Connotation, Structure and Optimization Strategy of Teaching Sensitivity

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Abstract

Teachers’ teaching sensitivity is a process of being direct and sensitive to educational phenomena in specific teaching situations, grasping the opportunity of education and responding in time. Teaching sensitivity occurs in specific educational situations. Teachers’ sensitivity to educational resources, educational objects, etc. lies in teachers’ teaching wit and educational wisdom in applying professional knowledge and theory. Its composition is obviously complicated. As far as the content dimension is concerned, teaching sensitivity can be divided into different contents and categories, including moral sensitivity, emotional sensitivity, cultural sensitivity, and action sensitivity. Teachers’ sensitivity optimization strategies explore more appropriate training methods from different dimensions. This research method was used in this research is a qualitative study of library research that focuses on books and other documents. The type of research used was qualitative. The cultivation of teachers' educational sensitivity will prompt them to constantly check, examine and demonstrate the logic, rationality, and educational nature of educational behavior in their own educational and teaching practice. Once teachers' educational ideals and values are examined and confirmed in real life, the essential significance of education and teachers' personal values can be realized. While having teaching sensitivity, teachers should also focus on improving their "wisdom" aspects in teaching, so that they can have both "wisdom" and "wisdom" in teaching life. It is not a simple matter of a day or two to improve teachers' teaching and practical wisdom. Teachers need to break free from the shackles of old and old teaching habits, and on the basis of maintaining a high degree of sensitivity, turn knowledge into wisdom, and express the essence of their teaching work in a professional and practical form.

Keywords: Teaching Reflection, Teaching Sensitivity Strategy

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INTRODUCTION

Most front-line teachers often notice that their existing experience literacy, skills and various theoretical knowledge can't meet the needs of their daily educational activities, and the knowledge and experience imparted in universities can't be directly used in education and teaching. Practice has proved that the traditional pre-service teacher education system of "using knowledge to guide practice" cannot fully meet the needs of teachers' professional development, and there is always a gap between knowledge and practice that is hard to overcome. In theory, teachers' teaching students in accordance with their aptitude and persuasion can make every child learn well. But in practice, "teaching all students well" is not something that all educators can do. Teachers enter primary and secondary schools from universities and change from students to teachers. At first, they are full of ambition, but in the process of education, they gradually feel powerless, and theoretical knowledge can't completely solve the education problem. In the day-to-day teaching activities, many teachers gradually develop a sense of job burnout, and teachers' professionalism and innovative thinking are frustrated. The reason is that, from Max Van Manen's point of view, there is a pedagogic problem, that is, the realization of our pedagogic intention is beyond our grasp. On the one hand, our influence is sometimes not strong enough; on the other hand, it is sometimes more profound than we expected. If teachers can always keep a sensitive heart and have a language of pedagogy, is it easy to explore this "educational intention"? This is also an important accomplishment for teachers to change from "pedagogue" to "intelligent teacher" and "educator", and it is also the call of teachers' professional development today (A. C. M. van Manen, 2006; M. van Manen, 2008).

The connotation of teaching sensitivity

The sensitive English cognate "Sensitive" comes directly from the medieval Latin "Sensivus", which is translated as "Perceptible", and then in 1816, it derived the meaning that spiritual feelings are easily influenced. "Sensitive" refers to being sensitive and quick to external things. Sensitivity is not innate, but needs to be built on a solid knowledge base and rich learning experience. As the name implies, "sensitivity" is a state and measure of the subject's feelings, indicating the degree and state of sensitivity. In daily life or psychoanalysis, sensitivity is considered to care about the feelings and changes brought by details and be good at amplifying them, and then respond accordingly (M. van Manen, 2008). For this reason, sensitive people are more delicate and thoughtful, and have strong insight. A sensitive person is always good at and willing to discover some details that others ignore. Everything is difficult in the world, and it must be done easily. Great things in the world must be done in detail. Starting from the subtleties, we can perceive other people's emotions and states. When teachers are in the educational situation, they need to understand and empathize with students' situation. Therefore, being sensitive to teachers is like a duck to water.

