

A Study on the Influence of Efl Teachers' Emotion on Their Behavior in China

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Abstract: Focus on the function of emotions, this article outlines the research status of emotions in teacher development and PLC, and summarizes the impact of Chinese EFL teacher's emotions on teacher development. It is found that the effect of teacher emotions on teachers' teaching practice behaviors cannot be ignored. The influence of different dimensions of teacher emotions on their behavior mechanisms needs to be further explored. At the same time, teacher emotional literacy is an important factor affecting the effectiveness of teaching behaviors.

1. Introduction

Emotional ethics believes that human beings are emotional beings, and emotions are the foundation of human nature. The emotional energy as an “emotional functional body” plays an important role in individual development and social progress. Emotions can be divided into two dimensions: positive emotions and negative emotions. Emotion affects human cognitive intelligence in five aspects: power function, regulation function, migration function, grooming function, and signal function^[1]. The power of emotions on cognition and behavior cannot be ignored. Effectively managing emotions, using emotions and regulating emotions, and taking active interventions can promote emotions to regulate, mediate and guide the behavior of human individuals and groups in learning.

2. The Origin of the Relationship between Emotion and Education

The relevance theory of emotion and education can be traced back to the “Knowledge, Learning, Music” of Confucius's “Study Notes” and “The Theory of Teachers” Chinese Chunqiu Dynasties. Emotional research was separated into thematic research separately in the 1980s. The academic circles proposed that the factors that affect emotions in learning are anxiety, inhibition, self-esteem, motivation, empathy, patience, risk-taking, etc.^[2-3] With reference to the recent academic verification of the relationship between emotion and education, the topic basically focuses on the following three aspects: ① student emotions (students' emotional awareness, emotional attitude, emotional experience, emotional stimulation and emotional control, etc.); ② teacher emotions (teachers' emotional factors, emotional functions, emotional education and lack of emotion, etc.) ③ teaching emotions (emotional attitudes and goals of teaching, emotional communication in teaching, etc.). The academic research on the relationship between emotion and the behavior of students, teachers and classroom teaching is much more common, which proves that emotion has an important influence on the entire teaching system. The research objects of academic emotion focus on the individual behavior of teachers, student groups and the interrelationship in teaching.

3. Discussion on the Subject of Teacher Emotion in China

(1). Focus on the discussion of emotion and teacher education

Emotional intelligence is the core factor of teacher's professional competence and plays a decisive role in strategy formulation and work efficiency. Although the initial identification of emotional intelligence is slightly one-sided, it has introduced emotional factors into the development of teachers' professional abilities. The related demonstrations of the influencing factors of emotion on teacher education and professional development of teachers involve three

aspects: 1). The relationship between emotion and teacher identity recognition and teaching behavior; 2). The role of emotion in teacher development and teaching reform, emphasizing the positive force of emotional energy and resisting the negative of emotion effect. 3). The emotional dimension of teacher development emphasizes emotional control and emotional self-care ability, and at the same time verifies the negative teaching effectiveness caused by the lack of emotional dimension behavior. The scholar's related arguments have proved that emotion cannot be ignored in the professional development process of teachers, whether from the perspective of teacher personality or commonality.

(2). the relationship between emotion and teacher's PLC

In addition to the problems of individuality and commonality in teacher education, the special emotions of the group also need attention. The social learning of the group determines its emotional role that cannot be ignored. The current PLC exists in two modes: The Offline Mode and the Online Modes. The research content of The Offline Mode PLC involves inter-school collaboration, teacher mutual learning, field learning, Teacher-student interaction field, school-based culture, and teacher cognition, belief, satisfaction, etc.^[4-5] The Online Model research involves the teacher's PD network community model with teaching and scientific research as the theme. The teacher's professional development network community model with teaching and scientific research as the theme and OTPD.^[6] Current research in the academic community focuses on the formation mechanism of teachers' professional development, knowledge, skills and principles, curriculum development, accumulation and construction reflection, innovative approaches, the use of research skills and methods, etc. The instrumental value of the development community, the study of teachers' emotional problems is reflected in certain details, such as: cognition, belief, enthusiasm, etc.^[7] The emergence of the multi-modality of the teacher's PLC has led to the continuous deepening and improvement of the teacher PLC concept, and to improve the effectiveness of the teacher community. In addition to the teacher development community model, decision-making guidance and other external factors, its internal causes cannot be ignored.

