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Activating Classroom Atmosphere: Characteristics, Importance, and Pedagogical Strategies

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Abstract: ***Classroom atmosphere refers to the collective expression of a dominant attitude and emotion within the classroom and represents the shared emotional state of its members, manifested as the psychological climate of the group. It constitutes the comprehensive psychological background upon which teaching activities depend and is characterized by both cognitive and affective dimensions. A positive classroom atmosphere plays a crucial role in stimulating students' enthusiasm for responding to questions and participating in classroom interaction. Starting from the importance of classroom atmosphere, this article examines its defining characteristics and further proposes methods and approaches for activating classroom atmosphere, with the aim of providing pedagogical reference for teachers. The discussion highlights that classroom atmosphere is not merely an incidental affective condition but a pedagogically manageable dimension of instruction that can be intentionally cultivated to support student engagement and effective teaching.***

Keywords: Classroom atmosphere, Emotional state, Student engagement, Teaching strategies.

1. INTRODUCTION

The classroom atmosphere is generated and developed during the teaching process, which is the psychological background foundation of teaching activities and a necessary condition for creative teaching. Whether it is successful teaching or failed teaching, there are both merits and demerits in the classroom atmosphere. The quality of the classroom atmosphere directly restricts and affects the teacher-student relationship, the exchange of information and emotions between both parties, and directly restricts and affects the teaching process and results. It affects the effectiveness of teaching. A positive classroom atmosphere can stimulate a joyful atmosphere for both teachers and students, making both teachers and students energetic, thinking actively, and inspired. Both parties have emotional integration, psychological resonance, and tacit cooperation during the teaching process. A positive classroom atmosphere can match the best psychological state taught by teachers with the best psychological state learned by students, stimulate both teachers and students to fully unleash their potential, complete teaching tasks with high quality, and achieve teaching objectives to the maximum extent possible. A negative or confrontational classroom atmosphere is a gloomy and tense atmosphere, which can lead to negative attitudes, distant or confrontational relationships between teachers and students, causing students to have low emotions, slow thinking reactions, distracted attention, and even disruptive behavior that creates chaos.[1] A negative or confrontational classroom atmosphere can seriously constraint the enthusiasm and creativity of teachers and students in teaching and learning, making it difficult to complete normal teaching tasks, and resulting in poor teaching efficiency. Therefore, teachers should attach great importance to the role of classroom atmosphere, creating a good and positive classroom atmosphere, making it a catalyst for imparting knowledge, cultivating interest, enlightening wisdom, and improving consciousness.

2. THE ROLE OF A GOOD CLASSROOM ATMOSPHERE

A good classroom atmosphere can create an infectious and uplifting educational situation, allowing students to receive influence and encouragement, generate emotional resonance, and actively participate in classroom teaching activities. A lively and proactive classroom atmosphere can easily stimulate students' cerebral cortex, stimulate their interests, and enhance their desire to accept new things and knowledge. Association ability, comprehensive analysis ability, logical reasoning ability, and creative thinking ability will all be better developed. It is the key to determining the success of classroom teaching. Therefore, a good classroom atmosphere plays a crucial role.

2.1 Stimulating Students' Competitive Awareness

In a harmonious, joyful, and psychologically compatible teaching atmosphere, students' sense of competition will

also be very strong, and individuals strive to win over the other person and they are unwilling to fall behind. The motivation to satisfy one's sense of achievement and develop oneself becomes more urgent. The interest in teaching activities, the will to overcome learning difficulties and the confidence to strive for success become stronger. In addition, in a harmonious and relaxed teaching atmosphere, students are also prone to developing a psychological preparation to withstand setbacks and resist failure.

2.2 Strengthen the "collective facilitation role"

The classroom atmosphere provides a small psychological environment for students. In this environment, everyone is constrained by class norms and guidelines. Under this constraint and influence, individuals often feel a certain degree of mental pressure from the group, and thus unconditionally accept the influence of information from the group and adjust their behavior. For example, in the classroom, most students are listening attentively and with great interest to the teacher's lecture, but some students are speaking or taking a nap. In this situation, perhaps no one criticizes them, but because their behavior is not coordinated with the group's behavior, they unconsciously feel a sense of mental pressure around them, resulting in a sense of embarrassment and consciously adjust their behavior to align with the behavior of others.[2]