Fan Nan thinks that educational sensitivity is "having common characteristics with wit and general communicative wit, but he has his own moral integrity." He regards practical knowledge such as "educational sensitivity" and "educational wit" as the language of pedagogy, which is manifested in
his insight into the communication situation between teachers and students, his grasp of educational opportunities and his concern for educational objects. The sensitivity of teaching narrows the scope to the teaching environment and pays more attention to the teacher-student interaction of teachers in specific teaching situations (M. van Manen, 2008).

Teaching sensitivity is not the simple addition of teaching and sensitivity, but the internalization of sensitivity in teachers’ teaching process, which becomes the intrinsic character of teaching. Teachers' teaching sensitivity is teachers' keen insight and understanding of educational phenomena in specific situations of teaching activities, and it is a psychological state and internalization process of feeling and understanding. Specifically, teachers' teaching sensitivity is a process of being direct and sensitive to educational phenomena in specific teaching situations, grasping educational opportunities and responding in time. As far as the scope is concerned, it is the teachers' sensitivity to knowing, feeling and doing in the teaching process, which lies in the teachers’ teaching wit and educational wisdom in applying professional knowledge and theory. As far as the object is concerned, it includes not only learners but also teachers themselves.

In teaching activities, a professional and skilled teacher with teaching wit must have professional affection such as teaching sensitivity. Teaching sensitivity is the only way for teachers' professional development, the embodiment of teachers' professional competence and the concrete symbol of intelligent teachers. In today's society where the educational model is developing rapidly and information is exploding and fragmented, the connotation of teaching sensitivity is also constantly changing. Contemporary society calls for "reflective practical teachers", "intelligent teachers" and "self-developing teachers" … all of which cover the quality of teaching sensitivity. Both novice teachers and experienced old teachers need to constantly study, reflect, practice again, reflect again and improve their own abilities, so as to adapt to the ever-changing educational situation and social environment, lay the foundation for lifelong learning and move towards a learning society (Huái, 2018).

The specific content of teaching sensitivity

The content of teaching sensitivity refers to the sensitivity of teachers in different dimensions and perspectives in the professional development stage. Teaching sensitivity can be divided into cultural sensitivity, emotional sensitivity, moral sensitivity and action sensitivity because the teaching process is always influenced by classroom atmosphere and teacher-student interaction.

Cultural sensitivity

Cultural sensitivity in teaching means that in classroom teaching, teachers maintain a moderately awakened psychological and physiological state to the cultural ecology constructed by teaching resources such as teachers, students and textbooks used. Cultural sensitivity is the first step of teachers' teaching sensitivity. Sensitive categories mainly focus on their own and students' mastery of knowledge and skills, their own and students' external behaviors, etc. Specifically, at this time, teachers will pay more attention to their own knowledge accumulation, explain whether there are any
mistakes in knowledge points, whether teaching manners are appropriate, whether students have mastered knowledge points, students' facial expressions and so on. Teachers' cultural sensitivity in classroom teaching is firstly teachers' keen awareness of their own individual cultural traditions and the adult culture they represent. Secondly, it is the keen perception, empathy understanding and critical analysis of students' individual cultural traditions from different social strata and the minor culture they represent. Thirdly, it is to be keenly aware and cautious of the social dominant culture loaded by teaching materials, teaching references and other teaching resources used in teaching (Zhang & Han, 2021).

The specific content of teaching sensitivity

Teacher's emotional sensitivity refers to the cognition and awareness of students' emotions after the teacher cares about himself, that is, on the basis of cultural sensitivity. Emotion awareness, as an emotional cognitive skill, refers to "the ability to identify and describe emotions of oneself and others", which is of great significance to individual's physical and mental health and social adaptation. Teachers' emotional awareness has distinct professional characteristics, including not only the ability to identify and describe their own emotions, but also the emotions within and among students, and even the ability to identify and describe emotions such as teaching content and teaching environment. It is the basis for teachers to implement emotional education. First of all, emotional awareness is the basis for teachers to maintain positive emotions. Only by correctly identifying and describing the emotions experienced by ourselves can we effectively analyze the causes of them, and then re-recognize and evaluate the emotional stimuli, so as to adjust our emotions and maintain a positive and optimistic attitude. In this way, we can properly deal with life troubles outside of teaching, calmly deal with sudden teaching events such as students' "banter", "avoid" or overcome job burnout, devote ourselves to education and teaching, keep a happy, full and exciting emotional state, and be "willing to stay on the platform for three feet".

