

Effective Exploration of Affective Integration Model in Interactive English Teaching

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Abstract. Whether emotional factors can be effectively integrated into the English teaching process directly affects the actual effect of teaching. Positive emotional integration can stimulate students' thirst for knowledge and enterprising; negative emotional integration will affect the communication and knowledge transfer between teachers and students. In order to explore the unique role of teachers' emotional integration in interactive teaching, and to promote the formation of students' positive emotions, teachers can use interactive teaching that uses "speaking" and touching, and can use interactive teaching that uses "emotion" to truly affect. Realize the improvement of English teaching level and create advanced English courses.

1. Introduction

English learning is both a cognitive process and a process of emotional communication between teachers and students. Teacher-student emotion plays an important role in teaching effects. Affective factors are one of the most important factors affecting the effect of foreign language teaching. They are interconnected, interact and restrict each other. They are a harmonious unity. However, for a long time, there has been a phenomenon of one-sided attention to cognition and neglect of emotion in the traditional English teaching process. Teachers often pay attention to the exchange of intellectual information, but lack of due attention to emotional information exchange, which has caused The separation of knowledge and affection in the process of college English teaching has led to low learning enthusiasm, low efficiency, and a dull classroom atmosphere, which is not conducive to improving the quality of teaching. As early as 2004, the "University English Curriculum Teaching Requirements (Trial)" issued by the Ministry of Education proposed that college English should "make English teaching develop in the direction of personalized learning and active learning." It has been used for 15 years. It is to fully mobilize students' motivation, intelligence, experience, emotions, existing knowledge and thinking potential, etc., to cultivate students' ability to communicate, communicate, solve problems and complete tasks in the language learning process. This fully shows that emotional factors will receive special attention and attention in college English teaching, and teachers need to reform and innovate not only in teaching methods, teaching methods and teaching arts, but also make full use of the role of emotional factors in teaching, adjust and Optimize the classroom psychological environment of students, better explore the potential of teaching, stimulate students' enthusiasm for learning, and allow them to carry out efficient learning with positive emotional experience.

2. The Necessity of Implementing Interactive Teaching in English Teaching

English teaching requires a lot of language practice. However, due to subjective and objective reasons such as traditional teaching concepts, teaching conditions, and lack of teachers, most colleges and universities use large-class teaching. Teachers usually only use the "duck-duck" teaching method based on their pre-designed teaching content. Instill knowledge in students. This mode of lack of language practice and communication violates the laws of language learning, ignores the multiple needs and potentials of independent living individuals in different states in the classroom teaching process, and ignores the multilateral nature of teachers and students in classroom teaching. The interaction with multiple layers also ignores that students are both the

subject of learning and the subject of their own development, so the phenomenon of dull classroom atmosphere, poor students' autonomous learning ability, and poor interactivity appear.

As an effective English teaching method, interaction has a very important role. It can accurately reflect the overall language level of students. During the interaction, students will improve their language awareness, experience and summarize the laws of language use. And think and test your own learning process, and gradually develop the habit of thinking in English. Therefore, teachers must make full use of this teaching method in the teaching process, mobilize and give play to students' enthusiasm for autonomous learning, help students lay a good foundation for language, consolidate their knowledge, improve the comprehensive use of language, and transform language ability into communicative ability. The traditional "compulsory" teaching method can not achieve the purpose of efficient learning of students, but emotional teaching and interactive teaching can change this situation.

3. Characteristics of Emotional Factors

Emotion is the positive or negative psychological response of people to external stimuli according to certain value judgments and moral standards. It is the internal change and external expression of people who have different likes and dislikes about objective things. Psychology roughly divides emotions into three categories, namely morality, beauty, and sense of reason. Sense of intellect is the emotional experience produced by people in the process of intellectual activity. From the perspective of educational psychology, emotion has a greater impact on individual psychological characteristics and behavioral motivation, and is an important factor affecting learners' learning behaviors and learning effects. It can be said that real cognitive activities are driven by emotions. The classroom teaching process is inseparable from emotional participation. During the learning process, students carry out both cognitive and emotional learning. Teachers and students are also communicating emotionally while exchanging knowledge and skills. The two are closely related. According to Suhomlinski, "the effect of teaching depends to a large extent on the internal psychological state of the student, the effect is high when the emotion is high, and the effect is low when the emotion is low."

Emotion has two polarities. It can promote cognitive activities and human development, and it can also cause interference. Positive emotions such as happy mood, strong interest, desire for knowledge, and persistent spirit make people excited, active, and enthusiastic. Emotions have a boosting effect and become people's motivation. They make people study, work efficiently, and the quality is greatly improved. On the contrary, negative emotions such as depressed moods, irritable moods, disgusted moods, and scattered spirits make people feel sluggish, dull, and have a depressing effect on emotions. They become a barrier, and the efficiency and quality of people's work and learning will be bound to decline. Therefore, we cannot underestimate the role of emotions and the impact of emotions on student learning. Implementing education for students in classroom teaching requires teachers to consciously enhance the empowerment of emotions and promote high-quality and efficient classroom teaching. At the same time, it must suppress the demotivation of emotions and eliminate the interference and influence of negative emotions. Implementing the emotional goals of classroom teaching and achieving the harmonious unity and organic combination of knowledge and emotion in classroom teaching is the task of classroom teaching and the responsibility of teachers.