2.3 Promoting the development of students' creative thinking

Classroom atmosphere, as a collective emotional tendency of students, can act as a relatively independent factor that in turn affects students' emotions, and emotions have resonance and infectivity characteristics. As students with lower emotional maturity, they are easily controlled by collective emotions. Once this happens, their thinking state is correspondingly constrained. A lively and proactive classroom atmosphere can keep students' cerebral cortex in an excited state, greatly improving their perception, memory, and creative abilities, which is particularly beneficial for teaching. At the same time, the good atmosphere of the class has a "Social facilitation effect", which makes individuals interested in issues that they did not care much about, and forces them to think about collective creative behavior as a social norm, thus promoting creative thinking.

2.4 Timely feedback on classroom teaching effectiveness

Classroom teaching has a "signaling function" that marks the way students experience emotions, expressing attitudes and evaluations towards classroom teaching and interpersonal relationships. For teachers, the manifestation of students' emotions is teaching information. By analyzing this information in a timely and specific manner, teachers can understand students' reactions to classroom questioning, in order to strengthen, improve or change the original classroom teaching from aspects such as questioning methods, attitudes, etc., in order to achieve the best classroom questioning effect. For students, a certain classroom atmosphere can create emotional memory images in their minds about the classroom questioning context. In this way, they not only evoke corresponding emotional experiences when they see a certain type of thing in the situation again, but also quickly understand its meaning and make positive reactions when they observe a certain emotional expression again.

3. CHARACTERISTICS OF A GOOD CLASSROOM ATMOSPHERE

3.1 Harmony between teachers and students

A good classroom atmosphere generally manifests in two aspects. On the one hand, it manifests as the unity of emotions between teachers and students, and mutual confidences. The discussion and dialogue between teachers and students can be sincere, with no words spoken, no sound of reprimands or sighs, and no signs of distress or stalemate. On the other hand, it manifests as a resonance in the thinking of teachers and students, and the Q&A activities are full of wit and humor. The combination of movement and stillness between teachers and students is just right, and students' quiet listening and positive thinking are synchronized. There is no lack of lightness and joy in seriousness, and there are also laughter under tension. The classroom questioning activities of teachers and students are carried out in a lively and emotional atmosphere.

3.2 Enthusiastic and persistent emotions

A good classroom atmosphere, manifested in the spiritual outlook of teachers and students, should be enthusiastic and persistent. Teachers must be always enthusiastic and energetic, infecting students with one's own uplifting demeanor. Teachers themselves should have lively and happy emotions, flexible and natural gestures and

movements, rhythmic voice tones, and demonstrate various forms of excitement to students.

Einstein emphasized that "education should enable students to receive what is provided as a valuable gift, rather than burdening them with a difficult task." "As a commoner, his daily life does not rely on special wisdom[3]. If he is interested in knowledge, he can delve into the problems he loves outside of his job, and he does not have to worry about his efforts being fruitless. 'Love' is a prerequisite for students to actively participate in classroom questioning.

An analysis of raw materials shows that students with poor mental states almost forget three quarters of their sentences, while those with good mental states only forget half. As Tolstoy said, "What successful teaching requires is not coercion, but to stimulate students' interest." Therefore, interest is important for classroom questioning. It is not only reflected in the students' answers, but also in the teachers' questions. Teachers who are interested in asking questions can be passionate and dedicated to teaching. Only when students answer with interest can they become emotionally aroused and concentrate on learning.

3.3 Good at innovation and brave in exploration

A good classroom atmosphere can be reflected in the specific application of classroom questioning activities. Firstly, from the perspective of the questions raised by the teacher, in a good classroom atmosphere, the content of the teacher's questions not only has a certain depth but also has its own perspective, and can also be expressed in simple terms. The questioning methods are flexible and varied, demonstrating a high degree of educational wit. Secondly, from the feedback of students on the questions raised by the teacher, it can be seen that in a good classroom atmosphere, students should be able to ask deeper questions, have their own independent opinions on answering questions, and be able to creatively apply knowledge. Especially in a good classroom atmosphere, it can promote students' rapid thinking, guide them to explore broader fields, and seek true knowledge.