The specific content of teaching sensitivity

Troy D. Sadler pointed out that individuals must be sensitive to the moral meaning of moral events or situations in order to facilitate moral reasoning or moral action (Sadler, 2004). Teachers' moral sensitivity refers to a characteristic of teachers' necessary response to students' physical and mental needs or performances. These needs or performances of students, whether explicit or implicit, are very important messages that need teachers' response urgently. Teachers need to be aware of them and take appropriate actions to deal with them based on them, thus causing positive changes of students and promoting teachers' self-development. Compared with general moral sensitivity, teachers' moral sensitivity has richer connotation, is sensitive to the moral attributes and moral purposes of education, and is timely, three-dimensional, prudent and comprehensive. It includes not only the awareness and correct explanation of moral elements in the educational situation, but also the moral judgment of possible behaviors in the situation, including the awareness of possible moral education opportunities in non-moral situations. It is possible to predict not only the timely moral
behavior of teachers, but also the delayed moral behavior of teachers. It is not only a "one-off" stress to the educational situation. Reason is a deep recognition of the moral value of a complete education process.

**Action sensitivity**

"Behavior" in teaching is not only the behavior of teachers in classroom teaching, but also the concrete interaction between students and teachers, and also the performance of teachers' teaching wisdom in teaching situations. Teachers' action sensitivity means that the generation of teachers' teaching sensitivity depends on the specific teaching situation, which is reflected in the behaviors that teachers take on the basis of perceiving the teaching situation, and condensed into the specific behaviors of teachers. First of all, teachers are exposed to complex and diverse teaching situations and have corresponding psychological reactions, so that teaching sensitivity can be generated. Secondly, teachers directly face the actual teaching situation and solve the problems and difficulties in teaching practice, which reflects teachers' intuitive reaction and critical reflection in the face of teaching situation. Teachers deal with practical problems according to personal life experience, personal ways of doing things and subject knowledge internalized into teachers' personal qualities, so that teaching sensitivity can be refined. Finally, teaching is what teachers use practical wisdom to give to each one.

Teaching situations are created on the spot with educational significance, emphasizing that teachers should "make appropriate actions to the right people at the right time and place", that is, highlight the sense of "here and now", create teaching wisdom by paying attention to teaching situations and grasping opportunities, and sublimate teaching sensitivity.

**METHODS**

This study is a qualitative study of library research that focuses on books and other documents. The type of research used was qualitative, i.e. research that yielded instructional sensitivity training strategies. For qualitative research, descriptive analysis is necessary. Descriptive analytical methods provide clear, objective, systematic, analytical, and critical descriptions and descriptions of training strategies for teaching sensitivity. Qualitative methods are based on the initial steps taken by the collection strategy, followed by classification and description. As library research, data sources will be presented as follows: (1) Primary sources are references used as primary sources for research references. (2) Secondary sources are supporting and supplementary references to primary sources. In this study, secondary sources were very relevant books.

**RESULTS AND DISCUSSION**

**The Training Strategy of Teaching Sensitivity**

**Cultural consciousness: to stimulate teachers' motivation to construct multicultural understanding.**

Carrying out the cultural consciousness at the subject level and cultivating the correct cognition and strong emotion of all ethnic groups, regions and their cultures are the sufficient
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conditions to promote their own cultural sensitivity, and the first premise to construct teachers' cultural sensitivity (Tirri & Springer, 2019). Only by having a deep understanding of the relevant cultural roles in the classroom, can teachers’ pay attention to cultural differences in the teaching process and make corresponding teaching adjustments according to cultural influences, so that the cultural psychology and habits generated by the cultural background of students in different living environments can become the resources for students' growth, and promote the cultivation of ethnic students' cross-cultural ability based on their own cultural roles.

