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## The Influence of Teachers' Language on Middle Students' Psychology

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### ABSTRACT

This paper aims at the how the teacher's language influence on the students' psychology and what aspects of the effects is involved, according to the results of research and interviews with middle school students' psychological characteristics, based on the related knowledge of psychology, combined with the literature method, questionnaire method and interview method. In short, from the rapid development of contemporary education and the speed of teachers' construction, it is an important task to improve the quality of teachers' language behavior based on the national policy of rejuvenating the country through science and education and implementing quality education.

**Keywords:** teacher's language, junior middle school student, students' psychology, influence

### INTRODUCTION

With the development and progress of country's economy and education, middle school students' mental health problems discussed in this paper have more and more caused the attention of the social and educational aspects under the circumstances of quality-oriented education. With the progress of science and technology, teachers can take a variety of means which is to effectively promote the teaching and greatly improve the quality of teaching. But, no matter how advanced advanced education methods, the methods of propagating the doctrine, imparting professional knowledge, and resolving doubts cannot be replaced. Good language accomplishment is a necessary condition for teachers and an important part of the structure of teachers' professional competence. Educator Comenius (1969) said: "the teacher's mouth, is a source of knowledge, from where you can gushing streams". And the flowing of "knowledge flow" is not only will not be out of date, but is more attractive, repeatedly aftertaste. As the saying goes: A good word makes people warm like a fire in the cold winter, while a bad one hurts people seriously just like snowing in the summer. The teachers' charm lies not only widely read many just, super skills, more is the subtle language art of persuasive, in the inculcation. Sue Home Linsky said: "the teachers' unintentional word can make a genius, may also destroy a genius". In class activities, the teacher language directly affects the student's psychological feeling and learning behavior. Teacher is a promoter of human civilization, so a good teacher should pay attention to ideological content as well as scientific and artistic quality in terms of language. They should keep civilization and harmony in proper language which not only can fully express student's trust, care and respect, also can effectively stimulate students' subjective initiative, activate students' thinking in a healthy psychological environment. However, the survey shows that in recent years, the mental health status of middle school students in our country is not optimistic, and the incidence of mental illness of middle school students is in

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#### **State of the literature**

- The state of literature is very rich abroad, but what has been used to the Chinese situation is relatively thin. In full use of the relevant literature the paper tries to make use of Chinese data to investigate into this field. What has been found in the ready literature mainly concerns with the essence of teaching art is not to teach, but to inspire, awaken and inspire. Modern research has shown that people who live and study for a long time are prone to anxiety, depression, apathy, fear, irritability and inferiority, which can easily lead to depression. Even more frightening is that some of these emotions will seriously affect the lives and work of individuals and even may continue to adulthood. To choose the right time, place and environment for the conversation. Attribution refers to the process of explaining and speculating the cause of your own or others' behavior which is a very common phenomenon. Attribution reflects the individual's understanding of the cause of an event. According to the famous attribution theory of Weiner (1986), what he first identified the most significant of reason achievement attribution are ability, effort, difficulty of task and luck. In order to find the common cause of many intrinsic perception. By means of logical and empirical analysis, mathematical statistical analysis (correlation, multivariate analysis, multivariate analysis of variance), Weiner identified three dimensions of reason: (1) source reasoning, refers to the reason is from the actor or the external environment. For example, the difficulty of the examination is external reasons, the ability is the internal reasons. (2) controllability, refers to whether the cause can be controlled by the subjective will. For example, the controllability of effort is high, while controllability of ability and luck is low. (3) stability, refers to the reason whether change over time or not.

#### **Contribution of this paper to the literature**

- The study of this paper can fulfill the blank or cover what has been ignored in the relevant field till now. The paper gives suggestions and valuable methods and data in the research of the influence of teachers' language upon students from the perspective of Chinese situation. Therefore, this paper reinforces the importance of the study of this thesis. The education of the students should be less caution, less discouraged, more guidance and more encouragement (Hotelling1940). This paper gives more emphasis to the following topics in comparison with the available literature: (1) Encouraging students to explore, innovate, discover problems from different perspectives and put forward their views, not easily denying students' sheer fallacy, in this way, students' innovation consciousness and innovation ability can be improved greatly. (2) Students cannot blindly believe and follow the teacher's words or stay on things that they already know, they should explore new ways, creatively use what they have learned to adapt to new situations and solve new problems, actively learning, sternly thinking. (3) Middle school stage is an important period of individual socialization, and the successful completion of socialization is inseparable from the communication between people.

a straight line. In 1950s, the incidence of children's mental rate in our country only 5 per thousand, 7 per 1000 in 70s, and in 80s the incidence of moderate and severe mental disorder rate has reached 13 per thousand. In 90s, the problem is more serious.

