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The Application of Affective Education in Teaching English in Primary Schools in China

Jiaxin Liu
China West Normal University, Sichuan, China
Email: 1738128933@qq.com

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Abstract

With the development of quality-oriented education and the deepening of educational system reform, affective education plays an increasingly important role in teaching. In primary school English teaching, the physical and psychological characteristics of primary school students determine that their learning autonomy is not strong, and their learning activities have a great tendency to be affective. Their persistence and enthusiasm in learning are largely affected by their emotions and interests at that time. The study of affective education is conducive to reversing this imbalance in teaching and promoting the harmonious development of students' cognitive and emotional quality. It is of great significance to study affective education in primary school English teaching. Based on the analysis of the research results of affective education at home and abroad, this paper expounds the connotation, characteristics and purpose of affective education. By analyzing the current situation of the application of affective education in primary school in English teaching in China, the problems mainly include the following aspects: influence of traditional education mode, constraints on the level of teachers' knowledge, deviation from teachers' teaching philosophy, etc. On this basis, this paper discusses the relevant strategies in affective education in English teaching in primary schools.

Keywords

Affective Education; Primary School; English Teaching; Measures

1. Introduction

Affective education is receiving increasing attention in today's society. It is both an essential part of quality education and one of the teaching objectives of teachers, as well as a key to developing core literacy in students. Affective education is a better approach to the overall development of students. It requires instructors to concern the psychological needs of students when imparting knowledge and also to use a diversity of methods to inspire students' affective development in curriculum teaching.

Nowadays, there is a widespread phenomenon in China's education sector that emphasizes the cultivation of basic knowledge and skills while neglecting affective factors. The teaching of English in primary schools is guided by the concept of core literacy, and it is necessary to carry out affective education for students to promote effective English learning. Hence, it is vital to focus on the development of positive affective experiences for students. How to effectually implement this curriculum has been the subject of much attention and discussion. In the process of teaching English in primary schools, many teachers have begun to give their attention to affective education, as teachers have found that if a student can learn with positive emotions, learning becomes easy. But how to effectively infuse affective education into the teaching of English in primary schools is a hard road that all teachers need to explore.

In order to gain a better understanding of the current situation of affective education in primary English teaching and reverse this teaching imbalance, this thesis will cover the following aspects. 1. The connotation, characteristics and objectives of affective education. 2. The present situation of affective education in English teaching in primary schools in China and the reasons for the problems in its application. 3. The strategies to deal with the mentioned situations of the application of affective education in English teaching in primary schools in China.

This paper mainly adopts the theoretical research method and the literature research method to analyze the current situation of affective education in China's primary school English teaching and research the issues existing in this situation, and further search the application strategy of affective education in Chinese primary school English.

2. The Current Situation of the Application of Affective Education in English Teaching in Primary Schools of China

2.1. Influence of Traditional Education Models

In the current stage of education, influenced by the traditional education model and exam-oriented education, most teachers are addicted to indoctrination teaching. This model of education is unacceptable for teaching English in primary schools. Teaching English in primary schools is different from that in secondary schools and universities. There is a certain uniqueness and skill in teaching English in primary schools because pupils are psychologically and physically different from adults. The condition for primary school students to learn a foreign language is that "the brain is highly malleable, there is no difference in language ability but has an absolute advantage in acquiring natural pronunciation. During this period, pupils learning a language may leave traces in the brain, which will be easier to develop and form language habits" (Liu 186). Primary school is supposed to be the best stage for developing language learning skills, but today, many teachers and parents in China are influenced by exam-oriented education and believe that students study for the

sake of studying. But they completely ignore the affective needs of their children. This not only stifles the development of language learning skills of pupils, more importantly, it also smothers creative and multiple intellectual tendencies in the grinding of questions and standardized answers. In exam-oriented education, excessive emphasis on students' performance and neglect of the development of their affective education, without new attempts at teaching and learning, can directly affect students' learning ability and physical and mental development.

2.2. Constraints on the Level of Teacher's Knowledge

In the development of English affective teaching in primary schools, teachers are required to adapt to the new and changing situations and distinguished the purpose of affective teaching in primary English from other stages. In primary school, the purpose of affective teaching is to cultivate students to learn to express their affective needs and affective experience and guide their curiosity and thirst for knowledge. But in the middle school stage, the aim is to teach students the basic knowledge and methods of self-affective regulation and guide them to develop ambitious aspirations. The education sector is also constrained by various circumstances and attaches less importance to the teaching of English emotion, and does not provide teachers with the right guidance in teaching (Cao 70). As a result, teachers cannot effectively carry out affective teaching.