Cultural interaction: build a cultural bridge between home and school and between teachers and students.

The cultural sensitivity of teaching requires teachers to build a bridge between school culture and students' family culture. Home-school relationship should be a kind of partnership, not just teachers guiding parents to "export culture", but more importantly, cultural "two-way communication". Teachers should try their best to absorb the advantages of different family cultures into schools and classes, and promote more dialogues and exchanges between parents of students with different cultural backgrounds on educating their children (Garcia, 2021).

Teachers can understand the cultural differences in the teaching process by evaluating children's learning activities and their own educational activities, so as to constantly improve and improve their own teaching methods.

Emotional sensitivity training methods

Emotional awareness, as the basis of emotional intelligence, can not only express a kind of ability, but also be called a psychological process. From the perspective of perceived objects, emotional awareness can be divided into two categories, namely, awareness of their own emotions and awareness of students' emotions. Emotion awareness is mainly used to answer "what is emotion", which is the first step of emotion management. Only when teachers know clearly what kind and attribute of emotions they are experiencing, can they better manage their emotions, instead of being influenced by them (Abiodullah & Aslam, 2020; Packard et al., 2021). Classroom teaching should not only attach importance to imparting knowledge and skills, but also pay attention to the cultivation of personality and emotion. However, the effective adjustment of bad emotions should be based on the basic emotion theory and the basic situation of actual emotions. Therefore, teachers should continue to learn cultural knowledge and emotion theory while carrying out education and teaching practice, so as to improve their cultural literacy and moral cultivation, so as to better understand students. In the process of classroom teaching, teachers should adjust their own thoughts and adopt scientific means and effective methods to alleviate students' bad emotions. For example, whenever bad emotions appear or are about to appear, teachers should rationally think about how to avoid harm to students and reduce the adverse effects on this course teaching, so as to prevent or control the generation of bad emotions.
Emotion regulation: improve teachers' emotional understanding and expression ability.

The result of emotional awareness is to make teachers aware of what emotions they are experiencing, and then emotional understanding is to make teachers further think about why they have such emotions. Therefore, emotional understanding is the ability of teachers to understand the emotions of themselves and others. Teachers’ emotional expression refers to the external reactions (verbal and non-verbal) that teachers’ inner emotional experience is expressed directly without adjustment or after adjustment in the process of classroom teaching. Teachers’ emotional expression will not only affect the emotional expression of colleagues or students through infection function, but also affect the construction of interpersonal relationship between the emotional expressor and colleagues and students around him. Therefore, in the process of emotional management, teachers should learn to express their emotions in a reasonable way without hurting themselves and others.

The cultivation dimension of moral sensitivity

Compassion can help teachers better understand and predict students’ emotions and behaviors, stimulate altruistic and cooperative behaviors, and realize the establishment of harmonious and warm relationship in interpersonal communication. Fan Nan mentioned: "Being compassionate means being able to distinguish subtle differences in children's voice, movements, eyes and demeanor. With compassion, what kind of experience we feel, and what kind of mood he is in. " Teachers need to correctly grasp and abide by the relationship between people, pay attention to students' emotional feelings, and help students get out of their thinking predicament by detecting, distinguishing and understanding in specific situations(M. Van Manen, 2017). Teachers can stimulate their moral sensitivity and make moral imagination through moral narration. "Things" include classic stories, adapted true stories, imaginary events in thought experiments, etc., and cultivate moral sensitivity around the construction of moral scenes and the tracing of moral values. In the virtual scene, it is necessary to make clear the emotional tendency, love and hate clearly, and at the same time, look at people and things in all directions, and not confuse individual feelings with vague emotions. In addition, emotions need to be revealed and expressed appropriately, such as through communication, which can not only strengthen cognition, but also correct incorrect emotional tendencies in a timely manner.

Moral understanding: the change of teacher training mode is the only way for moral sensitivity.

