

Original Paper

The Development and Application of Emotion and Values in Primary School

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Abstract

Based on the effective teaching of primary school English class, this paper starts from studying the application of emotion attitude goal in class, and relies on the human-oriented version of primary school English textbook to discuss how primary school English teachers adopt effective teaching strategies to organize and implement English teaching activities, so as to achieve the goal of “emotion attitude and values” in English teaching. This paper explains the significance of realizing “emotion, attitude and value” in primary school English classroom and how to excavate emotion elements in English textbooks so as to effectively realize the three-dimensional goal of primary school English teaching. By studying the current status of primary school English teaching and existing problems, this paper points out that teachers should update their teaching concepts in time, and discuss and explore the aspects of lesson preparation, class, teaching test evaluation and so on around the theory of “unit integrated design”, so as to improve the efficiency of class and promote students’ emotions, attitudes and values while grasping knowledge. At the same time, the author emphasizes classroom practice, timely reflection after class and timely adjustment of the taught content so as to achieve the ultimate goal of “emotion, attitude and values”.

Keywords

Teaching, primary school, emotion and values

1. Introduction

The highest value of education lies in cultivating morality and cultivating people, while the education of “emotion, attitude and value” that touches students’ ideological soul is at the core of knowledge teaching. In the book *Learning to Survive—Today and Tomorrow in the World of Education*, it is pointed out that “a person’s physical, intellectual, emotional, ethical and other factors are integrated to

make him a complete person, which is a broad interpretation of the purpose of education.” At present, primary school English teachers gradually realize the importance of “emotional attitude values” in three-dimensional goals. However, due to a variety of reasons, such as a single evaluation mechanism, teachers and parents pay too much attention to test scores, emotional attitude goals cannot achieve the desired results in the classroom. In this paper, the author firstly analyzes the main reasons why the primary school English classroom can not effectively achieve the goal of emotion, attitude and value education. In addition, put forward solutions and suggestions;; In primary school English classroom, it can help new teachers to dig out the elements of emotion, attitude and value contained in English textbooks to achieve the effect of educating people while teaching the pragmatic knowledge based on textbooks to cultivate language ability.

2. Relevant Conception

“Emotion” is defined as people’s attitude and experience about whether objective things meet personal needs, and it is people’s positive or negative psychological reaction to external things. As a kind of process, emotion is composed of three basic components: subjective experience, physiological reaction and facial action. The organic combination of these three components constitutes a complete emotional process. Some foreign scholars believe that “emotion is not only cognitive, but also wisdom, and has a significant impact on human knowledge acquisition, problem solving, success and social happiness.” “Attitude” in the “Modern Chinese Dictionary” is explained in this way: “In a certain situation, the individual’s view of people, objects or events and take actions, it is a kind of positive or negative relatively lasting, internal reaction of emotional tendency.

“Values” refers to the concept system based on which individuals treat and deal with objective things, including basic beliefs and value orientation. It is formed when individuals recognize and evaluate objective things in the social process, and gradually internalize the value consciousness of the society through the process of standard selection, appreciation and behavior by means of teaching, strengthening and observation learning. Values are the ultimate goal of primary school English teachers to impart knowledge and emotional education to students, and the core of students’ healthy growth and all-round development.

3. The Problems Existing in the Process of Realizing the “Three-Dimensional Objective” of Primary School English Teaching

The essence of “emotion, attitude and value” requires to cultivate students’ innovative consciousness, creative spirit and help students set up correct outlook on life, world view and values. However, the main problem that primary school English teachers encounter at the present stage is that they cannot extend these knowledge points by combining the scientific spirit, innovation consciousness, environmental protection and animal protection topics contained in the basic pragmatic knowledge of textbooks, so as to achieve the purpose of cultivating the correct three perspectives. Teachers often take

the emotions, attitudes and values that they want to cultivate as the cultivation goals of English classes, such as “being hardworking and brave, cherishing time and being patriotic”. These statements are correct in themselves, but teachers often do not combine them with relevant units in textbooks, but indoctrinate them before and after any class, which makes students tired. Not only can students understand these arguments in the course of moral character and moral rule of law, but also need teachers to cultivate students’ moral character and values in combination with the courses and specific knowledge. Innovation education is the core of quality education.

