

The Influence of Emotional Factors on Middle School Students' English Learning

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Abstract: Emotion is a very important factor in English teaching in junior middle school. In English classroom teaching, a correct understanding of the emotional factors in English learning and a proper use of emotional education can help students to construct a positive emotional experience. Emotional communication between teachers and students is an important factor in improving the effectiveness of English classroom teaching. Therefore, this paper briefly introduces emotional factors from the perspective of emotional factors, discusses the importance of using emotional factors in junior high school English teaching, and discusses how to effectively use emotional factors in the hope that “emotional education” can be better implemented.

Keywords: Emotional factors, middle school students, English learning.

1. What is the Emotional Factor

Emotion, a profound human experience, is a delicate and complex perception we hold of the world around us. More than a simple expression of emotion, it is a powerful force embedded in the human heart that guides our behavior and the way we think. In the field of educational psychology, researchers have been exploring how to apply this power of emotion to educational practice, especially in foreign language teaching, and they have found that the appropriate introduction of emotional factors not only enhances students' motivation to learn, but also significantly improves the effectiveness of teaching. In the actual teaching activities, the active development of emotional education is conducive to the cultivation and development of students' positive emotional mood, and promotes students' physical and mental health development while improving their English performance (Liu, 2021). However, in today's secondary school English teaching environment, the traditional teaching model often follows a mechanical and emotionless “fill-in-the-blank” approach. Teachers tend to accomplish their tasks by delivering information in a one-way manner, telling their own stories with little real interaction with students.

While this approach may help to impart knowledge, it is emotionally tedious and fails to inspire empathy in students, resulting in a loss of interest in learning English, not to mention the development of effective language skills. To change this situation and achieve their teaching goals, teachers must break with old educational philosophies and adopt more proactive strategies. This means that they need to shift from focusing on the inculcation of knowledge to becoming more involved in the teaching and learning process, effectively mobilizing students' emotional involvement by creating situations, using vivid language, and incorporating authentic cultural backgrounds, so as to create a strong empathy for their learning of English and thus promote the development of language skills. Such a teaching method can not only help students build up their love for English, but also enhance their cross-cultural communication skills, and ultimately realize the comprehensive and balanced development of students.

2. Emotional Factors and Foreign Language Teaching

Language learning is particularly closely related to emotion, and teaching emotion is an important part of language teaching [1].

2.1. The Embodiment of Emotional Factors in Foreign Language Teaching and Learning

In foreign language teaching, affective factors play a crucial role. They not only affect students' motivation and learning effectiveness, but also directly relate to their overall learning experience and the development of language proficiency. The following are some of the major affective factors in foreign language teaching: First, motivation. Motivation is the inner force that drives students to learn a foreign language. According to Gardner and other scholars, motivation can be categorized into integrative and instrumental motivation. Integrative motivation stems from the interest in the target language and culture and the need to communicate, while instrumental motivation is based on practical needs, such as career development, academic requirements and so on. Stimulating students' intrinsic motivation, such as cultivating interest in learning, curiosity and desire for success, is the key to improving learning outcomes in the teaching process.

Second, self-esteem. Self-esteem is students' evaluation and feeling of their own value. In foreign language learning, self-esteem directly affects students' learning attitude and effort. When students feel that they have made progress in learning or are recognized, their self-esteem will be enhanced and they will be more actively engaged in learning. On the contrary, if students' self-esteem is hurt, they may become resistant to learning or even give up learning. Third, anxiety. Anxiety is one of the common emotional disorders in foreign language learning. It may stem from the fear of language difficulty, worry about failure, sensitivity to others' evaluation, etc. Anxiety distracts students' attention, reduces learning efficiency, and even leads to students' psychology of avoiding learning. Therefore, teachers should pay attention to students' anxiety in foreign language teaching and reduce students' anxiety by creating a relaxed learning atmosphere and

providing appropriate help and support. Fourth, attitude. Attitude is the students' psychological tendency towards foreign language learning. Positive learning attitudes can stimulate students' learning motivation and improve their learning results; while negative learning attitudes will hinder students' learning process. Therefore, teachers should cultivate students' positive learning attitudes by guiding them to establish correct concepts of foreign language learning and cultivate good learning habits. Fifth, interaction factors. Interaction factors include the psychological influences resulting from the communication between learners and learners and between learners and teachers. These influences include empathy, classroom communication, cross-cultural awareness and so on. Good teacher-student interaction and student-student interaction can stimulate students' interest and motivation in learning and improve classroom participation; while the cultivation of cross-cultural awareness can help students better understand and accept the target language and culture, and promote the overall development of language proficiency.

