



# The influence of junior College English teachers 'teaching behavior on students' learning habits

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**Abstract.** In order to improve the university teachers of good learning behavior, and help the students to form a good learning behavior, from the study of college students 'good learning behavior and good behavior of college teachers, discusses the latter on the former, to the English classroom as the carrier, standing in the height of the college English teacher college students good learning behavior method, service for college students' success and development.

**Keywords:** Teaching behavior; learning habits; English teacher

## 1 Introduction

Teacher Tao Xingzhi, a great Chinese educator, once said: " I think a good teacher is not teaching, not teaching students, but learning. The learners 'performance in the classroom is not directly related to their own knowledge level, but also more closely related to the teacher's classroom behavior. The so-called classroom behavior refers to the performance of ideological education, organization and management activities carried out by the teacher under certain educational thoughts in the special educational classroom of college students. The ultimate purpose of the school training is to make the children develop active good habits, daily life and so on. But indeed, good habits can last people for a lifetime. However, in the booming development of college education today, the behavior habits of college students, especially the current situation of reading behavior, are not in step with the development of college education, resulting in many unsatisfactory problems. As college teachers, when we complain that the source of college students is lower than that of undergraduates, or even a minimum of excellent reading behavior has not formed, we must reflect on our own educational behavior to promote or restrict the formation of an excellent reading behavior. This chapter will take English education as an example to discuss the role of college teachers 'behavior on children's learning, and summarize the methods to develop excellent reading behavior, so as to serve for the development of college students <sup>[1]</sup>.

## **2 Analysis of the current situation of learning habits and causes of college students**

### **2.1 Status of learning habits of college students**

In order to have a more comprehensive and objective understanding of the habits of Chinese college students, the author conducted a survey on the students of nearly 30 classes of Jiangxi Provincial Manufacturing Vocational Science and Technology School. The findings are really worrying. Only 25% of students know what are good study habits, and feel they have formed good study habits; 15% do not know what good study habits are; but they are good study habits. In addition, the author also divided the whole process of school teaching into three stages: before class, on classroom teaching and after class, and did some research on children's behavior in these three stages. The results show that: 48% of the students do not actively preview the new class content in class or after class, 40% of students had no interest in the course, But to come to school with the purpose of adapting to the teacher's attendance system, Only with the "body" without a "brain" ground into the classroom; In the classroom, More than half of the students lack spontaneous ways of taking notes, 42% of students despite the opportunity to take notes, But it will only be very mechanical teacher's blackboard writing or part of the teaching plan copy, Relying entirely on the teacher's explanation, Without their own review; After the class, Twenty-five percent of students are actively reviewing what they have learned in class, Forty-two percent of the students will finish their homework spontaneously, And for assignments left from teachers that require group collaboration, Some students either do not do it, Or they do it alone, There are also some students with good academic performance [2].

### **2.2 Analysis of the reasons for the bad study habits of college students**

Excellent study habits should have been gradually formed in primary and secondary schools. Why have they seen their learning behaviors not changed when they entered colleges and universities? We summarized the following problems in the following three aspects through the research data:

#### **(1)The influencing factors of the school's students.**

In recent years, with the decrease of the number of college entrance examination, undergraduate schools have been scores and expanded enrollment, and the previous few years only enough to be admitted to undergraduate colleges graduates have also stepped out of the ivory tower. In this way, the quality of undergraduate college students will inevitably be affected. Quite a few students with poor foundation and very low scores who fail to form good study habits before going to college will continue to keep their bad study habits in the undergraduate school until they graduate. Of course, there are also some good performance of the students because of the failure of the high school entrance examination, failed to successfully enter the undergraduate school, also do not want to repeat, had to brave the scalp into the university. When the

students found that the humanistic environment and academic environment around them were far from their expectations, they were discouraged, depressed, and gradually lost confidence in their studies, and their original excellent study habits gradually disappeared.

### **(2)The harm of wrong ideas.**

Many graduates feel that colleges and universities are their own paradise, there do not need the care of parents and the guidance of teachers, the final results only before the exam a breakthrough can be qualified. Being late, absent from class, chatting at work, taking a nap, calling a mobile phone, not finishing homework in time, all kinds of bad learning behaviors have been formed. And as for some good students, they like to finish their homework, mainly because they feel with mediocre or low students together class homework, will let them reduce efficiency, affect their overall performance, so they would rather spend more time to finish their homework, and do not like the division of labor cooperation.