4. The Influence of Chinese Efl Teachers' Emotions on Their Behavior

(1) Discussion on Chinese EFL Teacher Emotion and Teacher Behavior

Teacher emotion and teaching behavior are inseparable combination, the release of teacher emotion and the learning effect of the student as a whole and the individual of the student affect each other. In teaching practice, students' perception and feedback of emotions directly affect the teaching behavior of teachers, thus affecting all aspects of the teaching process. The emotional factors in teaching are generally concerned, and teachers' emotional concerns for learners have a long history. In the teaching practice, pay attention to the use of teachers' teaching methods to reduce the emotional filtering of students, actively control the filtering status of students, and effectively prevent and control emotional anxiety symptoms. In the teaching process, teachers rely too much on teaching methods and ignore emotional input. At the same time, making teaching methods become obstacles to positive emotional channels between teachers and students, rather than media, the teaching tools of teachers will lose their essential existence. Positive teacher emotional support will promote teacher-student interaction and maximize classroom efficiency; while negative teacher emotion will make the classroom less effective or ineffective per unit time. In traditional classrooms, teachers and students have two dimensions of emotional standards: power and status.^[8] The teaching of positive emotional factors has a direct impact on learning motivation, learning interest and learning efficiency. The research on emotional support based on “learned students” and “learned students” shows that students with learning difficulties have a higher demand for emotional support from teachers, but “learned students” have a relatively higher degree of sensitivity to teacher support than “learned” “Sleepy students”, the author makes clear that teachers' emotional support should be based on the emotional dimensions of encouragement; respect and understanding; patience and persistence to support students and teaching.^[1] A review of the studies of various scholars shows that emotions are closely related to teachers' teaching behaviors, whether they are teacher-student interaction, the impact of teacher emotional support on

learning emotions, or online and offline teaching. In addition to the study of the influential dimension of emotion in the physical teaching process, the empirical research on the analysis of teacher emotion and teaching from the perspective of online learning has verified the direct relationship between teacher emotion and teaching in teaching, and teaching. The micro and holistic feedback in the process directly affects the teacher's behavior feedback and the learner's sense of learning achievement.

(2) Teacher emotion is the direct cause of teachers' cognitive development behavior.

In the traditional education, teachers' emotions are inherited by cultural concepts such as "Teacher Love", "Teacher Virtue;" and "Teacher Humanistic Literacy". The simple concept includes the expectation and value of the people for teacher education. In the cognitive development of teachers, the understanding of the concept of inheritance requires real teacher emotional input. As a natural human emotion and a teacher's emotion, there are differences and gaps between human basic emotions and high-level emotions in the professional field. Teacher emotion is the emotion that occurs latently and carries after the teacher's professional recognition reaches a certain stage, and it is an emotional presentation state that is consistent with its specific professional identity.

The earliest stage of teacher's cognitive development belongs to the stage of normal students. Normal students are in the initial stage of teacher's cognitive development, which is called the apprenticeship of observation, but it is difficult to change the conservative nature of preconceived ideas. The carried-out erosion effect and the pedagogical review of the negative impact of the strong and powerful catalyst.^[9] The concept of teacher emotion at the initial stage of teacher development is the "conservativeness" of "resistance" and a paradigm review of "influence by reference". In fact, it is divided from the perspective of practical teacher emotion. Identity is a subconscious existence, but there is no relative teacher practice behavior, and the teacher emotion is more difficult to produce. The second stage of teacher development research focuses on the novice teacher stage. Qin Lili has an interactive effect on the novice teacher's emotions and cognitive development.^[10] Emotions can promote or hinder the development of teaching cognitive ability and teaching effects. Novice teachers' emotional and cognitive development ability will be better developed under the guidance of the tutor's emotional attention.