Emotional factors play an important role in foreign language teaching. Teachers should pay attention to students' emotional needs, optimize the foreign language teaching environment and improve the teaching effect by stimulating learning motivation, cultivating self-esteem, alleviating anxiety, cultivating positive learning attitudes and promoting effective interaction.

2.2. The Significance of Emotional Factors in Middle School English Teaching

The significance of emotional factors in junior high school English teaching is far-reaching, which is not only related to the students' learning effect, but also directly affects the students' psychological health and overall development. Middle school English teaching can promote the deepening of English teaching, improve the quality of English teaching, and promote the overall development of students if they can unite emotion and classroom teaching [4]. In the process of teaching middle school English, affective factors play a crucial role. It is not only one of the key factors affecting the effectiveness of students' English learning, but also an important force that touches students' hearts and shapes their future mental health and development. Teachers should recognize that stimulating students' emotional experiences and positive emotions can significantly increase their motivation and engagement in learning, as well as have a far-reaching impact on students' psychological growth and personality development. Therefore, educators should pay attention to cultivating and guiding students' affective attitudes in English teaching activities, so that they can become a powerful driving force for students' overall development.

The following are several important meanings of emotional factors in junior high school English teaching: I. Stimulate students' interest and motivation in learning. Enhance interest: Through colorful teaching methods, such as telling vivid and interesting stories, inspiring students' curiosity and thinking, teachers can effectively stimulate students' interest in English learning. This kind of interest can motivate students to be more actively engaged in learning and improve the learning effect. Enhance motivation: Emotional factors can stimulate students' internal motivation and make them change from "I want to learn" to "I want to learn". When students feel the fun and sense of accomplishment in learning English, they will be

more active in exploring and learning. Enhance students' self-confidence and self-esteem. Enhance self-confidence: In the teaching process, teachers should pay attention to students' emotional needs, respect students, care for them, encourage them and give positive feedback in time. These practices can improve students' self-confidence and make them more courageous in expressing and communicating. Protecting self-esteem: Junior high school students are in a sensitive period of psychological development, and teachers' words and actions may have an impact on their self-esteem. Therefore, teachers should avoid using critical or derogatory language to avoid hurting students' self-esteem. Instead, teachers should give more encouragement and support so that students can feel their own value and ability.

Third, help students develop positive emotional attitudes and values. Forming correct attitudes: Teachers should not only teach knowledge and skills in the classroom, but also lead students to form a correct outlook on life, values and morals. Through emotional education, students can have a more comprehensive understanding of themselves and society and form positive emotional attitudes. Cultivating good qualities: affective education helps students develop good moral qualities and a sense of social responsibility. For example, through the cultivation of teamwork and mutual help in English learning, students can learn to care about others, respect others and form good interpersonal relationships. Fourth, enhance interaction and communication with students. Promote teacher-student interaction: In the classroom, teachers should pay attention to students' emotional changes, and deal with and guide students' emotional problems in time. By establishing a good teacher-student relationship with students, teachers can better understand students' learning needs and difficulties, so as to provide more targeted help and guidance. Enhance student-student interaction: Through group work, role-playing and other teaching activities, students can enhance their communication and cooperation with each other. This kind of interaction not only helps to improve students' language skills, but also develops their team spirit and communication skills. V. Optimize the teaching environment and atmosphere. Create a harmonious atmosphere: emotional education helps create a harmonious classroom atmosphere. When students learn in a positive and healthy mental state, they learn better.

Therefore, teachers should focus on creating a relaxed and pleasant learning environment so that students can feel the joy of learning and a sense of accomplishment. Improve teaching effect: Through the implementation of emotional education, teachers can better stimulate students' learning interest and motivation, and improve their learning enthusiasm and initiative. This positive learning attitude can prompt students to understand and master English knowledge more deeply, thus improving the teaching effect. Emotional factors are of great significance in junior high school English teaching. Teachers should pay full attention to the emotional needs of students, stimulate students' learning interest and motivation, enhance students' self-confidence and self-esteem, help students cultivate positive emotional attitudes and values, enhance interaction and communication with students, and optimize the teaching environment and atmosphere through emotional education. These measures not only help to improve students' English proficiency, but also promote their all-round development.