3.4 Be down-to-earth and strive for survival from reality

A good classroom atmosphere can be reflected through teaching effectiveness and form. In terms of the relationship between "reality" and "liveliness", a good classroom atmosphere should be characterized by the word "reality" and the pursuit of "liveliness" in "reality". Seeking "reality" and acquiring new knowledge is the result of students' full understanding. Old knowledge should be fully consolidated and able to withstand the test of time. While mastering knowledge, we should train thinking, develop intelligence, and update concepts. In order to live, we should not engage in "full questioning", nor rely on the brilliant speeches of individual "impostors" to create false prosperity, nor should we engage in flashy "flower racks" and "fake tricks". Instead, we should live in flexibly asking and answering questions, and in diversifying the forms of questioning.

4. FACTORS THAT AFFECT THE CLASSROOM ATMOSPHERE

4.1 The influence of teacher factors

Teachers are the central figures in determining classroom activities and creating a classroom atmosphere. Therefore, among the influencing factors of classroom atmosphere, the teacher factor is undoubtedly the most indispensable. Therefore, teachers should pay special attention to their every move in classroom teaching, such as language use, body movements, and even facial expressions, because any detailed changes in classroom behavior by teachers may have a critical impact on the direction of the classroom atmosphere[4]. Secondly, the educational wisdom of teachers is of great significance in creating a classroom atmosphere. Teachers can create a good classroom atmosphere by creating problem situations, setting clever suspense, and utilizing modern teaching methods. Therefore, wise teachers can always cleverly use various methods to create a classroom atmosphere that is like a spring breeze. Only by consciously discovering, learning, and accumulating in daily work can teachers, especially young teachers, possess such wisdom and provide necessary support for the formation of a good classroom atmosphere. Thirdly, the personal qualities of teachers play an important role in creating a classroom atmosphere. The classroom emotions of teachers are closely related to the classroom atmosphere. To have an ideal classroom atmosphere, teachers are required to learn to stabilize and regulate emotions while improving their professional skills and self-cultivation, and infect students with their full, passionate, and calm emotions.

4.2 The influence of student factors

Firstly, students' cognitive style and level can have a significant impact on the classroom atmosphere. When their cognitive style and level are adapted to the teacher's teaching, they will accept quickly and respond positively. On the contrary, they tend to be slow to react and appear more dull in class. Therefore, in order to create a good classroom atmosphere in classroom teaching, teachers must strive to understand the learning situation. Because no matter how good the classroom teaching design is, once it deviates from the learning situation, especially the cognitive style and level of students, it cannot produce the predetermined teaching effect. Only when teachers teach based on students' cognitive styles and levels can the classroom atmosphere develop in a positive direction.

Secondly, the psychological state of students can have a significant impact on the classroom atmosphere. Teachers need to constantly correct students' learning attitudes and motivations in daily teaching. Because students with more positive learning motivation generally speak positively and react quickly in the classroom, they can study diligently regardless of the psychological atmosphere of classroom teaching. On the other hand, it is also necessary for teachers to actively change their roles and strive to narrow the psychological distance with students. Thirdly, the role of student leaders can also have a significant impact on the classroom atmosphere. Compared to ordinary students, leaders have a much greater impact on individual students. They can lead from point to area, and their emotions and attitudes sometimes play a crucial role in shaping the classroom atmosphere.

4.3 Impact of objective factors

The existence of some objective factors can also affect the formation and development of classroom atmosphere. Among them, there are two representative factors. First, the size of the class. The change in class size will inevitably trigger a change in the teaching atmosphere. An appropriate class size can help students form a more positive competitive state and create a learning atmosphere. It is conducive to the full sharing of information among students and mutual inspiration between teachers and students. However, a class size that is too large or too small will result in opposite teaching outcomes.

Secondly, the classroom environment. Dirty, messy, and poor classroom environment naturally leads to low morale and suppressed classroom atmosphere. A good classroom environment will have good effects such as boosting spirit, activating atmosphere, and cultivating character. Overall, scholars and frontline educators have conducted in-depth research on the influencing factors of classroom atmosphere. Many constructive suggestions have been put forward from the subjective aspects of teachers and students, as well as objective aspects such as class size and classroom environment, providing important support for the improvement of classroom teaching in basic education.