Teachers should also try to create learning situations conducive to students’ understanding, stimulate curiosity and thirst for knowledge, and cultivate students’ creative personality. The second problem in the achievement of emotional attitude and value goals in primary school English teaching is that teachers, parents and schools are still exam-oriented and mainly aim at memorizing texts and getting good grades. In the process of realizing classroom goals, they pay more attention to the cultivation of knowledge and skills and ignore the realization of emotional attitude goals. Or two or three sentences that a teacher teaches in class in order to fulfill a hard and fast rule. John Dewey, a famous educationist, once said: “What students learn in class is not only the regular curriculum, but also ‘something different’ from the regular curriculum, ‘incidental learning’, which in some way has a fundamental impact on students’ future.” As primary school English teachers, they should not only pay attention to the teaching of language points and knowledge points, but also pay attention to the infiltration of cultural knowledge and the cultivation of cross-cultural communication ability. They should consciously let students feel, experience and understand the cultures of different regions, realize the integration of different cultures in teaching, and cultivate students’ interest in English learning through this educational means. At present, there is a lack of professional English teachers in the primary school English teaching team, which shows that English teachers are not English major graduates. Most of the English classes in rural primary schools are taught by teachers of other subjects. In addition, because the subjects they teach are not English, their time and energy are limited. This kind of English teachers lack the professional quality of the subject, think that as long as the word text to teach students, the teaching task is completed, to cultivate students’ world outlook, outlook on life and values is the teacher in class meeting need to teach things, not the English teacher’s own work. In the book “Learn to Survive”, it is pointed out that “the duty of the teacher has become less to transmit knowledge and more to encourage thinking.” Therefore, we can see that teachers only teach the book knowledge is not enough, more should be a comprehensive training of students, so that students learn to learn to think.

4. Suggestion

4.1 Based on Books, in-Depth Exploration of Education Elements

In teaching, teachers should be good at taking book knowledge as the basis, taking students as the main body, looking for the entry point that students can accept, and cultivating students’ emotions, attitudes and values. If the cultivation of emotions, attitudes and values is not combined with their knowledge,

skills and process methods, it is like building castles in the air. Or a stiff, emotionally elevated lecture at the end of the course. Case 1: Unit 2 of “Human Education Version of Primary School English Volume 4” What times is it? For example, the clock appears in this unit and what needs to be done at each point in time, For example, in the Let’s learn module, eat breakfast, do English class, have lunch, have music class, have PE class, have dinner; And in the Let’s do section the word “time” and “it is time for.....” It can be used as the basis point of digging “elements” in this unit to guide students to master the concept of time and learn to make their own study plan so as to learn to manage their own time and form good habits of study and life—to finish what should be done in limited time. In the presentation session, the teacher guides the students to find out what the hero needs to do in a day. After the students find the key words, the teacher presents them in the form of PPT and integrates the elements of “educating people” as shown in the figure:

Table 1. Students’ Daily Routine Found from Text

Time	What do they do
morning	Get up; breakfast; go to school; ; play sports; English class, have lunch
afternoon	Have music class; have PE class play ping-pong; wash my clothes; ;clean my room; watch TV;
Evening	Go to bed ;

In the second step, the teacher guides the students to classify the words and phrases: learning class; Sports; Life class; After students have completed group activities, teachers can implant education elements: School life is rich and colorful, guide students to find happiness in life, learn to enjoy life, cultivate students study hard good quality, study but also pay attention to enrich after school life, such as active participation in sports activities and develop a healthy life habit of early to bed and early to rise, and to filial piety parents to help parents share the housework. Students can kill two birds with one stone by accepting the edification of correct values while mastering English words and vocabulary. It is more feasible to explore “educating” elements based on the textbook itself, which is easier to combine with the reality of students’ life, rather than forcing the introduction of lectures without book knowledge.

