On Roles of Art of Conversation in Student Emotional Education

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Received 10 March 2014; accepted 22 August 2014
Published online 26 September 2014

Abstract

In comprehensive promotion of quality education, teachers should integrate emotion into education with students being the center and conversation is of significant importance in emotional education. It is in conversations that teachers know students' inner worlds. When talking with students, teachers should pay much more attention to conversation principles, language employment, criticizing strategies and students' responses. This highly improves the effectiveness of emotional education.

Key word: Art of conversation; Student; Emotional education effect; Teacher

INTRODUCTION

Managing students occupy a vital position among all the work conducted in higher education institutions. Student group structure has been significantly changed, accompanying the reform and development of systems applied in colleges and universities. The type of higher education has been shifted from elite one to mass one. Student management once took management and education as the primaries and service as an auxiliary but now service is principle and management is subsidiary. Teachers are requested to transform their education management concepts, with students being oriented. They should respect, care about and serve students in order to create favorable conditions for students to develop in an all-round way. In the course of boosting overall quality education, teachers are supposed to regard students as the center and bring emotional into education, which matters greatly in students’ personality development, physical and ideological health, good morals shaping, as well as sound teacher-student relationship building.

Emotional education weighs a lot in student management. It is a process in which active emotional experience will be enriched, emotional function and ability soundly developed and good emotional quality cultivated. In reference to the law of people’s growth and development, and the requirement for emotion accomplishment by modern society, a variety of active influences are imposed on education subjects in purposeful and planned ways. Talking with students is an important form and tool for teachers to conduct emotional education. It assists teachers in digging out problems faced by students, and instilling accurate information to influence and help students. Teachers' conversational skill can be taken as a determining factor for emotional education effectiveness. Besides required qualities, to excellently carry out educational management of students, teachers have to enhance their conversation abilities.

1. CONVERSATION PRINCIPLES

First and foremost, making necessary preparations is one of the essential conditions which guarantee the success of individual conversations. Before talking with students, teachers are required to make detailed and in-depth researches on students’ ideology, study, work, life and other aspects so that the main ideological problems
thoughts. Teachers are supposed to let students feel warm and joyful mood. In such an atmosphere, they are more likely to accept teachers' views, and eager to hear what is talked about. As a result, education of students can be effectively implemented.

Last but not the least, listening to the heart-felt wishes of students is an effective way for teachers to communicate. Too many inquiries will possibly drive students into a passive position and suppress the self-expression desire and enthusiasm. If this happens, students will unconsciously build a self-protection wall and not intend to communicate with teachers. It has been proposed by some scholars that acceptance of language information takes emotional activities as initial clues and development of personal emotions regard the internal motivation system as the final inner guarantee. Additionally, the motivation system centers on emotions. Emotions are greatly influential on the degree to which the messages can be accepted. Without such emotions, namely earn, great sense of responsibility and high enthusiasm to pursue dreams, the conversations with students will lose their original significance. Emotion is also a trigger and adjuster for conversations. Once set, it can keep and deepen some behaviors, thus unifying the reception of information and brain thinking. For this reason, teachers, when carrying out emotional education, especially during conversations, should raise questions suitable to guide students to convey real feelings. Concurrently, with the help of various techniques, they need to commit themselves to hear out the facts told by, the emotions experienced by and the attitudes held by students. This helps truly has a good command of students' ideological states and existing problems.

2. LANGUAGE EMPLOYMENT

It is with language that teachers communicate with students. A word from teachers may melt a block of ice in students' hearts, while on the contrary can make students depressed and lead to misunderstandings. Appropriate application of talking skills can make emotional education either launched smoothly or deadlocked. To some extent, emotional education is implemented with the help of
language, thus great importance should be attached to language employment.

To start with, the language by teachers should be based on facts, avoiding lies, bragging and conventional phrases. Only the words from the depth of hearts can be convincing enough for students to unbosom. Conversation subjects have a tendency to accept the thoughts and opinions of their beloved teachers and may imitate teachers’ speeches and behaviors in an unconscious way. Naturally, they take teachers’ codes of conduct as their own ones. The influence of examples is so far-reaching that it can make teachers’ fine qualities deeply affect the ideology and behaviors of students. Therefore, teachers should fully use the influence of examples and the incentive power of language expressions filled with emotions in order to make students’ emotions which are oriented to positive values clearly manifested and further developed into excellent personality traits, such as caring about others, being friendly to people, etc. Additionally, language expressions need to be avoided which may cause harm to students’ self-esteem and misunderstandings. Students’ emotions require adequate consideration, thus either exaggeration or understatement can make sincerity not lustrous and conversation meaningless.

In the second place, the language chosen by teachers is required to be euphemistic, implicit and humorous. It also should be a combination of the emotion and reason. In communicating with students, teachers talk about certain things not in a specific way but in indirect manners in order that students can be enlightened in a pleasant atmosphere and educated with no awareness. “Praise-criticism-praise”, a kind of manners frequently employed in education work, means affirming advantages, pointing out disadvantages and motivating students. This makes students are more likely to accept educational content, more confident and braver.