Therefore, teachers' language has a subtle influence on students' psychological development. A qualified teacher, not only need to have solid professional knowledge and skilled teaching skills, but also need to have a healthy attitude and sound personality. Because the teacher's duty is not only to teach, but also to educate people. To fulfill these two tasks, their mental health is the necessary guarantee. Only their own mental health, can help to promote physical health, to be able to maximize the ability to play in teaching ability, what's more, to set up an example for the mental health of students. A cheerful, healthy teacher can help students to form a healthy personality through making them feel relaxed and happy in a positive way. Thus, good psychological quality is very important which directly affects the healthy growth of the students' psychology for a teacher, especially the teacher in charge of a class.

### LITERATURES REVIEWING

Psychology refers to the process and results of the internal symbolic activities of human beings, which refers to the psychological manifestation of the subjective reflection of the objective world. People's psychological

activities have a process of occurrence, development and disappearance. People understand the external world through various senses and think about the causality of things through the activity of the mind with joy, anger, grief, fear and other emotional experience in activities. This reflects the psychological process of the whole process of a series of psychological phenomena. According to nature, it can be divided into three aspects, namely, cognitive process, emotional process and will process.

Language is a tool of thinking and communication. It is closely related to thinking. It is the carrier of thought, the material shell and the form of expression. It is the medium and symbol of people's willingness to express their thoughts and feelings. Language is also a reflection of one's moral character and cultural accomplishment. People communicate with language. Language is the carrier of knowledge and information, is a way of communication between people, communication between people cannot do without language. Although through the picture, movements, expressions can convey people's thoughts, the language is the most important of which is the most convenient medium. Teacher's language is a kind of generalized language form, which is based on the oral language and takes the students as the object of communication. More specifically refers to the language of all educational activities of moral quality, learning habits and mental health toward the expectations, such as communicating with students, home visits praise, criticism and so on (Body language is not included here). It is important to note that due to ongoing throughout the education in the teaching activities, so a lot of teachers' education language performance in a variety of teaching situations. Language teachers should not only serve for the teaching, namely, to improve the teaching quality, enhance the teaching effect, and to serve the education activity, which is raises the student good moral sentiment of the service. Specifically, it is the fundamental purpose to improve students' quality of several aspects such as moral, intellectual, physical, aesthetics and labour education. A teacher's ability of language expression is his professional theory and knowledge ability, logical thinking ability, strain ability, organization and management ability, etc (Johnson, K. E. and Ma, P.1999). The external expression of comprehensive quality is the basic tool for teachers to carry out the function of educating people and achieve the purpose of Education. It is obvious that the teacher's language is such a very important aspect to reflect the quality and image of the teachers that their effects are concerned not only by the peers but also by the society. A teacher will give people a good impression if he or she interacts with students or parents with love, reason, degrees, gentle, humor. On the contrary, if a teacher interacts with people with the arbitrary, ugly, unpleasant or ab-usable language, he or she is less than an ordinary person for students and teachers.

A case is that a political teacher walked into the classroom for the first time after she took over this "poor class", seeing a toad and a piece of paper which reads: "Welcome to our class and send you only a toad, please!" in the chalk box. All the students thought the teacher would be angry. But unexpectedly, she smiled faintly and said: "well, I do accept it." And then, she showed the toad to the students and said: She transformed this unusual movement to maintain her prestige and to avoid the deterioration of the relationship between teachers and students, relying on her own witticisms to display personality charm and win the students respect and love. The language leading students to how to behave themselves, the language inspiring students to find beauty and create beauty, the language cultivating students thinking ability, the language encouraging students to pursue the ideal and explore the language of the future. Teacher language is not only a broad and profound subject, but also a kind of art, technology, wisdom and practice. The social attributes and professional requirements of teachers laid the importance of teacher language. Teachers form a specific teacher language ways and styles according to their own basic skills, teaching methods, teaching attitude, knowledge level, personality character, thinking, teaching ability and other factors. Teacher language affects the development of students' psychology. It is also about whether the relationship between teachers and students is harmonious or not, the effectiveness of the classroom, students' happiness and even the profound significance to the development of the whole society. Students are influenced by the teacher language, including these areas: Whether the student receives the infection of teacher language, how the degree of acceptance of persuasion and educational appeal and so on. By using the perfect language, a good teacher can not only devote love, trust, care and respect to student, but also effectively activate the students' thinking, stimulate their subjective initiative, convey thoughts and emotion, improve the enthusiasm, promote students to form healthy psychology, and even help them to cultivate lifelong motivation (Roe 1943).