Case 2: “Human Education Version of Primary School English Textbook Volume 1, Grade 6” Then and now in this unit, the teacher assigned oral homework to the students after school the day before. Through chatting with the elders of the family, the teacher learned about the comparison of the environment today and tomorrow, and talked about what the sky was like when the grandparents were young, what color the lake was, and the forest grass.

Table 2. The Results of Students and Their Grandparents' Talk

	sky	lake	forest	grass
Past	blue	clear	thick	green
present	Grey; haze	cloudy	sparse	sparse

Through oral homework in the form of preview, make students involved in the topic, enhance students' interest and improve class participation. Students understand the situation with the elders in the family and hear the most direct feelings than just seeing the words in the book, which makes them understand more deeply and more convincing. Teachers can also take this activity as a pre-class introduction activity to stimulate students' interest, and take this opportunity to implant the emotional attitude of "protecting the environment and caring for animals is everyone's responsibility". At the end of the unit, through the dialogue between Zip and Zoom in the story time section, teachers can introduce the differences between the past and the present in terms of environment, such as There were many trees and there were many clean rivers; Now, there were more and more buildings. Before humans lived on the earth, whales already lived in the sea. Now, there are not many whales. Before humans lived on the earth, whales already lived in the sea. Now, there are not many whales. The Story time of each unit can be used as the main text basis for teachers to dig the elements of educating people, dig the text knowledge deeply, and make appropriate extension. Through the changes of the natural living environment of human and animals, the conclusion is drawn that it is urgent to protect the environment, and the responsibility lies with every citizen. Although the power is small, it can not be ignored. Picking up garbage on the ground on the way to and from school, turning off the lights when the last student leaves, etc., all belong to the "educating" element of Lide Shuren. When integrating ideological and political elements, teachers should extend from a small entry point, and the entry point should be close to students' life, so that students think that they can do it rather than being unreachable. They just shout slogans in class and go their own way after class, which does not achieve the effect of educating students, but only completes the target that teachers should complete "integrating educational elements" in class. It is not advisable to do so.

4.2 Carrying forward Traditional Culture and Building Cultural Confidence

One of the tasks mentioned in the Curriculum Standards for English courses at the basic education stage is: "To be interested in foreign cultural customs in English learning; It helps students understand the world and the cultural differences between China and the West, broaden their horizons, cultivate patriotism and form a healthy outlook on life, which lays a good foundation for their lifelong learning and development." We can see that the country attaches great importance to the inheritance of traditional culture and the building of students' cultural confidence, which requires teachers to implement in the classroom.

In the secondary goal of emotional attitude, it is clearly written that "be willing to contact with foreign

culture and enhance the consciousness of the motherland.” Therefore, in primary school English classroom teaching, we should not only broaden students’ international vision and cultivate students’ cross-cultural awareness, but also pay attention to the promotion and inheritance of traditional culture. Western festivals such as Christmas, Halloween, Thanksgiving and so on are mentioned in English textbooks. In this way, teachers can integrate into the excellent traditions of the motherland, such as Chinese Spring Festival, Dragon Boat Festival and Mid-Autumn Festival. Take the Read and write module of Unit 3 Weekend plan in the First Volume of Primary School English for Human Education Edition as an example. This module mainly teaches traditional Chinese festivals, so teachers can start with a Tibetan poem to ask students to guess the theme of class. Primary school students are characterized by lively curiosity, design a guess can stimulate students’ thirst for knowledge and improve students’ interest in learning.

Family get together.

Everyone smiles.

Sit around a round table.

To taste traditional food.

Impact will be deep.

Very happy.

All of us look forward to holiday.

Let’s have meal.