### **(3)The positive role of teachers' classroom behavior.**

The results of the questionnaire reached 90% of the graduates said that the classroom behavior of college teachers played a great role in forming their good study habits. In the survey, some graduates said that some teachers have monotonous class style, lack direct communication with children, and lack lively classroom atmosphere, but as long as they teach on time and strictly observe the classroom discipline, it will not affect the final effect; some teachers have been taking the form of "introduction time", they are busy taking notes and lack learning time for independent thinking; and some teachers criticize them more than praise and encourage, and "treat children differently", but "ignored" their improvement. In the following articles, we take English teachers as an example to focus on the role of teachers' classroom activities in children's learning and the formation of children's good reading habits.

## **3 The role of the teacher's classroom activities on the children's reading behavior**

### **3.1 Teaching behavior of teachers**

The Dictionary of Higher Education defines the teacher's teaching behavior as the actions adopted between the teacher and the students in the teaching activities to achieve the purpose of the specific teaching activities. It includes not only the role of both teachers and learners and the role of both learners, but also the role of both teachers, learners and the whole teaching activity environment. It is emphasized that teachers' teaching activities (observation, diagnosis, application, evaluation, etc.) not only exert an influence on the school classroom, but also are influenced by other activities. Therefore, teachers must study their teaching activities to adjust their own activities. Teacher teaching activities refer to all the activities induced by teachers,

maintain and promote students' learning. According to the form and effect of the teacher's classroom activities and the effect, the teacher's classroom activities are divided into: main ideological education activities (presentation, dialogue and guidance activities), auxiliary ideological education activities and class education activities [3].

### **3.2 Current situation of teachers' teaching behavior**

In order to fully grasp the actual situation of the current university teachers in the classroom activities, the author launched a survey on the 15 English teachers in our college. The survey results show that two-thirds of the teachers consider the "imported" teaching and the classroom activities are limited; 90% pay great attention to student attendance and include the final score; 85% will arrange pre-class preview and review homework, while 37% will check the two assignments; 80% will directly blame the children with bad reading habits, while 39% will praise the children. In addition, the children also expressed great deficiencies in the overall teaching quality of the students in recent years (including the basic English knowledge, habits and humanistic quality) in the questionnaire, and only 25% of the English teachers learned that the teachers' classroom words and deeds will directly affect the cultivation of students' reading habits. From the comparison of the conclusion of the student questionnaire and the conclusion of the teacher questionnaire, it is not difficult to see that most of the information is consistent, especially in the teacher's teaching methods and the mentality of children with bad habits. So, how does the teacher's classroom words and deeds affect the cultivation of students' learning habits?

### **3.3 The influence of teachers' teaching behavior on students' learning habits**

Teachers' teaching words and deeds affect students' learning effect, but teachers' teaching words and deeds are observable and influenced. In the whole teaching process, the teacher's every word, every move, for each student can form a decisive role. English course is one of the public basic courses in Chinese universities, which is a good foundation for promoting primary and middle school students to form good learning behavior. This article will take English professional teachers as an example to discuss the important role of teachers' classroom activities on cultivating students' learning habits from the following aspects.

#### **(1) The interference of guided behavior to students' learning behavior.**

Some guiding activities are not conducive to the formation of students' good learning behavior. The guiding activity of English course refers to the activity that teachers guide and help students to prepare for the language classroom teaching. The success of the English course guidance activities is related to the effect of the whole class to a certain extent. But some teachers do not pay much attention to guiding education. During the lectures, the author saw that many teachers often discuss the weather and

days of each class with the students in English. When discussing the weather, the day uses the procedural words, the teacher is the programmed education, the same, and does not provide children with an interest in English class, can not meet their expectation of novel information, can not attract their attention at the beginning. Therefore, students gradually develop bad study habits such as not previewing before class, not reviewing after class, only taking notes mechanically in class, and relying entirely on teachers to draw key points before exams [4].

### **(2)The influence of classroom error-correction teaching behavior on students' learning habits.**

Only know the blame, do not know the guiding education method is unfavorable to the formation of children's good learning habits. In the aspect of error correction teaching behavior in English classroom, teachers often investigate mistakes and correct them when they see them; Moreover, the way of error correction is often relatively simple, with a certain degree of disciplinary and mechanical. Some English teachers because of the high expectations of children, there are some bad learning behavior, such as not listening in class, do not do homework after class, etc., but can only simply blame, and very stingy to the achievement of students appreciation and guidance. quite a part of the students dislike the teacher, but the bad learning behavior does not improve at all, while other children want to form good learning habits through their own efforts, but the teacher turned a blind eye to these efforts, finally these students see their ability is not recognized by the teacher, the attitude gradually returned to the original state. We once had a student who was understand due to his low level, and every time he slept in the study unit, so I would name and criticize several classes if he was not asleep. However, I found that criticism was useless, and even deducted "shock" points to him. What about the result? He always fell asleep in class, and many times told me not to mind him, even direct points. But the student's good grades made me reflect on my own education methods. So I decided to try to improve his study in some ways, turning from criticism to encouragement. Whenever I find that he had a short sleep in each lesson, I praised him; sometimes give him some very simple questions and encouraged him if he answered correctly. But gradually I found that the student had changed. He listened to the class carefully and stopped falling asleep, and his grades had significantly improved. These examples show that college teachers appreciate and guide more education for children, which is conducive to the formation of children's good reading habits [5].