Similarly, the influence of bad teacher language on students is profound and lasting. For example, it will deprive of students' subjectivity, destroy student's self-confidence and self-esteem, result in the production of students' school-weariness and psychology of resentment and conflict with teachers and schools. The consciousness of students' subjectivity is more prominent in today's society. Therefore, it is urgent to improve the positive influence of teachers' language on students' psychology. That is to improve the teacher's language accomplishment, personal qualities, so that teachers continue to keep forge ahead and constantly improve in terms of employment and self-education. From the rapid development of contemporary education and the speed of teachers' construction, it is an important task to improve the quality of teachers' language behavior based on the national policy of rejuvenating the country through science and education and implementing quality education.

Nowadays, the psychological health of teenagers is concerned by psychologists. Because of public's less understanding or awareness of mental health problems, many risks cannot be found early and psychological problems cannot be treated and solved properly, resulting in many unnecessary difficulties and tragedy. So, what kind of psychological state of teenagers is healthy? First of all, students with a healthy psychology should have self-concept, self-understanding and self-acceptance which can experience the value of self-existence. They can make appropriate and objective self-assessment about ability, special features, advantages and disadvantages of personality, neither arrogant, nor inferiority. They can face up to reality, life and learning goals directly, neither complaining, nor agonizing. They can remedy the defects, treat correctly and accept.

Secondly, students' psychological health is also reflected in cherishing and loving their own learning, working and life, maintaining a positive mental state, cheerful mood, open-minded, funny life style. They can put their wisdom and talent out in learning, working and life, having confidence in the existence of the community and the state of meaning, value, achievement, satisfaction. They can start from their own actual situation, consciously complete the study and work tasks, not as a burden. They love the motherland, and love the collective, having a realistic goal in life and the social sense of responsibility, abiding by social morality, maintaining national interests, having the courage to bear the social responsibility, being good at playing their talents for social services.

Survey shows that 61.9% of the students are willing to ask the teacher to solve the problem, because they trust teachers and want to maintain a good and stable relationship with teachers. In this way, they think they can get more affirmation and understanding from teachers. People who choose to ask classmates for help accounted for 21.43% because students want to keep good relationship with friends and classmates. People who choose to ask family for help accounted for 14.29%, because they show their respect for the views of the family. From these points of view, the majority of students have a desire to communicate with people. Students with mental health is always in a relaxed, lively, optimistic, happy state. Although they will be sad, worried and anger because of the setbacks, failure or misfortune in learning and life. They will not be in a long-term negative, pessimistic experience that cannot extricate themselves, not even commit suicide. They can be good at moderate expression and control their emotions, and can always solve all kinds of trouble. They will not violate the code of conduct to meet their own needs because of impulsive behavior within the scope of social norms. Students with mental health show a high degree of tolerance and balance in the faces setbacks and difficulties, rather than affect or change their goals and normal style. They can control their emotions and imitatively adjust their words and deeds to overcome the difficulties in the progress with good will according to the objective needs. They have enough energy to cope with the pressures of daily life and study, without feeling too nervous. Their ability to respond to changes in the environment is strong. In the face of fierce social competition and fast-paced life, they are in good condition. Their cognitive activities, emotional reaction, psychological characteristics such as personality traits, and behavior should be consistent with their age and social role, so they can maintain the unity of universality and individuality of a certain age stage. In the case of a temporarily unalterable objective environment, they can initiatively change themselves to meet the needs of the social environment, the balance point of view, and can be energetic commitment to learning and life. balanced state of mind can easily lead an energetic life.

