

Research on Emotion Absence and Countermeasures in Higher Vocational English Teaching

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Abstract: Emotional teaching is conducive to improving self-confidence, stimulating learning motivation, fostering self-efficacy, and establishing a harmonious teacher-student relationship. This paper comprehensively analyzes the causes of emotional loss in higher vocational English teaching by using literature analysis method and system analysis method, points out the guiding principles of English emotional teaching in higher vocational colleges, and puts forward the implementation plan and application countermeasures of English emotional teaching in higher vocational colleges. The implementation plan includes: the life of teaching content, the diversity of teaching organizations, the context of teaching environment and the process of teaching evaluation. The application strategies include: mining the emotional factors contained in English textbooks, satisfying students' various emotional needs in teaching, giving full play to the emotional motivation in language learning, reducing language anxiety through positive evaluation, and strengthening teachers' own emotional cultivation.

1. Introduction

Emotion is a psychological phenomenon, which refers to the specific inner experience that an individual associates with an objective thing. For teaching, emotion refers to the emotions, emotions and attitudes produced by teachers and students in the teaching interaction activities. Emotions profoundly affect people's learning and life. Positive emotions bring positive influences and form positive experiences; negative emotions bring negative influences and form negative experiences. Emotional teaching refers to the process in which teachers use certain teaching methods to promote the expected effect of teaching activities by stimulating, mobilizing and satisfying the emotional needs of students. With the rise and development of humanistic psychology, the emotional problems in language teaching have received more and more attention. In order to achieve the set goals, education must unify both cognitive and emotional aspects.

The current educational theory places too much emphasis on the rational and cognitive functions of the brain, ignoring the irrational aspects, causing "emotional gaps". In the process of language teaching, teachers are over-emphasizing the cognitive factors of language learning, ignoring the emotional education for language learning equals to the impact of the existence of cognitive and emotional separation. The traditional vocational English teaching is mainly based on classroom teaching, over-reliance on teachers, cannot mobilize students' enthusiasm, students lack learning motivation, lack of self-confidence, inferiority and learning anxiety, and seriously affect the quality of teaching. In the process of English teaching in higher vocational colleges, using specific teaching methods and psychological theories, and mobilizing the positive emotional factors of students, students can experience the joy of success in English learning, thereby mobilizing enthusiasm and interest, improving self-confidence and enhancing learning, establishing a harmonious teacher-student relationship, and exerting subjective initiative and creativity..

2. Role of Emotion Teaching in Higher Vocational English Teaching

Language learning is a cognitive process that is mainly accomplished through cognitive activities such as feeling, perception, thinking, imagination, deduction, reasoning, and memory. According to the study of learners' learning characteristics by linguists and psychologists at home and abroad, it is found that affective factors have a great influence on cognitive activities. Cognition and emotion run through the whole process of learning and aim at each other. Emotional teaching will play an active role in higher vocational English teaching, mainly in the following aspects:

(1) Emotional teaching improves students' self-confidence. Self-confidence is the foundation of a person's journey towards a healthy life. With a steady self-affirmation, self-confidence can be continuously enhanced. Strong motivation for learning, strong willpower, strong self-confidence, deep interest in learning, and bold practical spirit are conducive to improving learning outcomes and overcoming difficulties encountered in learning. In the process of English teaching in higher vocational colleges, teachers should help students to obtain a successful experience, exercise their awareness of overcoming difficulties, and build self-confidence.

(2) Emotional teaching can stimulate students' motivation for learning. Learning motivation is a motivational tendency to initiate and maintain students' learning behaviors and to point to academic goals. Learning motivation belongs to the category of educational psychology and is a concrete manifestation of learning will, ability and quality. Emotional education is connected with learning motivation and is an effective means to stimulate learning motivation. Because emotion is the external manifestation of a person's psychological change, belonging to the category of will, if a person has good emotions, it will produce good motivation.

(3) Emotional teaching can cultivate students' self-efficacy. According to Bandura's self-efficacy theory, it refers to the subjective speculation or judgment of a person's success in performing a certain achievement behavior, which will have many effects on the follow-up behavior. Self-efficacy is an important factor in motivation. The negative impact of higher vocational students is low self-confidence, resulting in low self-efficacy. Some students even give up learning English. It is very important for teachers to improve students' self-efficacy through emotional teaching.