Teachers can set a question after a small poem demonstration: students, please spell the first letter of the first word of each sentence, guess, what is the word? The answer is Festival. Next, teachers show pictures from books. There are Spring Festival, Dragon Boat Festival and Christmas. The topic of this reading is Mid-autumn. We set up a group activity to discuss: How do people celebrate the Mid-Autumn Festival? Before class, the teacher told the students a fairy story about Chang ‘e flying to the moon with the help of multimedia animation, so that the students could deepen their understanding of the origin of the Mid-Autumn Festival. After reading, the teacher plays short films of Western people celebrating Christmas to make students understand the cultures and festivals of different regions as well as different ways of celebrating, cultivate students’ observant quality to deepen the discussion, and make students actively speak out the differences between Chinese people celebrating Spring Festival and Western people celebrating Christmas. After class, assign a Christmas-themed Role-play activity. In the next class, the teacher invites several groups of students to show the activities of group cooperation. “The most instructive visual subjects and the most vivid examples for the student are embodied in the teacher,” said Distohui. The teacher himself embodies the individual teaching method, embodies the classroom teaching principles and the principles of education.” During the break, students can search materials independently and watch relevant science videos. Students can cooperate with each other to achieve their goals. In class, teachers can use Christmas trees, Christmas garlands, pine cones, lights and other common elements of Christmas to create a “cultural field”, so that students can

experience and practice language points in specific situations, so as to feel culture. By doing so, teachers provide the most authentic and natural environment for students to learn the language “personally” and put it into practice. With books and textbooks as the fulcrum, students can experience the cultural differences between China and the West by comparing the experience of Chinese traditional festivals and western festivals, and enhance my personal cultural deposits while understanding and learning culture, so as to improve my language use ability, cultural communication awareness and cultural confidence.

4.3 Improve Classroom Participation and Overcome Shyness

Dare to speak, not afraid to express mistakes; Be willing to perceive and actively try to use English; Cooperate actively with other students in group activities. It is clearly stipulated in the Basic Requirements of Primary School English Curriculum Teaching (Trial) that “according to the psychological and physiological characteristics and development requirements of primary school students, the primary school English curriculum goal is first to stimulate students’ interest, cultivate their positive attitude towards learning English, and enable them to establish preliminary confidence in learning English.” In primary school English class, one of the main problems existing in primary school students is the psychological factors of students: timidity, when the teacher raises a question or assigns a task, the need to test the results, students taste bowed their heads silently, afraid of the teacher to ask themselves. To solve this problem, teachers should first create a relaxed language environment, so that students feel relaxed and happy, and won’t worry about how classmates and teachers will look at me. In view of this phenomenon, teachers should give positive feedback to students with encouragement and praise, and give priority to positive feedback, so that students can understand their own advantages and shining points, so that students can continue to experience progress and success in English learning. In the lower grade stage of primary school, parents and teachers to pupils’ affirmation, it is particularly important. Students in class reading, group cooperation to perform small drama and so on are to enhance students’ self-esteem, self-confidence, oral expression of the initiative of effective means. When students refuse to answer questions because they are shy or afraid of making mistakes, teachers can guide them positively: try it, the teacher believes you; Say what you think; It’s okay to be wrong; Be a brave yourself, etc., to encourage and guide the students. Teachers should avoid the occurrence of students’ mistakes or do not know how to answer, the teacher to criticize it, students’ confidence will be frustrated, and create a tense atmosphere in the classroom, in the long run, students’ resistance psychology will be more obvious, resulting in low class participation, students do not answer, low classroom learning efficiency.

5. Conclusion

In this paper, through the analysis and research of the current situation of ignoring emotion, attitude and value goals in primary school English teaching, the author finds out the problems: teachers lack of relevant professional training, not enough digging for textbooks; This paper takes English classroom

teaching in middle and high grades of primary schools as an example, through literature research method and my own teaching experience. Based on the abbreviated version of the teaching plan, some suggestions are put forward for the current English classroom: firstly, teachers should regularly participate in the design of the teaching plan of primary school English education, the training of open classes, and the school should adjust the evaluation system. The evaluation system should be diversified and change the previous single evaluation method that focuses on the examination.

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