In the third place, the language by teachers should be targeted. Students are ideologically active and different from one another, so it will make no sense if students are educated with only one language expression and in the same way. How to perform education effectively is up to actual conditions, including interlocutor, place, time, etc. Specifically speaking, for students with strong personalities, teachers should be calm and even-tempered to conquer the unyielding in the yielding. For those with a fragile inner world, mild and indirect language expressions will be preferred. For those who are conceited, serious and fragile inner world, mild and indirect language expressions will be preferred. For those who are conceited, serious and fragile inner world, mild and indirect language expressions will be preferred. For those who are conceited, serious and fragile inner world, mild and indirect language expressions will be preferred.

In addition, the timing also matters a lot. Teachers have to carefully investigate the sequence of things prior to criticize students. Thus, they are capable of distinguishing right from wrong, knowing why students do wrong and analyzing ideological states held by students at that time. In addition, more facts should be presented, less comment given and more attention paid to speeches. It is advocated to stop where it should stop. Conclusive expressions should not be used at random and much more room should be left for criticizing.

Criticizing focuses on actual things rather than students who do wrong. Students’ self-esteem is so strong that criticizing should only concentrate on the faults while character and personality are not involved. Not only should reason be made clear but also students’ dignity is free from bruising. Therefore, students are mentally relieved, and can correct their mistakes while having no ideological trauma. Only in such a case can students be sincerely convinced, or else they will become adverse and consequently the criticizing becomes unsuccessful.

Criticizing should be appropriate and timely, and give consideration to face. Face has always been equalized to dignity, thus leaving adequate face to students is very significant for both teachers and students. Criticizing students ought to be done at a proper time and in an appropriate situation, in accordance with severity of things and characteristics of students. It will be a good choice to emotionally move students and enlighten them with reason.

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3. CRITICIZING STRATEGIES

In educational management, most of the conversation subjects are the students who behave themselves improperly. It is unavoidable to criticize students but the only purpose is to make them become better. Criticizing is a crucial incentive method. Hence, teachers have got to improve the art of criticism. Criticizing strategies should be given particular care, since proper use of them will yield twice the result with half the effort, otherwise students may have negative emotions, such as resentment, misunderstanding, resistance, etc..

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affirm students’ merits and achievements so that students will feel they are fairly treated, thus making criticism easily accepted. In the process of praising students, some disadvantages can also be put forward, which completely convinces students to overcome their shortcomings. Criticizing and praising are ways to motivate students, so if they are combined in appropriate manners, unexpected effects will be received.

4. CONVERSATION EFFECTS
Having a conversation with students is a process in which teachers can walk into students’ inner worlds. Teachers need to timely and accurately catch students’ instantaneous emotional changes. Meantime, they should feed the information they collect back to students, including the most representative and sensitive words or expressions, in order to let students know they are well understood. This enables students to more deeply analyze their own problems, consequently deepening the conversation content. The aim of conversation is to know what students need and to promote the launching of educational work. Since a conversation will not necessarily get quick results, teachers should also keep an eye on students’ emotional changes after conversations. On the basis of emotional responses, they need to transform communicating ways and methods, as well as to talk with students in time. By doing so, teachers will really understand students’ inner worlds, eliminate emotional diaphragm, change students’ ideological states and finally attain the purpose of education.

Furthermore, contemporary college students have complicated, unstable and subtle emotions. They often become joyful when their needs and wishes are satisfied, otherwise become disappointed and pessimistic. Generally students’ emotions are easily revealed by facial expressions while sometimes students become introvert and silent, unwilling to share their inner secrets and real thoughts with others. In the case that students don’t want to open their hearts to teachers, and think nothing can be changed even if their feelings are expressed, it is hard for ideological education to take effect. A right and reasonable conversation can evoke ideological resonance between two participants, which help adjust both sides greatly in education management work.

Psychology research results have indicated that students are more likely to accept education when they have ideological resonance with teachers and the effects are accordingly optimal. The sound ideological relationship is built on the conversations which are reasonable and full of positive emotions. Thus it is able to promote the formation of teacher-student relationship.

Conversations are able to link the ideologies of teachers and students, coordinate their relationship, transfer effects and produce results expected by teachers.

Since emotions root from needs, if teachers can make students’ needs met in a way through conversations, then the conversations will get twofold results with half the effort. This requires teachers to get students’ real needs in accordance with the feedback received in conversations in order to solve actual problems. To be specific, on the condition that teachers become tired of or indifferent to some needs of students in actual work, students may have ideological inversion. Thus, teachers should do certain work through conversations. Regarding the needs which are unreasonable and unpractical or those which are reasonable but can not be met for a period of time, teachers can limit or negate them by using policies and regulations of the school so that students’ needs can be kept balanced and properly controlled. As a result, the purpose of education is attained. As long as conversation effects are well mastered and students have positive emotional experience, students’ passion, enthusiasm and intimacy towards teachers will be brought in. Sequentially, the effect of conversation on promoting emotional education is greatly widened.

CONCLUSION
Communicating with students is a main method used in emotional education of college students and is also an effective form of educational administration. At present, any kind of modern educational technique can not replace the face-to-face communication with students. Facts have shown that a great number of ideological problems existing among students can be settled only through face-to-face communications. Therefore, during communications, teachers have to treat students with all sincerity, move students with emotions, and give full play to conversational techniques. They should also think of students as equivalents so as to make the interlocutors less ideologically resistant and truly open their hearts. Then, problems can be found out and finally solved.

REFERENCES