### **(3)The significance of question question and answer teaching activities to students.**

Q & a plays a great role in language teaching, however, if used badly, will cause certain influence on the classroom content, thus weaken the learners positive thinking, active problem solving initiative, it is not only enlighten the thinking of learners, on the contrary will restrict and influence learners, even affect their enthusiasm and confidence to learn language and, it is obviously deviated from the students learning class. For example, English teacher took a picture with a clock shape in class and

asked the student, "What time is it now?" The teacher wants each student to explain the "it" is half past ten or ten thirty according to the picture content." But one student explained that "I have no watch. I don't know the time. So the teacher's face immediately turned from sunny to cloudy, and he asked the student to stand up and asked another boy to explain. Faced with the question often asked by British teachers, "What time is it now?" His answer cannot be wrong, but Chinese English teaching often requires students standard answer, unified answer, single answer, students for their questions, ideas also often choose to avoid, cold processing or direct veto, but it will inevitably idle their thinking space, also limits the development of their creativity. In the long run, students' interest in thinking and solving difficult problems will gradually decline [6].

## **4 Methods and countermeasures for cultivating students' excellent reading habits**

Through the activities in the classroom, teachers can create a positive and healthy classroom teaching atmosphere for the classroom, laying a good foundation for their physical and mental health development, so as to give them a direct and indirect role in education. If a teacher has profound knowledge reserves, as well as rich educational practice, it will certainly be able to stimulate children's interest and interest in learning. In the same way, the good educational behavior shown by teachers in the classroom will certainly play a role in developing students' learning habits.

### **4.1 Improve the introduction of teaching behavior.**

Teachers concentrate their attention to achieve the effect of introducing teaching. Tell their demands and get their attention. Organize the discussion and stimulate your thinking. Reasonable use of body language, to establish an emotional bond. The introduction environment must be relaxed and happy, so the head teacher should create a relaxed, equal, harmonious, help students, guide students' learning atmosphere, so that they are in a more relaxed attitude, and produce the necessary sense of security, which is very important to encourage them to conduct more efficient learning. As university teachers, we should not only teach people to "fish", but also teach them to "fish". We teaches us not only vocabulary, sentences and grammar, but also how to learn and master our teaching methods. In this way, students will leave school and go to work, and they will know how to learn new knowledge and skills, and they will not be at a loss because they have no teachers to teach.

### **4.2 Improve error correction teaching behavior.**

To appreciate teaching is to appreciate their actions, to improve their words and deeds; is to appreciate their activities, to mobilize their enthusiasm and action. University teachers should also realize the importance of the appreciation of teaching, to observe each student with the appreciation of the eyes, more appreciation and more

guidance. Especially for students with wrong learning behavior, college teachers should not simply criticize and blame, but need to have more methods to guide students to slowly form correct cognitive behavior. Especially after the students get grades, even if only a little progress, but also need the teacher to give enough praise and praise. To point out mistakes and how to correct students' problems requires teachers to solve students' language problems carefully and flexibly, because the solution of these problems is directly related to their emotional way of resting in English, as well as their language cognitive ability. Therefore, teachers should fully consider their children's oral English in age, foreign language level, knowledge factors and emotional intelligence.

### 4.3 Optimize the question and answer teaching behavior.

In traditional teaching, teachers generally ask questions and students answer questions. Under the background of the new curriculum reform, teachers should pay attention to the students' questions. Teachers encourage students to answer questions in English in class, so as to strengthen the use of English and improve their English communication skills. The traditional mode of teachers' questions and students' answers is easy to lead students to have negative reactions to teachers' questions and do not take the initiative to put forward their own questions. In order to make students to fully master English, we must mobilize students to ask questions, so that they can use English questions flexibly. In order to achieve this goal, teachers should not only improve their English teaching level, but also pay attention to cultivating students' questioning ability<sup>[7]</sup>.

## 5 Conclusions

English teachers' classroom teaching behavior affects the effectiveness of students' study habits, but only when every English teacher can consciously or regularly to oneself or others research samples, with their own actual classroom experience for the concrete practice of language teaching, careful analysis classroom situation, and timely summarize their effectiveness or failure of the classroom situation, can truly the correct understanding of English teaching, also help them to form a good teaching behavior. Only by making continuous progress can it have an effective impact on students' study habits, improve their interest and enthusiasm in English learning, and thus improve their English grades.

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