5. WAYS TO LIVEN UP THE CLASSROOM ATMOSPHERE

5.1 Creating suspense to ignite classroom atmosphere

Due to the long-term influence of teaching to the test, some teachers are unwilling to activate the classroom atmosphere, and do not know how to activate the classroom atmosphere, Afraid of being unable to accept a single occurrence, it has formed an indoctrination style of education. Students listen obediently to the teacher's lectures, and after the entire class, the teacher speaks more, while the students speak less. In the classroom, the teacher is singing a monologue, while the students below are as calm as a stagnant pool, passively accepting knowledge, lacking teacher-student interaction, and the classroom atmosphere is dull, resulting in a split between teaching and learning, which is on the opposite side. The teaching effect can be imagined. Therefore, teachers must change this traditional educational concept, establish an active classroom atmosphere, and make students the masters of learning. Teachers can set up interesting, challenging, and suspenseful situations to stimulate students' participation and liven up the classroom atmosphere. Students develop cognitive conflicts under suspense, develop a desire to explore questions, and consciously think, analyze, and solve problems. The teacher encourages students to speak up boldly, organizes discussions and studies, and creates an active classroom atmosphere that stimulates students' thinking and sparks inspiration.

5.2 Using multimedia

Multimedia teaching has become an essential part and element in teaching activities. In classroom teaching activities, teaching by utilizing multimedia technology, teachers have made teaching forms and methods flexible and diverse, completely changing the monotonous and rigid classroom teaching methods of the past. By organically combining multimedia technology with English classroom teaching, vivid and interesting teaching forms stimulate students' interest in learning, thereby improving the effectiveness of classroom teaching. Teachers

can search for corresponding pictures, match them with suitable background music, and create slides to allow students to truly and vividly experience the salvage process, making their memories more profound.

5.3 Teachers should establish prestige

Teachers should establish their authority among students and ensure their leading role. The first step in establishing prestige is to love students. Only by loving students can we meticulously care for their growth and make every effort to educate them well. The first impression a teacher gives to students has a significant impact on the formation of a teacher's authority. The introduction of classroom teaching is very important. A humorous story, a pithy quote, and a poem recitation can quickly bring students into the context of English learning and establish a good start for their learning.

5.4 Create learning situations based on the characteristics of students' psychological needs

Based on the characteristics of students' psychological needs, teaching can be mainly carried out by asking and discussing questions. An inspiring question is the 'trigger' of thinking, which not only meets the needs of students to acquire knowledge and exchange ideas, but also makes them feel like masters of learning, creating a positive learning atmosphere in the classroom. In the teaching process, the teacher should be a skilled director who can guide students to stimulate their potential and fully utilize their respective knowledge reserves.

Teachers should be prepared to understand the work, while scientifically inspiring students to discuss, seek common ground while reserving differences, and further deepen their understanding of the work, in order to better optimize the English classroom atmosphere, improve the effectiveness of English classroom teaching, and maximize the realization of teachers' teaching intentions. From a psychological perspective, students have characteristics of curiosity, questioning, love for beauty, and liveliness. As a teacher, we should think more about these aspects and fully leverage the role of students' non intellectual factors in learning[5]. Teachers should create a classroom questioning method that integrates learning and play in the classroom, allowing students to learn through play and play through learning. There are many ways to create problem scenarios in the classroom. Teachers can choose appropriate methods based on the actual situation of their class students, providing specific content, lively forms, novel and moving things, and expressing them in appropriate ways, so that students can truly experience the joy of it.

6. SUMMARY

A good classroom atmosphere can promote effective interactive activities between teachers and students, enabling both teachers' teaching and students' learning to achieve the best results. Primary school students are naturally lively and active, with limited attention span, making it particularly important to create a good classroom atmosphere. If the classroom atmosphere is not suitable, presenting a negative and dull situation, students' thinking feels suppressed, suffocating the spark of wisdom, and lacking enthusiasm for learning. On the contrary, if students have high learning emotions and exhibit optimal intellectual activity, they can fully demonstrate their learning enthusiasm. Creating a good classroom atmosphere can enhance students' interest in learning, enable them to learn passively and actively, and improve teaching effectiveness. So if teachers want to stimulate students' enthusiasm for answering questions, they must create a good classroom atmosphere, which can stimulate students' interest in learning and enable them to actively and actively participate in questioning activities. While striving to liven up the classroom atmosphere, attention should also be paid to maintaining classroom discipline to avoid affecting teaching effectiveness due to individual student violations. Teachers should have a good and stable mood before class, and enter the teaching role as soon as possible to form a relaxed and active atmosphere.

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