2.3. Deviation from the Teacher's Teaching Philosophy

In recent years, with the in-depth development of the new curriculum reform, the majority of teachers have studied the new theoretical knowledge and distinguished the purpose of teaching emotion in primary English from other stages of teaching, but they did not put this understanding into action. Some teachers only focus on the transmission of knowledge when teaching, but ignore the development of students' affective literacy, which obliterates the development of students' personalities and does not do a good job of truly implementing the teaching philosophy. It is hard to improve their initiative if students are in a passive position in this kind of teaching. The primary school stage is a crucial period for students' rapid cognitive and affective development, and the best stage for affective education, as well as an excellent period for students' physical and mental development, so teaching English as a primary language is inseparable from a teacher's correct teaching philosophy.

2.4. Uncoordinated Efforts of all Parties

The implementation and enforcement of affective education in English teaching in primary schools in China are dependent on the efforts of all parties and not just on one side. The state has issued directives to schools at all levels to implement affective education, for example, it stipulates that affective education is one of the teaching objectives of English Curriculum Standards in Compulsory Education. But

many schools have not taken practical action, they simply proposed to teachers that they should pay attention to the implementation of affective education in classroom teaching, but did not put forward relevant practices and formulate action plans. At last, resulting in teachers not fully implementing affective education in their teaching and students' affective needs not being attended to. In terms of teachers, although they all know the importance of affective education, they never pay attention to students' emotional needs when implementing curriculum teaching. On the contrary, they blindly pursue the enrollment rate under the actual needs.

In short, without the efforts and coordination of all parties, the implementation of affective education in primary school English Teaching in China is difficult to make progress.

3. The Strategies for the Application of Affective Education in English in Primary Schools

3.1. Implement the Concept of Quality Education and Teach according to the Needs of the Students

In the context of quality education, teachers should change their teaching concepts and teaching methods, deeply understand the importance of affective education in primary school English teaching and teach according to the physical and mental characteristics of primary school students in a targeted manner.

Primary school is the initial stage of English learning for students and whether they learn English firmly and solidly in primary school will have a direct impact on their learning of English at higher levels (Li 261).The first thing should do is to teach for fun, the learning characteristics of primary schools are quite distinct from those of middle schools and universities. The learning in middle schools is generally carried out orderly under the guidance of teachers, while in universities, teachers assign tasks and then students complete them consciously. Yet primary school students have some deficiency in independent learning ability and weak in knowledge storage ability, and their learning of English is more influenced by their interest and emotion. Their attention is particularly focused and sustained when they have a keen interest in the learning task. Therefore, teachers should fully stimulate students' interest in teaching, let primary school students learn knowledge with a happy mood and positive learning attitude, and let learning become a happy thing so that students can be affectively satisfied. Besides, students should be encouraged to think independently, express their ideas boldly and gain some basic knowledge of English so that they can participate more actively in the classroom.

The second is the influence of the teacher. The positive influence of a teacher can make students interested in the subject and achieve excellent results. As a teacher, it is essential to give full play to personal charisma. Since pupils themselves have the characteristics of curiosity and imitation, a teacher's personality can fuel students' curiosity and improve teaching effectiveness. At the same time, teachers' good

cultivation will also provide students with a good example. For example, when meeting students for the first time, a friendly smile, fluent speaking, vivid facial expressions and a lively teaching style will leave a deep impression on students.

3.2. Strengthen Affective Education Based on Language Activities

First of all, it is necessary to fully tap the affective language content of the textbook. Textbooks are important materials for organizing teaching activities, not only for disseminating English knowledge to students, but also as a key carrier for ideas. For example, primary school students should start learning English by imitating pure pronunciation, intonation, and rhythm when reading aloud. This need teachers to analyze and explore the content of the textbook in depth before teaching, and then choose the right opportunity to implement affective education in accordance with students' needs for affective education in order to help them to have positive affective experiences. In this way the teaching goal will be achieved (Xie 144).

Next, the school will conduct interactive language activities between teachers and students. Teaching English in primary schools requires teachers to have acting talents similar to those of actors, to be capable of playing different roles and expressing various intentions, and can make full use of actions, expressions, gestures, tones, and intonation to visualize abstract concepts, verb tenses, etc, so that students can easily understand and remember them. As the designer of classroom activities, teachers should not only be flexible in their design but also match the specific topics with English textbooks and students' learning situations, so as to help students display their emotions and better carry out affective education.