3. Effective Strategies for Utilizing Emotional Factors in Middle School English Teaching

In the vast world of junior high school English teaching, affective education is not only a means to assist teaching, but it is an important part of the whole learning process. Therefore, we must take a proactive attitude to explore and practice effective strategies of emotion education. Most of the teachers recognized the importance of affective teaching and its important role in improving teaching effect[2]. This requires us to gain a deep insight into the inner world of middle school students and understand their emotional fluctuations and emotional needs. Only in this way can we find those teaching methods that are both scientific and reasonable, that can touch students' hearts and stimulate their interest in learning. Through these methods, we can help students move forward more smoothly on the road of English learning, maximize their learning efficiency, and let them have a profound experience and gain in language and culture communication.

First of all, close teacher-student communication strengthens the good relationship between teachers and students. The harmony between teachers and students directly affects the quality of education. According to the research of China First Survey Network, in secondary school English classroom, teacher-student relationship has a significant effect on 34.5% of secondary school students' learning attitude. To realize this goal, it is necessary to strengthen the emotional connection between teachers and students. One of the main reasons for this estrangement lies in the lack of communication between teachers and students, which does not go deep into the students' hearts. Therefore, teachers should change the traditional teaching method of "one-man show" in the classroom, try to play the role of "guide", and also take the initiative to understand the academic performance and academic status of each student in the classroom, and communicate with students emotionally and convey information to stimulate their enthusiasm for learning.

In addition, in daily life, teachers are not only to help students to learn, but also to encourage them to learn. In addition, in daily life, teachers should not only pay attention to the students' learning status, but also fully respect the students, and encourage the students who have poor English performance, and try to stimulate the enthusiasm of learning in the teacher's affirmation. Secondly, improve the comprehensive quality of teachers and strengthen their emotional quality. In teaching, teachers are not only the transmitter of English knowledge, but also the organizer in teaching activities, as well as the emotional bridge between students and students. Therefore, teachers should continuously improve their comprehensive quality, design teaching in a complete knowledge system, integrate English knowledge into students' classroom teaching, and integrate their own emotions into students' learning, so as to ensure and continuously maintain students' motivation to learn.

What's more, the teacher's personality traits, English teaching style and other factors will also affect the students' life. Therefore, teachers should not only pay attention to improving their professional qualities in the education process, but also maintain a positive learning mindset at all times. In the long run, students will be influenced by their own passions and feelings, and will take the initiative to establish a cordial teacher-student relationship with the teacher and promote their future English learning with a

positive learning attitude. Finally, create a relaxed classroom atmosphere to improve students' motivation to learn. Classroom atmosphere has a great influence on the effect of classroom teaching, therefore, in the secondary school English classroom, the teacher must put the students in the first place and create a relaxing and pleasant classroom atmosphere, so as to improve the students' motivation to learn. A good classroom atmosphere is a direct reflection of the teacher's own emotional world, in the process of classroom teaching, the teacher should also pay attention to the expression of their own emotions, to combine their feelings and English internship, emotional education as a kind of "investment", which can be embodied in English topics, such as singing, dancing, writing, painting and so on. This investment can be in English topics such as singing, dancing, writing, drawing, etc. Teachers and students participating in activities together can build up a good teacher-student relationship in a pleasant atmosphere, thus improving the quality of teaching in the classroom.

4. Summarization

Summarizing the above views, it can be clearly seen that in the process of constructing English education, the integration of emotional elements is not only a trend, but also the key to enhance teaching effectiveness and students' interest and participation in learning. In the vast world of middle school English education, teachers should use emotional intelligence as an important tool to enhance the charm of teaching. Doing so not only promotes the establishment of a warm and harmonious interactive relationship between teachers and students, but also stimulates students' intrinsic learning motivation, making them more active and positively engaged in the sea of knowledge in the classroom. Through such efforts, the quality of English teaching will be significantly improved, and the core qualities of students will be comprehensively developed and cultivated.

In addition, in the face of the requirements of the new era of education, teachers need to consciously change the traditional concept of teaching, no longer focusing only on the boring and tedious transmission of knowledge, but focusing on emotional communication and empathy. Teachers' love and annoyance can have a facilitating or inhibiting effect on students' intellectual activity [3]. This change means that teachers should pay more attention to the emotional experience of students in the teaching process, understand their psychological needs, and use this as the basis for effective emotional teaching. In this way, teachers can not only better guide students to independent exploration, but also help them develop the core qualities of positivity and optimism while learning English. Ultimately, through continuous practice and innovation, teachers are committed to achieving fruitful results in their teaching tasks, realizing the continuous improvement of students' English proficiency, as well as their deep understanding and love of English culture. This emotion-oriented teaching strategy will undoubtedly become a powerful impetus to push junior high school English teaching forward.

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