Based on the relationship between emotion and online collaborative reflection, the teacher's emotions present three characteristics: positive, negative, and neutral. Different online collaborative reflection activities have different emotional experiences for teachers, which also have a direct practical effect on teaching. . Emotional support in emotion regulation strategies has a special impact on both online and offline teacher teaching and teacher cooperation. The interaction of teacher's emotions in various aspects such as teacher burnout, teacher pressure, self-efficacy, teacher identity and teacher research emotion has been verified, proving that teacher's teaching is no longer constrained by knowledge and code of conduct. It is to begin to pay attention to teachers as the emotional factor in the ecological knowledge system with the concept of ecology.

5. Discussion on the Relationship between Chinese Foreign Language Teacher Emotion and Teacher Development Community

The discussion of emotion at the level of the teacher development community is more inclined to the influence of social factors within the group on the teacher's emotion. There are three types of influence within a group: positive force, negative force, and no influence. The key role medium of the complexity and unity of the group is the person in charge of the group. When the division of labor and cooperation within each group is actively and reasonably handled, and at the same time it has a strong demonstration role, the teacher development community can show its role. Carrier positive effect.

Affective factors are the internal reasons for teachers' professional development community to exert their expected effectiveness, which is conducive to promoting the research of positive affective factors, and is conducive to promoting the health of the foreign language teacher professional community and continuing teacher professional community. The individual differences of teachers' professional development determine the diversity of the internal composition and

dimensional structure of the professional development community's emotions. At the same time, starting with the emotions of the core members of the teacher community to analyze the problems of individuality and group behavior within the community, it can more effectively promote the development of individual teachers and also help to improve the cooperation effectiveness of the community.

6. Discussion on the Multi-Dimensional Development of Chinese Foreign Language Teachers' Emotions

The multi-dimensional exploration of emotions in PLC of teachers is conducive to the emotional control of the core individuals and groups of the teacher community, and strives for the continuous optimization of the teacher community's behavioral utility. Focus on the emotional dimension, excavating the emotional factors of the positive community in the community, while circumventing the negative factors, creating a healthy human environment of the teacher community, and achieving the positive mode of the development of teacher community learning and teaching.

Comprehensively frame the dimensions of the initial concept of the teacher community's emotional experience and the utility of its behavior; distinguish the impact of positive and negative dimensions on behavioral utility, and have a positive guiding significance for the construction of the framework of the foreign language teacher community in the later period; The relationship between the emotional dimension of the core members of the teacher community and the utility of the community's behavior plays a key role in the community's member allocation and collaboration. Mining the individual differences and the influence of all dimensions of emotion under the concept of common goals, and finding the positive emotion dimension of the community's overall structure and personality guidance under the community mechanism, with a view to positively promoting teachers' learning, teaching and research activities.

7. Discussion

The global development of education has put forward new requirements for teachers, and the teaching concept of "integration of teaching and learning" has continuously expanded the requirements for teachers' teaching practice professional ability. The society's expectation index for education has not only increased. In order to adapt to and serve the requirements of global education development, the emotional attention of teachers as a special group needs to be developed together with the research of model theory built by teachers' practice and teachers' teams, and adapt to each other. In addition to the expected value of the teacher's identity, teachers should balance and coordinate the development of the measurement of the emotional dimension and the improvement of the teacher's identity from the perspective of emotion, so that the teacher's emotion and behavior in the education system can work together to produce a positive effect. The establishment of an innovative and efficient foreign language teacher professional development community under the influence of positive and positive emotional factors is conducive to the development and improvement of the teaching and learning (learning, teaching, research) skills of the teaching team.

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