(4) Emotional teaching is conducive to the establishment of a harmonious teacher-student relationship. The ideal relationship between teachers and students is not only the relationship between teaching and learning, but also the relationship of friends who understand each other and respect each other. The teacher's love, care and respect for the students will make the students feel a relaxed and pleasant learning atmosphere, and enjoy the courses taught by the instructors, which will generate positive emotions and strong desire for knowledge, and the interest in learning will be stimulated. Teachers should be good at using emotional factors to influence students

3. Cause analysis of Emotion Absence in Higher Vocational English Teaching

There are many reasons for the lack of emotion in English teaching in higher vocational colleges. The following four aspects are summarized:

(1) Educational philosophy. Traditional education is still dominated by the "scores" of exam-oriented education, focusing on the mastery of students' knowledge and lack of a powerful examination of the effect of emotional training. English teaching focuses on imparting linguistic knowledge and ignoring comprehensive ability development. Teachers immerse themselves in knowledge, self-indulgent teaching, lack of communication and interaction with students, regardless of students' inner feelings, neglect changes in students' emotional factors, lack of passion in classroom teaching, and lack of enthusiasm for students.

(2) Teacher teaching. The teaching relies too much on the network, ignoring the design of human behavior and the emotional care for the students. The reshaping and transformation of the teacher's role is not in place, and the emotional communication is lacking. Some teachers lack the ability to organize and collaborate, which has a great impact on the learning effect of students and also causes emotional loss. Especially in the network teaching environment, teachers rarely take into account

the humanistic care of students, and even less care about the emotional training of students, students' emotional loss will become more and more serious.

(3) Learning motivation. English learning motivation includes integrative motivation and instrumental motivation. Integral learners are an identity of English culture. Integrating English into English culture becomes the main emotional motivation for learning English. Tool-based learners aim at some utilitarianism. In higher vocational colleges, the vast majority of English learners belongs to tool-based learning, learn English because of a "utilitarian" feeling, are forced to accept English learning, and lack recognition of English culture.

(4) Course arrangement. The training goal of higher vocational colleges is "the service-oriented, employment-oriented, and the development of production, research and research. It cultivates the first line of production, construction, management and service, and has high-tech applied talents with good professional ethics". Therefore, many higher vocational colleges emphasize the status of professional courses in the teaching process, ignoring the basic courses, especially the status of English classes. This invisibly causes students to have unimportant English feelings, causing most students to ignore English learning.

4. Guiding Principles of Emotion Teaching in Higher Vocational English Teaching

To implement emotional teaching in higher vocational English, the following guiding principles need to be followed:

(1) Combination of cognition and emotion. Emotional education is closely related to the cognitive level of students. Cognitive level is the basis of emotional education, which determines the generation, development and stability of emotions. At the same time, emotion promotes students' cognitive level to a certain extent. To apply emotional education, we must fully understand the interaction between cognition and emotion. From the perspective of student cognition, we should continuously optimize students' cognition according to the emotional experience that students obtain in teaching.

(2) Combination of commonality and personality. There is a common need in English teaching. Judging from the current level of education and the strength of higher vocational teachers, many times focus on common needs. However, focusing on commonality does not mean neglecting personality. Each student is an independent individual. According to the student's learning foundation and emotional state, the students' requirements for personalized teaching are appropriately respected to achieve the effect of empathy and resonance.

(3) Combination of classroom teaching and extracurricular factors. According to modern education theory, the extracurricular factors are the same as the classroom teaching factors, which have a significant impact on the students' learning effects. From the perspective of teaching practice, the English learning situation of higher vocational students is greatly affected by extracurricular factors. Therefore, teachers should not only pay attention to classroom teaching, but also need to establish a good teacher-student relationship with students outside the classroom, and generate mutual emotional resonance.

5. Implementation Plan of Emotion Teaching in Higher Vocational English Teaching

The implementation plan is used to guide the higher vocational English teaching, which includes four aspects:

(1) The teaching content relates to life. The teaching content of life is to put teaching activities into the real life background, to stimulate students' strong desire to participate in activities as a living subject, to let students learn in life, to live better in learning, and to obtain energetic knowledge, and to make the sentiment really edified. Higher vocational English teaching makes the content and form of language skill training as close as possible to life, close to the real language communication, so that the process of acquiring knowledge experiences a positive emotional attitude.

(2) Teaching organizations are diverse. The teaching organization form is the basic guarantee for

the realization of teaching tasks and teaching content. The improvement of teaching organization form is always integrated with teaching reform. The use of scientific and rational teaching organization is conducive to improving teaching efficiency and effective application of effective teaching methods and methods in teaching. In the process of English teaching in higher vocational colleges, it is necessary to use flexible teaching organization forms to cultivate students' emotional attitudes and values, and organize teaching flexibly and variably according to the actual needs of students and society.

(3) Teaching environment is contextualized. The teaching environment is a complex system composed of multiple elements, which plays an important role in the cognitive and emotional aspects of students' learning process. Teachers should create a language learning environment without threats for students, and create a relaxed atmosphere of thought exchange through harmonious emotions. In higher vocational English teaching, teachers strive to create conditions for students to generate positive emotional experiences, so that students can develop positive emotional attitudes and values while mastering the language of English.