Students with mental health can keep relatively stable and normal way of life, not because of changes in life, learning environment, learning tasks to produce excessive anxiety and unnecessary mental burden. They have control ability, no bad behavior, bad habits and hobby, staying focused when learning, being good at relaxing, having a able interest. They are good at raising and expressing their wishes and requirements, not following

blindly, not showing the opposite emotions to adults. The middle school students also have some common psychological problems, first of all, the weariness psychology. Weariness is the loss of interest in the school life of the students, resulting in boredom, to maintain an indifferent attitude of the psychological state. Reverse psychology refers to the students' traditional stereotype and the mode of thinking are relative to the cognitive information under the specific educational situation in the education process. Some students only immersed in the self-realization and personal struggle, showing self-psychological. Some students always consider themselves as the core, encountered slightly bad things will be furious, indifferent to the collective and indifferent to the society. In addition, loneliness is a common psychological problem. People generally believe that they have been rejected by the world, being forgotten. Some students will be jealous of others that is to take the pain to look at other people's happiness. Some students show the inferiority mentality, for their low evaluation of quality and ability, feeling less competent. While some young people with rich and strong emotions, but ups and downs, unstable, and impulsive, often not good at regulating and controlling their emotions. In addition, some of the test anxiety is usually expressed as fear, defense, escape, for fear of teachers, parents, students will be disappointed on them.

Based on the above common psychological problems of middle school students, the role of teachers' language is particularly important. Apart from better teaching services for teachers, promoting the improvement of teaching quality, it is more important that teacher language has become a means to influence the minds of students. The art of education consists of the art of speaking, the art of dealing with the human mind. It is a very important task to teach students how to persuade students to develop good moral character. The use of encouragement and persuasion in the language of a person's morality is obviously more successful than the law.

## RESEARCH DESIGN

### Research Questions

In this survey, the author focuses on these issues:

- (1) Psychological characteristics and common psychological problems of middle school students.
- (2) What are the effects of the teacher's language on the students' Psychology?
- (3) How to better play the positive role of teachers' language?

### Research Subjects

The author chose the students of Grade 7 in Zhengzhou Experimental Middle School as the research object, and invited 6 teachers as the interview objects. Zhengzhou Experimental Middle School is a public junior high school in a county which has rich historical heritage and modern culture of hundred years. This is a county experimental middle school with relatively good condition of the hardware facilities. Most of the students are urban local accounts, in addition to a small number of boarders, most of them are day students.

## RESEARCH METHODS

**Classroom observation:** Based on the in-depth, meticulous observation of two different classes, the author analysis the question of teachers' instant language in the classroom, with the help of recording, video and other forms to accurately record the language of teachers, through the collection and analysis of records. And this made the classification in the true scene of teaching activities, provided sufficient factual basis for attribution analysis and practical guidance. Some typical cases were selected from the collection of classroom observation, for being studied on teachers' classroom language specific behavior, for the analysis and classification of the causes of the problems in order to put forward the effective suggestions (Bachman, 1990).

**Interview:** In the attribution analysis part, the author selected 6 teachers to fully interviews. Face-to-face interviews can truly understand teachers' ideas and concepts of their real behavior for their language. On the basis of the relevant records of the interviews, the author analyzes the deep reasons behind the teachers' speech acts and gives some practical suggestions.

**Table 1.** Answers given by students to the question "what do you think you are?"

Items	Numbers	Percent
outgoing	90	71.43%
intelligent	60	47.62%
calm	54	42.86%
humble	39	30.95%
serious	21	16.67%
adventurous	36	28.57%
sensitive	48	38.1%
independent	51	40.48%
autonomic	24	19.05%

**Table 2.** How the students choose the way to solve the doubt of what the teacher said

Items	Numbers	Percent
Ignore	3	2.38%
Self-solution	0	0%
Ask classmates for help	27	21.43%
Ask family for help	18	14.29%
Ask teacher for help	78	61.9%
Total	126	100%

Questionnaire: In this thesis, the author chose the 7th and the 8th class, first grade of Zhengzhou Experimental Middle School. All the students of two classes are included in the study. Students are required to finish all the questions within 15 minutes. After completing the questionnaire, the author deal with the data using SPSS22.0. Psychological counseling and intervention were conducted for individual students with potential psychological problems in the study, so as to provide guidance for the healthy growth and development of their personality and psychology.

## RESULTS AND DISCUSSION

Nowadays, the psychological health of teenagers is concerned by psychologists. Because of public's less understanding or awareness of mental health problems, many risks cannot be found early and psychological problems cannot be treated and solved properly, resulting in many unnecessary difficulties and tragedy. So, what kind of psychological state of teenagers is healthy? First of all, students with a healthy psychology should have self-concept, self-understanding and self-acceptance which can experience the value of self-existence. They can make appropriate and objective self-assessment about ability, special features, advantages and disadvantages of personality, neither arrogant, nor inferiority. They can face up to reality, life and learning goals directly, neither complaining, nor agonizing. They can remedy the defects, treat correctly and accept. In the questionnaire, the students give the answers shown in **Table 1** to the question "what do you think you are?".