3.3. Organize a Wide Range of Activities Inside and Outside the Classroom

At primary school level, the most effective way to stimulate students' interest in learning English is to involve them in a variety of activities inside and outside the classroom (Shen 63). Teachers are required to take full account of primary school students' features of expression and participation to organize various kinds of activities inside and outside the classroom so that students can better participate in English teaching. Through the organization of role-playing, brainstorming, storytelling, puzzles, card games, English speaking contests, and other activities, teachers will make classroom teaching become more relaxed and informative. The most important role is that it not only improves students' confidence in speaking English but broadens their horizons and upgrades their language application skills

3.4. Help Build Students' Confidence by Encouraging

In primary school English teaching, encouragement and praise will make pupils full of self-confidence and actively participate in language learning with great enthusiasm and interest (Yang 333). Primary school students are easily satisfied in

affection. In classroom teaching, teachers should pay attention to the use of encouraging language and be good at observing every even insignificant merit or progress of students then give them timely praise and encouragement, which could let students come to know their own strengths or progress so as to stimulate the desire and enthusiasm for further learning. For example, a teacher can say, "How fast you answer questions!" or "Your voice is so loud!" In the process of language learning, students' language errors are inevitable. Teachers should not accuse students or deliberately correct their errors, otherwise they will frustrate students' enthusiasm and make students feel afraid of speaking English. For students' mistakes in learning, teachers should constantly repeat the correct words in different ways, so that students can give self-feedback and correct their mistakes by themselves. When students realize their mistakes and correct them, teachers should encourage and praise them in time. For students, a compliment may have a far-reaching impact on students' learning, teachers should encourage students to learn more through various words and actions.

3.5. Teach with the Diversified Methods

Firstly, some teaching contents can be better demonstrated with the help of real objects (Duan 31). For example, when learning the expression of fruit, the teacher can bring different fruits into the classroom, and the teacher will let the students look at these fruits, and then ask: "What fruit is it?" Students answer: "It's an apple." After practicing several times, teachers need to let designated students ask questions, then other classmates will answer. This method is much more effective than simply reading the words in the textbook to practice, and it can attract students' interest more than the simple question-and-answer method. Secondly, with the continuous development of science and technology, multimedia is also widely used in primary school English teaching. Multimedia has added sound, pictures, animation and other materials, which can attract the attention of primary school students. In the learning process, the proper use of multimedia can stimulate students' enthusiasm and enhance their learning initiative and enthusiasm. Thirdly, Game teaching method should be widely used in English teaching. Game teaching is mainly to use the rules of competition to achieve the purpose of teaching. Primary school students are naturally active and have the psychology of loving performance. Game teaching can fully mobilize students' learning enthusiasm and motivation and release their potential. Game teaching can be divided into practice game and investigation game. The practice game is mainly to encourage students to practice more, and the investigation game is designed to test the newly learned knowledge in order to understand the students' learning status and progress.

4. Conclusion

With the development of quality-oriented education, the implementation of affective

education is inseparable from the teaching of English in primary schools. As a language, English has its unique cultural habits and customs and awareness. Teachers, as mediators of students' learning, should make full use of the characteristics of primary school students to cultivate students' positive emotions, but aslo correct students' attitude and belief in learning English so that students can develop good moral character.

Through the research on this topic, the attribution analysis of the problems existing in the application of affective education in primary school in English teaching in China is as follows: influence of traditional education models, constraints on the level of teachers' knowledge, deviation from teachers' teaching philosophy, uncoordinated efforts of all parties, etc. In view of the above problems, this paper puts forward the strategies of affective education in primary school in English teaching. Firstly, teachers should implement the concept of quality education and teach according to the needs of the students. Secondly, teachers need to strengthen affective education based on language activities. Thirdly, teachers should organize a wide range of activities inside and outside the classroom. Fourthly, teachers are required to help build students' confidence by encouraging. Lastly, teachers also need to teach with diversified methods.

By writing this essay, the author hopes that it could improve the teaching concept of primary school English teachers and reverse this imbalance in teaching. Besides, the aim of writing this essay also hopes teachers could fully realize the role of affective factors in teaching, so as to cultivate students' interest in learning English. As for limitations of this thesis, the first is the strategies proposed are not comprehensive due to the author’s limited theoretical level and research ability, and the second is that the research methods are not diversified. The questionnaire survey method is not used so the suggestions seem to be less persuasive.

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