strengths in a clever and timely manner. For example, students with a talent for drawing can draw some paintings to be used in the classroom; students with a talent for making things can make some objects used in the classroom, etc., so that students can maximize their strengths and merits, strengthen their self-confidence, and mobilize their motivation ^[14,15]. In this way, every student, regardless of their level, has created a good image in front of the public, which satisfies the needs for recognition, affirmation, and respect, thereby continuously stimulating their learning motivation and enhancing the teaching effectiveness.

5. Conclusion

Teachers should actively explore and flexibly use various teaching methods to change the education model of compulsory indoctrination and restraint. Shifting from teacher-centered to student-centered, it is necessary to respect the students’ sense of subjectivity, reasonably integrate various emotions in the classroom, satisfy students’ emotional needs, mobilize students’ sense of curiosity and enthusiasm for participation, stimulate students’ learning enthusiasm and interest, so that the learning process changes from passive acceptance to active exploration, active acquisition, and self-improvement under the guidance of the teacher.

Disclosure statement

The author declares no conflict of interest.

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