Teachers' professional training should change the indoctrination mode of traditional trainers' "one word", and should fully communicate and discuss, so as to give teachers the opportunity to express their own experience. Through the teacher's "self-education narrative", the trainer helps the teacher to constantly clarify the structure of moral sensitivity in terms of time, situation and content, and further "revise" his moral sensitivity on the basis of being aware of his moral sensitivity (A. C. M. van Manen, 2006; M. Van Manen, 2006). Teachers' moral sensitivity includes both the overall level and the structural balance. In a sense, the process of improving teachers' moral sensitivity is the process of "restructuring" moral sensitivity among various moral themes. Teachers should guide
teachers to have cognitive conflicts in mutual communication and discussion, and promote teachers' moral sensitivity with emotion and reasoning.

Based on practice, seek self-development

Seeking independent professional development is the fundamental way for teachers' professional growth, and it is also a sensitive line for teachers' teaching. Is the fundamental way to improve (Manktelow, 2014). Only teachers constantly seek self-development in practice and actively participate in the view of professional activities, carry out case analysis and special discussion, constantly improve the existing teaching concepts in practice. Only by integrating ideas with actual behaviors can we achieve substantial professional growth, driven by teachers' autonomy consciousness, Professional development is the active development of teachers. Teachers are conscious of the responsibility of professional development and will develop their own professional development. As the object of reflection, it is constantly updated through self-reflection, self-design, conscious implementation and conscious adjustment. Own internal professional structure and accomplishment (Ugur, 2015).

Based on practice, seek self-development

Teachers' reflection on their own practical experience can deepen their understanding of educational situation and problems, and improve their sensitivity of analyzing and solving educational problems. Teachers' reflection on the theoretical assumptions, knowledge bases and ethical values behind educational phenomena, educational problems, educational situations and educational behaviors, the ideological, social and value implications of educational behaviors, and the educational significance of educational situations and actions, etc., will deepen and sublimate their practical experience, enhance their understanding of teaching significance and essence, generate teachers' educational sensitivity and consciousness, and show certain educational appropriateness and wisdom.

Teachers' teaching sensitivity reflects teachers' understanding and thinking about educational life. The cultivation of teachers' educational sensitivity will prompt them to constantly check, examine and demonstrate the logic, rationality and educational nature of educational behavior in their own educational and teaching practice. Once teachers' educational ideals and values are examined and confirmed in real life, the essential significance of education and teachers' value pursuit can be built on a more solid foundation, and the significance of education and teachers' personal values can be realized (M. van Manen, 2008).

CONCLUSION

The teacher's practical wisdom emphasizes the individual's perception ability and comprehensive ability on the basis of practice. This is a comprehensive ability to make decisions intuitively and swiftly when faced with problem situations in educational and teaching practice. In order to obtain practical wisdom, it must be rooted in practical activities, tempered, accumulated and precipitated in practice. This requires teachers to have abundant resources in re-education and
teaching only as a backing. At the same time, they must learn to express their own charm with the help of language, continuously conduct intuition training, improve their sense of humor and art, pay attention to application, and know how to control the classroom, which will affect both teaching and students’ positive influence. While having teaching sensitivity, teachers should also focus on improving their "wisdom" aspects in teaching, so that they can have both "wisdom" and "wisdom" in teaching life. It is not a simple matter of a day or two to improve teachers' teaching and practical wisdom. Teachers need to break free from the shackles of old and old teaching habits, and on the basis of maintaining a high degree of sensitivity, turn knowledge into wisdom, and express the essence of their teaching work in a professional and practical form. As a teacher, being able to be on the same level as the child, to be able to look at each other equally, and to understand the child's eyes and heart, this relationship should be the most basic of education. Teachers should communicate with children in the spirit of their hearts and take every child's feedback with their hearts. Every teacher is a simple educator. In their daily education and teaching experience, by learning theory and practicing reality, they form their own personal theoretical and practical knowledge, which is the basis for all their decisions and actions in the process of getting along with children, and also constitutes their education. The basis of learning understanding. One day, when all teachers can act with immediate reaction and intuition in the trivial things of daily life, and show their concern and knowledge in a unique way, this may be the teaching of sensitivity and the pursuit of wisdom. The performance of teaching life.

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