

## On Roles of Art of Conversation in Student Emotional Education

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### 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

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### 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

existing among students and corresponding root causes can be pinpointed. Simultaneously, teachers should also analyze their relationship with students in detail in order to know how many influences their viewpoints, attitudes or other factors will have on students. It is advisable to begin with some topics students are concerned about and interested in, thus participants have common conversation backgrounds and do not become defensive towards each other. Teachers closely center on the theme of the conversation, progressively develop it to different levels of thinking and achieve emotional resonance. Therefore, the purpose of conversation is achieved. At the same time, by observing the changes of students' emotions and looks, teachers can predict possible conflicts in students' hearts owing to conversations. Listening to students' statements and attitudes, they present their expectations and requirements to students with a definite purpose.

In the second place, to respect and treat students as equals is the premise for teachers to have conversations with students. Though playing different social roles, teachers and students are equal to each other in character. Student management work experience has proven that emotional education has an enormous influence on students' personality development, as well as physical and ideological health. Psychology says people's emotions and behaviors are the products of interactions between personalities and situations. Students' emotional activities are subjected to implication and reinforcement of situations. A situation is a kind of social ideological environment with personalized meanings to which individuals are exposed. It is capable of arousing and motivating people's certain important emotions, as well as unconsciously intensifying some emotional experience. Teachers need to regard students as their equal interlocutors rather than occupy a commanding position and impose their standpoints on the dialogists. They should also allow students to express perspectives, and treat students with due respect in order to create a relaxing and harmonious talking atmosphere. For example, in some conversations, receiving affirmation, praise and encouragement in ideology, study, life and other aspects, students in most cases tend to present a happy and joyful mood. In such an atmosphere, they are more likely to accept teachers' views. Only through equal communication can students show their real thoughts and feelings in the presence of teachers. In this way, teachers are able to know more about their talkers.

In the third place, to be sincere, caring and patient is the due attitude in communicating with students, also the basis to win the students' trust and an ideological premise for students to accept relevant education. To put it specifically, in the process of communication, sincerity is conducive to win the trust, love opens hearts and patience helps teachers understand more about students' thoughts. Teachers are supposed to let students feel warm

in the hearts, let them feel they are really cared about and will be helped, while not making them feel what teachers do be just routine tasks. Some students suffer a certain number of problems, such as being lost and depressed towards their life, indifferent to others, unable to communicate with others, etc.. The reasons vary a lot. One, which can not be ignored, is that students have not received effective emotional education. Lacking in the blending and echoing of emotions, students have no ability to truly feel the warmth of society when getting along with others, undoubtedly including teachers' care and concern. Therefore, teachers, when talking with students, should take into consideration their interlocutors' ideological characteristics and individuality, and then show their love and care appropriately. In such a way can students be willing to, 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 earnest belief, strong 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.

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## 2. LANGUAGE EMPLOYMENT

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It is with language that teachers communicate with students. A word from teachers may melt a block of ice in students' hearts, while it on the contrary can make students repressed 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-esteems 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 sharp language expressions will be appropriate choices to present the points straightforward. For ones having serious ideological problems, a separate conversation should be done indoors instead of in a crowded or noisy environment.

In addition, the timing also matters a lot. Teachers have to talk with relevant students as soon as things happen, otherwise the desired effects cannot be achieved once optimal time passes. Good timing and conversation atmosphere are both of great significance, and the

former depends on actual situations. If students are in a stable mood, then the conversation can be done at once. Otherwise, teachers need to wait for students to calm down or give them some guidance first. With problems needing immediate solutions, they have to communicate with students without any delay. Concerning problems not very serious, the conversation with students can be performed after a good preparation is made. As to problems needing time, talking with students has to be conducted when the right time comes. In addition, teachers should not just wait for opportunities to come while should create favorable ones to talk with students.

### 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..

Reasons should be found out before criticizing. 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 equaled 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.

Criticizing and praising should be combined in a suitable way. When criticizing students, teachers can first

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.

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#### 4. CONVERSATION EFFECTS

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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.

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#### CONCLUSION

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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.

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