
Psychology Research in Emotional Teaching

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[Abstract] In order to commemorate the 90th anniversary of the birth of the Chinese Psychological Association, at the invitation of the Educational Psychology Branch of the Chinese Psychological Association, the special article reflects Pang and his team's research on emotional teaching psychology. The content is divided into two parts: basic research oriented by emotional teaching application and applied research oriented by emotional teaching concept. The former includes emotional phenomena in teaching, emotional effects in teaching, emotional regulation in teaching, learning bitterness in teaching, and basic contradictions in teaching. The latter includes emotional teaching concepts and emotional teaching, current status, emotional teaching principles, emotional teaching strategies, emotional teaching models, emotional teaching goals and evaluations, and corresponding research in basic education services.

[Keywords] Educational psychology; Teaching psychology; Emotional teaching psychology; Emotional teaching

5. Introduction

With the advancement of psychology in the field of emotions and the need for teaching practice, the emotional phenomena in teaching have been paid more and more attention, and at the end of the last century, a field of emotional phenomena in teaching has been gradually formed, which is Emotional teaching psychology.^[1] It is together with the clearly defined “cognitive teaching psychology”^[2], constitute a new development pattern of teaching psychology. Our first paper on this field is “The Role, Model and Control of Emotional Factors in College Students’ Classroom Teaching”.^[3] Since then, I have been working with my team for a long and arduous study. Due to the complexity of the emotional phenomenon itself and the fact that the teaching situation has higher requirements for the ecological validity of the research, our team has used the methods of speculation, phenomenology, survey methods, and experimental methods over the years to explore the field, but the results have been minimal. This paper is to reflect our research on emotional teaching psychology as a special paper published by our branch in “Psychological Science” to commemorate the 90th anniversary of the birth of the Chinese Psychological Association. Therefore, we can only choose to summarize some of the research involved in the field of emotional teaching psychology in order to seek advice from colleagues.

2. Fundamental Research Oriented by Emotional Teaching Application

2.1 Emotional Phenomena in Teaching

Exploring the classification system of affection, excluding emotions (primitive emotions and social emotions), emotions associated with basic social needs, and emotions associated with high social needs (Sentiment), and emphasizes that human beings not only develop from emotions to emotions, sentiments, but also formed emotions and sentiments (although stable and implicit), which are also manifested in the form of social emotions in specific situations. This provides the necessary theoretical basis for understanding the emotional phenomena in teaching. Furthermore, it analyzes the emotional phenomena in teaching activities from static and dynamic levels, and reveals the three static emotional sources of emotional phenomena in teaching (teacher emotions, student emotions and emotions in teaching materials) and the three major dynamic emotional circuit formed on this basis (the emotional communication circuit formed by teachers and students along with the transmission of cognitive information in teaching, the emotional communication circuit in the interpersonal relationship between teachers and students, the self-control loop of teachers and students' emotions, and the various branches in the three major circuits), so as to provide a more comprehensive and in-depth understanding of the rich and complex emotional phenomena in teaching activities.^[1]

The textbook is the basis for the activities of both teachers and students in teaching. Due to the particularity of the textbooks, people often regard it as unseen. Therefore, the past teaching psychology mostly studies textbooks from the perspective of cognition, and lacks in-depth analysis from the perspective of emotion. In fact, the textbook is an important source of emotional phenomena in teaching, and will profoundly affect the emotions of teachers and students. It should be analyzed. Therefore, we analyze the textbooks from the emotional dimension and reveal the four kinds of emotional factors that exist in them. According to this, the content of the textbooks is divided into four categories: textbooks containing explicit emotional factors (in the content of the textbook, through language and materials, intuitive image materials, etc., people can directly feel the emotional factors); textbooks containing implicit emotional factors (in the content of textbooks reflecting objective facts, people unconsciously feel the emotional factors implied in them); textbooks containing the material of savvy emotional factors (there is no emotional factor in itself, but it has some factors that cause emotion, mainly refers to the factors of scientific beauty, and can be felt by individuals with a certain level of understanding to produce corresponding emotions); and textbooks containing neutral emotional factors (the textbook does not contain any emotional factors), thus providing a basis for further emotional processing based on the content of these four different types of textbooks.^[4]

2.2 Emotional Role in Teaching

On the basis of comprehensive research at home and abroad, it gradually reveals a series of unique functions of emotions, and clearly points out the positive or negative duality characteristics of emotional function and the positive effects that may play in teaching: Dynamic function (emotion has the ability to enhance or weaken the motivation of behavior), can improve students' enthusiasm for learning; Grooming function (emotion has the ability to improve or reduce the acceptance of others' words and deeds) can enhance students' internalization of teaching content; Strengthening function (emotion has the effect of consolidating or changing behavior) can help students form a good learning attitude and correct bad behavior; adjustment function (the emotion has the ability to organize or disintegrate the cognitive operation activities) can promote the development and development of students' intelligence and improve the learning efficiency; coordination function (emotion has the ability to promote or hinder interpersonal relationship) can harmonize teacher-student relationship; health function (emotion has the effect of improving or damaging physical and mental health) can improve the physical and mental health of students; signal function (the emotion can be transmitted through the expression and has the effect of information transmission) can improve the effect of teacher-student information transmission in teaching; infection function (emotion has the effect of affecting others' emotions) can regulate students' emotions and cultivate students' sentiments; migration function (the effect of a person's emotions on an object moving to other objects related to it) can adjust the student's learning orientation to the content taught by the teacher, which emphasizes the emotional factors in teaching and strives to provide the basis for its positive use.^[1]

2.3 Emotional Regulation in Teaching

Starting from the actual needs of emotional regulation in teaching activities, this paper investigates the phenomenon of a large number of human emotions, explores the mechanism of emotional occurrence from the psychological level, and points out that the important factors determining emotion are not only the objective things and individual needs emphasized by traditional psychological theory. The relationship between objective things and individual expectations (the individual's prior measure of things) is also an important factor in determining the occurrence of emotions, and determines the intensity of emotions, (the more objective things exceed the individual expectations, the more emotions are generated), thus proposing the need for emotions to be an expectation hypothesis.^[4] On this basis, the three elements of emotion occurrence are further integrated: the relationship between object and needs, the relationship between object and expectation, and the cognitive evaluation of these two relationships (this cognitive evaluation is not only related to the individual itself). Knowledge, experience, methods, values, etc. are also related to the circumstances in which others are induced and persuaded.

