

Application of Positive Psychological Suggestion in College Teaching

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Abstract. Psychological suggestion focuses on the influence of unconscious mental activity on a person's behavior and thoughts, which can be seen everywhere in real life. In terms of many problems existed in college education today, such as students' lack of learning enthusiasm, boring classroom atmosphere and single teaching methods, this paper discusses the impacts of positive psychological suggestion on college teaching and student development from the perspective of psychological suggestion, and explores how to use psychological suggestion to improve the current teaching situation.

Introduction

In daily life, we often have consciously or unconsciously accepted and created psychological suggestion. The impact it brings is not significant in the short term but large in the long term. This is why people differ in personality and behavior with more and more uniqueness and individuality with the age increasing. In one's life, the university period is energetic, but it is also a time when students begin to face many trials and puzzles, making the role and influence of psychological suggestion become more obvious. As a special social group, college students have some problems in adapting to a new environment, adapting to a major, dealing with interpersonal relationships, and choosing a future career, etc. Due to lack of social experience, college students are vulnerable to various factors and thus have negative psychological suggestion [1]. The two main groups that students can contact in school are classmates and teachers. For students facing many unknown factors, teachers play a direct and profound role. The speech and behavior of teachers in the classroom will subconsciously change the students' learning attitudes, self-position, and even values.

According to Socrates, "Education is not the filling of a vessel, but the kindling of a flame". This is very similar to Lao-Tzu's idea that "teaching one to fish is better than giving him fish". Both reflect on the nature and goals of education, expressing a viewpoint, that is, education should be assisted and motivated as a way to shape independently-thinking individuals.

Since the 1960s, psychological suggestion has been widely employed in teaching. Georgi Lozanov, Bulgarian educationist and medical scientist, believes that traditional pedagogy places too much emphasis on the conscious role in the learning process, limiting unconscious functions, which will reduce the efficiency of students learning and cause their fatigue, which is not conducive to the sound development of students' personality and their physical and mental health. Psychological suggestion can fully mobilize the enthusiasm of the students under unconscious conditions, help them subconsciously strengthen their own recognition, so that they can learn actively and efficiently, and obtain good results. Since the effect of suggestion is related to suggester's prestige, ability and personality and the trust in them, students are very easy to be hinted by teachers. On a low level, the psychological suggestion by teachers can affect the classroom atmosphere. On a deep level, they can change the future development of a student.

However, currently there exists many problems in college teaching and learning, such as

students' improper learning attitudes, low enthusiasm, single teaching methods, and boring classroom atmosphere. Through the rational psychological suggestion, students can unconsciously establish a stable state of mind and their enthusiasm for independent study is aroused, thereby improving the teaching quality.

Influence of Psychological Suggestion on College Teaching

Influence of Psychological Suggestion on Classroom Effect

Classroom teaching is the process of teaching in a relatively stable place. When students and teachers gather in a classroom, their behaviors will affect others. They interact with each other and influence each other. Such emotional state is called the classroom atmosphere, which has a great impact on the establishment of the relationship between teachers and students and determines the students' enthusiasm for participation in teaching activities [2]. The atmosphere in the classroom directly affects the amount of knowledge students have learned and the effectiveness of teaching by teachers. Due to the teacher-directed teaching methods in our country, the classroom atmosphere and the rhythm of class are largely controlled by the teacher. Therefore, the role of teachers in the teaching process becomes particularly important.

When students receive positive suggestions from teachers, such as joyful facial expression, emotive language, and appropriate body movements, they will enjoy the special atmosphere of this class. They will find that the teacher is experienced and knowledgeable and then they are eager to get more encouragement from the teacher, so that they begin to listen to the teacher actively, thus forming an unconscious learning behavior. Some education experts hold that students' unconscious learning is accompanied by conscious learning, which can effectively enhance the depth and breadth of students' understanding of knowledge. Such a virtuous cycle will greatly improve the effectiveness of classroom teaching while improving efficiency.

On the contrary, if students receive negative suggestions from teachers, the situation is the other way round. If teachers teach with tired facial expressions, and they do not interact with the students during the class with little eye contact, the students will feel that the teacher pays little attention to this lesson. The teacher does not like us, or the teaching content is boring. Therefore, students will whisper, feel drowsy, take a nap, or even skip classes. At the same time, the teacher also receives negative psychological suggestions from the students and thinks that students have little interest in this class. Teachers will become more depressed in that students prefer the entertainments rather than learning new knowledge. In the long run, students and teachers influence each other, creating a boring atmosphere in the classroom, thus inevitably producing bad teaching effects.

Influence of Psychological Suggestion on Students Development

The role of psychological suggestion is not only reflected in the classroom effect. In other words, psychological suggestion exerts an influence not only in the field that we can perceive in the present stage, but it also imperceptibly changes a student's character, learning habits, way of doing things, thus affecting their future development.

When given positive psychological suggestions from time to time, students will have a higher degree of self-identity and begin active learning. This kind of psychology will affect many other aspects, so they will become confident, optimistic, and open-minded. In the process of teaching, psychological suggestion is also crucial to encourage students. Unlike encouraging language, psychological suggestion can enable students to feel encouraged by the teacher through an eye contact, thereby enhancing their enthusiasm for learning. For students with good grades or poor foundation, psychological suggestion can exert the encouraging effects. Especially for introverted students, psychological suggestion can better provide them with the power to overcome psychological dilemmas and continuously improve their own learning ability [3].