(4) Teaching evaluation process. The process evaluation needs to be carried out from two levels. One is the systematic analysis and overall evaluation of the teaching process, and the other is to observe and evaluate the various aspects and activities of the teaching process. In many cases, people's inner feelings will be reflected through explicit behaviors. Teachers can form a clearer understanding of students' emotions and make correct judgments. Therefore, the process evaluation of teaching evaluation is an important way to evaluate emotional attitudes and values.

6. Application Countermeasures of Emotion Teaching in Higher Vocational English Teaching

Paying attention to emotions can improve the quality of English teaching. Positive emotional teaching can eliminate students' psychological barriers and increase students' motivation and information. The application strategies of high-level English emotional teaching proposed in this paper are as follows:

(1) Excavate the emotional factors contained in English textbooks. The content of the textbook that can stimulate students' positive emotions is quite rich. There are praises for human nature, songs for family, pursuit of philosophy of life, and comparison of cultural differences between China and the West. Excavate the emotional resources in the textbooks so that students can get an immersive experience and thus produce an emotional experience. Class discussion focuses on the main theme of the article and the emotional factors of metaphor, and carries out profound ideological and emotional communication with the students to achieve emotional resonance between teachers and students.

(2) The teaching meets the various emotional needs of the students. In the teaching process, teachers must not only meet the cognitive needs of students, but also meet the emotional needs of students. Because students are not in a good emotional state, it is impossible to achieve the best cognitive effect. Teachers should give students more opportunities to experience success, enhance their self-esteem and self-confidence, and self-realization can maximize the learning potential of students. Therefore, teachers should provide students with a variety of opportunities to participate in classroom activities, including role-playing oral performances, as well as group competitions and other activities to meet the self-realization needs of students.

(3) Give full play to the emotional power in language learning. Emotional attitudes are not only inextricably linked with language learning, but also affect language learning directly or indirectly in many aspects, and the impact on English learning is more obvious. One of the important functions of human language is to promote interpersonal communication. To achieve interpersonal communication, it is inevitable to involve people's emotional attitudes. Emotional attitudes need to be expressed and transmitted through language to a large extent, to communicate emotions, to solve emotional problems, and to use language. Proper and rational use of language helps to communicate emotions, promote friendship and mutual understanding, and improve interpersonal relationships.

(4) Reduce language anxiety through positive evaluation. Language anxiety refers to the emotional state in which students are unable to overcome the expected learning goals, or cannot

overcome the language learning obstacles, resulting in self-esteem and self-confidence. If anxiety is not eliminated for a long time, it will have a major negative impact. The evaluation given by the teacher will not only affect the academic performance, but also be vital to the healthy development of the body and mind. In teaching, teachers should pay attention to the evaluation method, reduce negative evaluation, increase affirmative evaluation, enable students to experience positive emotions, and reduce language learning anxiety.

(5) Strengthen the teacher's own emotional cultivation. Emotions are infectious, and teachers' emotions directly affect students. The teacher's positive emotion leads to the student's positive emotional experience, the teacher's negative emotion leads to the student's negative emotional experience, and the teacher and student's emotional interaction is homogenous. Teachers must have self-regulation skills and negative emotions are not brought into the classroom. In the predicament, we need pay attention to adjusting the mentality, and find the fun of life with a strong, open-minded, optimistic and positive attitude. A deep understanding and comprehensive implementation of the teacher's professional requirements, as well as regular emotional teaching reflection, will encourage teachers to strengthen their emotional cultivation.

7. Conclusion

Teaching is not only the process of communication of knowledge information and feedback, but also the process of emotional integration and resonance between teachers and students. Improving the quality of English teaching, emotional stimulation and mobilization are the most critical. Emotional teaching has a significant role in promoting English teaching in higher vocational schools. It is also an entry point for English teaching. It is an efficient teaching mode and method, which is conducive to deepening the reform of English teaching in higher vocational schools. Advocating emotional teaching is not to replace emotions with cognition, but to add feelings in the process of understanding, which not only promotes language learning and promotes complete personality development. In the teaching, a harmonious emotional atmosphere is created, which makes students' new thinking feelings in the process of knowledge cognition, enhances the excitement of thinking, stimulates the imagination of thinking, expands the space of thinking, and enhances the novelty of thinking activities. At the same time, we need cultivate good study habits, build a sense of accomplishment and self-confidence, overcome negative emotions, and continuously enhance the comprehensive use of language in the process of English learning, lay a solid foundation for lifelong English learning and development and the formation of sound personality.

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