**Table 1** shows these students are clear about their position to understand what they are. Up to 71.43% of the students think they are active and outgoing. This is consistent with the age of lively youth and juvenile characteristics.

Secondly, students' psychological health is also reflected in cherishing and loving their own learning, working and life, maintaining a positive mental state, cheerful mood, open-minded, funny life style. They can put their wisdom and talent out in learning, working and life, having confidence in the existence of the community and the state of meaning, value, achievement, satisfaction. They can start from their own actual situation, consciously complete the study and work tasks, not as a burden. They love the motherland, and love the collective, having a realistic goal in life and the social sense of responsibility, abiding by social morality, maintaining national interests, having the courage to bear the social responsibility, being good at playing their talents for social services.

In the questionnaire, **Table 2** shows how the students choose the way to solve the doubt of what the teacher said.

Survey shows that 61.9% of the students are willing to ask the teacher to solve the problem, because they trust teachers and want to maintain a good and stable relationship with teachers. In this way, they think they can get more affirmation and understanding from teachers. People who choose to ask classmates for help accounted for 21.43% because students want to keep good relationship with friends and classmates. People who choose to ask for help accounted for 14.29%, because they show their respect for the views of the family. From these points of view, the majority of students have a desire to communicate with people.

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Their cognitive activities, emotional reaction, psychological characteristics such as personality traits, and behavior should be consistent with their age and social role, so they can maintain the unity of universality and individuality of a certain age stage. In the case of a temporarily unalterable objective environment, they can imitatively change themselves to meet the needs of the social environment, the balance point of view, and can be energetic commitment to learning and life. Balanced state of mind can easily lead an energetic life. Students with mental health can keep relatively stable and normal way of life, not because of changes in life, learning environment, learning tasks to produce excessive anxiety and unnecessary mental burden. They have control ability, no bad behavior, bad habits and hobby, staying focused when learning, being good at relaxing, having a able interest. They are good at raising and expressing their wishes and requirements, not following blindly, not showing the opposite emotions to adults.

Based on the above common psychological problems of middle school students, the role of teachers' language is particularly important. Apart from better teaching services for teachers, promoting the improvement of teaching quality, it is more important that teacher language has become a means to influence the minds of students. The art of education consists of the art of speaking, the art of dealing with the human mind. It is a very important task to teach students how to persuade students to develop good moral character. The use of encouragement and persuasion in the language of a person's morality is obviously more successful than the law.

## CONCLUSION

First of all, teachers should develop good psychological quality. That is to enrich the spirit, to cultivate a healthy personality, to promote good temperament. To be a teacher, we should have a kind of consciousness: our education should be the education of love which is to perfect the human nature, to purify the mind, to promote the growth and to enjoy the meaning of life. In general, adjusting psychology is very important for active teaching. Secondly, a qualified teacher should have good moral cultivation, which is mainly embodied in two aspects: the love of the work and the love of the students. The former performance in the love of subjects, love of reading, love of studying, love of constantly updating methods, love of brave practice and love of diligent explore. The latter emphasizes the adaptability of human resources, the promotion of human potential, a complete and comprehensive care for human development and that the education is people oriented. Teachers should carry out quality education, and implementation curriculum reform in the way of respecting, trusting and understanding students. Moreover, profound scientific and cultural accomplishment is also important. The teaching of basic knowledge requires teachers to have relevant professional knowledge. Only by constantly improving their professional level and mastering the professional knowledge of Chinese, can the teachers teach students with knowledge freely. Teachers should be good at using these theoretical knowledges to guide their teaching practice, constantly

improving and reflecting. Finally, teachers also need solid teaching ability. The most necessary is clear language, direction and resolution, avoiding vague and fuzzy language expression. Teachers should also follow the normative, scientific, artistic, harmonious and communicative quality in usual teaching. Teaching wit is also essential which is the core element of teaching art. In the class, teachers often have unexpected situations. So teachers should make changes according to circumstances, and effectively exert teaching wit. Theory of modern curriculum and teaching requires teachers to change former identity of teacher and indoctrination, and strive to realize the identity of the teacher as a "collaborator", "guide" and "facilitator". So, the orientation of new teachers requires teachers' language not only to fit the development of the modern society, but also to adapt the development of students' psychology.

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