2.4 The Pain and Joy in Teaching

The learning of students in teaching, in terms of its essence, is it bitter or happy? This is a struggle between the study of bitterness and the concept of music that has lasted for more than 2,000 years since the Confucius era, involving the bitterness of learning for students in teaching. Understanding the problem is also the basic theoretical issue of emotional teaching psychology, which directly affects the guiding foundation of emotional teaching psychology.^[5] To this end, on the basis of examining a large number of teaching phenomena, we put forward the guiding optimism in line with the teaching practice based on the principle of emotional psychology. This view includes three layers of meaning: (1) There is no predetermined bitterness attribute in the learning activities of the students in the teaching activities.^[6] The bitter and happy music has dynamic characteristics: when learning to meet the needs of students, there is a happy experience, and vice versa. (2) Student learning has an extremely important educational value and should be advocated by us (this is determined by the role of emotional function in teaching); (3) The key to happy learning lies in the teaching guidance of teachers: how to make the teaching activities meet the requirements of teaching and meet the needs of students, so as to fully mobilize the enthusiasm of students (this is determined by the concept of respecting the subject status of students). This is of great theoretical and practical significance for re-recognizing the rules of teaching and changing the concept of teaching, and then actively promoting the research of emotional teaching psychology.

2.5 Basic Contradiction in Teaching

The basic contradiction of teaching is the most fundamental problem in teaching theory. It belongs to the category of teaching philosophy and is also the basic theoretical problem of emotional teaching psychology. It directly affects the guiding foundation of emotional teaching psychology. The traditional view is that the basic contradiction of teaching is the “difference between the teaching requirements and the students’ existing (cognitive) levels”, while ignoring the gap between the “teaching requirements and the current needs of students” (teaching is the teacher at the specified time). The prescribed activities, in the prescribed order, and the prescribed activities, the normative activities of the prescribed teaching content are often inconsistent with the students’ living needs at that moment. The former gap involves the question of whether students will learn, whether they can learn, which is the question of acceptability, a cognitive aspect of the basic contradiction; the latter gap involves students who are willing to learn, which is the question of whether or not to learn, that is, the question of acceptability, belongs to the emotional aspect of the basic contradiction of teaching.

3. Applied Research Based on the Concept of Emotional Teaching

3.1 Emotional Teaching Concept

Through the study of a large number of teaching theories (including pedagogy and psychology) and teaching practice, especially for the ignorance of the frivolous teaching pattern and the future development trend of the society, we clearly put forward the concept of emotional teaching: “teach with love” ,that is, using the dominant idea of emotional optimization teaching. Its complete connotation is: while fully considering the cognitive factors in teaching, and paying full attention to the emotional factors in teaching, and strive to play its positive role, to improve the teaching objectives, improve all aspects of teaching, optimize teaching effects, promoting the all-round development of students’ quality. It is the starting point and destination of the development of psychology teaching psychology, and has a dual guiding role in the theoretical research and practical application of the subject.

3.2 Emotional Teaching Principle

The teaching principle is a kind of criterion that regulates the teaching behavior of teachers through the guidance of certain teaching concepts, and often through teaching modes, strategies and methods. It is the link between teaching theory and practice. It has a strong guiding role in teachers’ teaching practice. However, the past teaching principles are mostly used to guide teachers’ cognitive activities in teaching, and there is almost no teaching principle that directly targets emotional activities and reaches consensus. In response to this unique cognitive tendency, we have clearly proposed the “emotional teaching principle.” After that, the principle has been continuously enriched and perfected, and formed the system of emotional teaching principles, which is based on the principle of emotional teaching psychology, under the guidance of the concept of “excellent education” and combining a large number of teaching practices from the perspective of student learning. It includes the principle of love, the principle of grievance and the principle of melting. The principle of love is an emotional teaching principle established from the psychological background of students’ learning. Its meaning is: teachers should actively create conditions for students to learn with happy emotions in teaching activities; the principle of grievance is an emotional teaching principle established from the perspective of the quality objectives of students in teaching. Its meaning is: in teaching activities, teachers should actively create conditions to make students’ emotions mature in the process of learning; the principle of melting is an emotional teaching principle established from the perspective of interpersonal environmental problems in the study of students. Its meaning is: in teaching activities, teachers should actively create conditions to make teachers and students’ interpersonal emotions actively blend in the teaching process.^[1]

4. Conclusion

In order to further promote quality education in primary and secondary schools across the country, and strengthen the training and education of the emotional aspects of young students, fundamentally reverse the long-standing existence. In the background of exam-oriented education, we are increasingly aware of the ignorant education imbalance and advocate a new pattern of quality education that is mutually reinforcing and stimulating. We theoretically put forward the concept of adolescent emotional quality. List the emotional qualities of adolescents from the overall concept of adolescent quality; highlight its position in quality to enhance the society, especially the basic education sector, paying attention to the emotional aspects of adolescents' quality.

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