If a student always receives negative psychological suggestions, for example, the classmates say that he is not smart enough, and the teacher does not always give him enough attention, and he does not get praises when he has a good performance, he will start to agree that he is not excellent and

leaves no effort to change himself. The merits he has but not discovered will be unconsciously hidden, thus he becomes self-abased, passive, and introverted.

From the two cases above, it is not difficult to infer that the former will gain more recognition in the future, and their positive mentality will prompt them to constantly explore their own merits, and then they could obtain more resources and opportunities; while the latter will be in a negative state of mind for a long time, feeling that they do nothing well, being increasingly afraid to challenge themselves, and finally end up living in an ordinary life.

Given that good psychological suggestions can bring such a huge power, it is a good way for colleges and universities to introduce positive psychological suggestion in teaching process to improve the teaching quality.

Application of Positive Psychological Suggestion in Teaching

Teachers' Suggestion as a Role Model

Teachers usually represent the authority, so their language and behavior have a great influence. When students receive encouragement or praise from teachers, their ecstatic emotion amplifies this positive psychological suggestion, making them be willing to do it better. Meanwhile, teachers have great images in the eyes of students. In the process of students' growth, they play an extremely important role as a model. Successful teachers are good at employing psychological suggestions. Therefore, the primary duty of teachers in educational practice is to set a good example rather than oral instruction. Nowadays, there is a need for creative teachers with high prestige and convincing personality [1]. When teachers set an example in the teaching process, with academic integrity, humorous style, wise insights and kindness, students will be certainly influenced by them and unconsciously push themselves to get better.

Zhang (2016) pointed out that if teachers insist on students doing certain things, then naturally, students often become rebellious, leading to a decrease in learning efficiency [4]. However, if teachers give students certain hints, students will do their best to finish them. This is the basis for the implementation of suggestopedia. So teachers should know students' psychological characteristics during the teaching process, appropriately give them positive psychological suggestions, to help them recognize their merits and correct their shortcomings.

Therefore, an authoritative and noble role model can help students imperceptibly feel the power of excellence, transforming the passive teaching into their self-learning, from which comes positive psychological suggestions.

Classroom Atmosphere Suggestion

Human beings are social animals whose behaviors are very easy to be affected by the surrounding environment, especially students. When a group of peers learn together, they will inevitably compare them to others. As the saying goes, "to keep good men company and you shall be of the number". Newcomb, an American psychologist, points out that when a person sets goals, he will consider the group's goals, principles, and behaviors. The attitudes and behaviors of the group will become the example of individuals, pushing them to be consistent with the group [5].

People living in the environment receive three-dimensional information through their organs, so environmental suggestions have a certain degree of contextuality and multidimensionality. Under non-confrontational conditions, students can successfully accept those suggestions from the environment. The environmental suggestion is a kind of silent education [2]. Therefore, in classroom teaching, teachers should use reasonable hints to mobilize the atmosphere so that those active students can influence some "unmotivated" students, making the latter feel the power of the collective, and then change their negative learning psychology. We should recognize the influence of the collective with an excellent learning atmosphere, which can give all people positive psychological suggestions.

Teachers create an active classroom atmosphere that allows students to interact with each other and give them positive psychological suggestions. Such teaching methods will bring double the results.

Student's Auto-suggestion

Autosuggestion has always been an important part of psychology. Émile Coué, the “Father of Autosuggestion”, proposes that people could get incredible power through autosuggestion. As long as they master it, they can do everything within their reach. For a student, whether the suggestion is from a teacher or from a classmate, it will be eventually transformed into his autosuggestion. Therefore, autosuggestion is the ultimate way in which psychological suggestion can affect a person. In other words, if a person is inherently confident and optimistic, even if he receives a negative psychological suggestion from the outside, he can still face it; but if he always keeps the negative psychological suggestions, no positive suggestion can change him.

Therefore, teachers should teach students to learn positive autosuggestion, not to think negatively and talk about pessimistic things, but to have self-confidence and expectations for future, and to think in different ways. In the face of difficulties, students have to comfort themselves rather than blindly suggest that “I am really out of luck”. They should maintain an optimistic attitude. Pygmalion Effect refers to the positive expectation becoming a subjective suggestion. Through imperceptible encouragement, students gradually accept positive autosuggestion and improve their self-expectation. Studies show that effective psychological suggestion can significantly improve students' learning motivation and self-efficacy [6].

In the long run, under the guidance of teachers, students can autonomously receive positive suggestions and handle negative ones. Only in this way can they think independently and stimulate their potentialities, so that the ultimate goal of teaching can be achieved.

Conclusion

The teachers must thoroughly understand the psychological suggestion which is a “double-edged sword”, pay attention to the important role of positive psychological suggestion in college teaching, and apply the positive psychological suggestion to inspire students' thirst for knowledge and self-motivation, and to enhance their courage to overcome all difficulties, and guide them to give play to their advantages and find out their potential capacity. Based on these requirements, this paper, from the perspective of psychological suggestion, makes an analysis of its influences from two aspects: classroom effect and student development. In view of students' lack of learning enthusiasm, boring classroom atmosphere and single teaching methods, teachers should use positive psychological suggestions to promote students' personal development by teachers' suggestion as a role model, active classroom suggestions, and students' auto-suggestions.

It should be noted that attention should be paid to the timing and frequency of psychological suggestions, to avoid students' antipathy caused by overuse which will leads to the failure of psychological suggestion. Therefore, college teachers should design and create differentiated and targeted psychological suggestions for students in need of help according to their own characteristics.

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