3.1. The Relationship between Emotional Factors and Interactive Teaching

In recent years, psychologists in China have confirmed through a series of experiments that emotions have the function of organizing or disintegrating cognitive activities of individuals. They believe that 1. Medium-intensity emotions are conducive to intellectual manipulation activities, while too high or too low-intensity Emotions are not conducive to the speech; 2. Pleasant emotions are conducive to intellectual manipulation activities, while fear, anger, boredom and other emotions are not conducive to the activity. In interactive teaching, teachers should attach great importance to the emotional atmosphere of the classroom, and it is best to control it to a moderate level of

happiness. Under such an atmosphere, students' learning activities are particularly effective and will achieve the best possible results. This is because emotion is a teaching variable that cannot be ignored in the interactive activities of college students. Teaching is a bilateral activity between teachers and students, as well as interpersonal communication in specific situations. Whether the knowledge and explanations taught by the teacher can be accepted by the students to the utmost, ultimately, they must pass through the filtering of the "net" of the students' emotions and the catalysis of internal causes. Interactive teaching is an advanced and complex teaching activity with various teaching goals and its own characteristics. In interactive teaching activities, there are two intertwined information exchange circuits between teachers and students, that is, intellectual information exchange and emotional information exchange. They are interdependent and exert a significant influence on the entire teaching process from different aspects. . During this interactive activity, both teachers and students are transmitting knowledge and information, exchanging thoughts and collisions, and changing emotions. If teachers can fully mobilize and use the positive factors of emotions and emotions, and exert the functions of emotional motivation, infection, regulation, reinforcement and transfer, it will definitely help improve the interactive learning efficiency, enthusiasm, acceptance, interest and understanding of college students. Develop students' good interactive learning habits and attitudes. This is because the teachers and students are emotionally integrated, and the students will be willing and efficient to absorb the thoughts and knowledge information imparted by the teachers. On the contrary, an invisible "wall" must be built between teachers and students, hindering communication and knowledge transfer between teachers and students. This is the so-called "unreasonable but unreasonable".

4. The Unique Effect of Emotional Integration in Interactive Teaching

The so-called emotional teaching is that teachers impart knowledge, skills, and disseminate ideas and perspectives with positive emotions, create a variety of beautiful teaching atmosphere in teaching, and highlight the teaching charm produced by the blending of emotion and knowledge. In the most basic sense, teachers emphasize the impact of cognitive factors on language learning while emphasizing cognitive factors and developing cognitive skills in second language learning. Cognitive and emotional information is transmitted in the teaching activities that both teachers and students participate in. The positive emotions of students are mainly produced under the influence and guidance of teachers' emotions. In teaching, teachers strive to create an atmosphere of emotional exchange between teachers and students, promote the formation of students' positive emotions, and realize the resonance and coordination of emotions between teachers and students in order to better implement emotional teaching.

This study found in teaching practice: some students lost interest and confidence because of poor foundation and found it difficult to learn English; some students only cared about how to take shortcuts to pass the level four or six exams, and considered that textbook learning and classroom teaching did not help the exams much Not paying attention; some students think that English has nothing to do with their major and future work and give up. As a result, these students either skipped classes or were absent-minded during class. To this end, teachers must carefully design and organize classroom activities, use interactions creatively, and integrate interactions into all aspects of English teaching so that students' interactive abilities go hand in hand with other language skills. In this process, teachers should make full use of the relationship between emotional factors and interactive teaching to mobilize students' learning autonomy and initiative, develop their intellectual potential and English expertise, so that they can actively participate in teaching activities, thereby creating teachers. Student-interactive, student-interactive lively teaching situation.

4.1. Touching Interactive Teaching with "Words"

Emotional interaction can be achieved not only through intuitive teaching methods, but also through verbal descriptions. To this end, the language of the teacher must be full of emotion and affection. Language can realize the communication of "knowledge" and "love", and teacher's language can greatly affect students' emotions. Creating happy, lively, friendly, harmonious, and

relaxed teaching situations, although teachers' encouragement, praise, and tolerance are indispensable, but reasonable use of emergency, humor, and body language can also send different emotions to students information. For example, when it is found that students are not very interested in the subject matter of the text, or are sluggish in class due to subjective or objective factors, try to infect students with vivid images and funny humorous words to excite the students' emotions and maintain the best learning status. , The entire classroom atmosphere will be full of due anger and vitality, which will produce emotional resonance between teachers and students and achieve good teaching results. In addition, in interactive teaching, teachers' resilience is also very important. A few simple words can take care of students' emotions and change their learning attitude.

4.2. Touching Interactive Teaching with "Love"

English learning involves many psychological processes, that is, cognitive processes composed of feeling, perception, memory, imagination, thinking, etc., and emotional processes composed of joy, anger, sorrow, joy, love, evil, and fear. Psychological studies have shown that learners' emotional attitudes directly affect their learning behaviors and learning effects. The little emotional teacher-student interaction before class has a great impact on students' learning emotions. When a well-dressed and smiling teacher enters the classroom, he greets his classmates casually: "Good morning" or "Good afternoon", the students will feel kind and positive emotions will follow. On the contrary, if the teacher walks into the classroom with a stern face, no smile, and a silent voice, the students will develop a sense of resistance and even fear, and negative emotions will follow. In teaching practice, we found that if the teacher-student relationship is harmonious, the student will love the teacher, and he will transfer this emotion to the subject he teaches. Problems and other positive tendencies. On the contrary, the teacher-student relationship is indifferent. Even if the teacher's academic level is high and the lesson preparation is serious, students will not listen. This is the psychological effect of "being one's own teacher and believing in its own way".

5. Conclusion

In short, the role of affective factors in interactive English teaching is crucial. The affective effect of teachers and students is one of the key factors affecting the effectiveness of interactive teaching. To this end, while enriching knowledge in pedagogy, psychology, and teaching methods, teachers also need to understand the intrinsic relationship between students' emotional factors, cognitive factors, and interactive English teaching, and pay attention to students' affection to emotions during the English learning process. The needs of the teaching environment and the formation of a good relationship between teachers and students in order to inspire a high degree of enthusiasm for work and learning, and to improve the quality of teaching.

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