

# *Research on Strategies for Strengthening Emotional Education in High School Chinese Classroom Teaching*

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**Abstract:** In the education and teaching work of high school, Chinese language teaching has always been a very important part. In the past, when conducting high school Chinese language education and teaching work, too much emphasis was placed on cultural quality and the teaching of Chinese language knowledge, while neglecting the emotional stimulation and cultivation of students. However, with the continuous development and progress of society, in the process of teaching Chinese, high school Chinese teachers not only need to impart Chinese knowledge to students, but also cultivate good emotional literacy among high school students to ensure their better growth and development.

## **1. Introduction**

In recent years, great changes have taken place in the education and teaching of high schools, especially in the language discipline. Under the background of emphasizing the combination of humanistic quality and scientific knowledge, in the teaching process of high school Chinese, strengthening the ideological and emotional education of students has become an inevitable trend in the development of language education and teaching. In the process of Chinese learning, if students can fully express their thoughts and feelings, and achieve ideological and emotional resonance with the author, they will be able to stimulate students' learning enthusiasm to the greatest extent, and also help students' growth and development.

## **2. Reflection on emotional education in high school Chinese classroom**

Thought and emotion are subjective experiences of human beings towards objective reality, which are accompanied by changes in whether objective things can meet the needs of the subject. Thought and emotion can also reflect the connection between the subject and objective things. In addition, thoughts and emotions are also the fundamental driving force for people to continuously learn and work, which can have a very important impact on their thinking and actions. For example, if a person has a great passion for their career and loves their job, they will fully utilize their creativity and imagination in the process of work, and then make some achievements.[1]

In the process of growth, people often generate various thoughts and emotions, and for high school students, they are in a period of rapid psychological and physiological development. During this stage, students' emotions are often strong and easily influenced by emotions.[2] Garnard once proposed the viewpoint of introspective intelligence, pointing out that emotions are not only a human ability, but

also a cognition of the subject's own experience. In the education and teaching of high school Chinese, teachers provide ideological and emotional guidance to students, which can help them better adapt to various teaching activities, cultivate better emotional qualities, and cultivate a positive and upward emotional attitude. This has extraordinary significance for the growth and success of students. Usually, high school students can develop a social character of respecting others after receiving ideological and emotional education, while also improving their ability to control their own emotions, better experiencing life and feeling society, and thus developing a more independent and healthy personality. Ideological and emotional education should be included in various educational activities, and carrying out ideological and emotional education in schools usually has a certain degree of organization and purpose. For schools, it is not only important to pay attention to what knowledge students have mastered, but also to attach importance to students' ideological and emotional education. This helps to promote a positive sense of cooperation between teachers and students, as well as between classmates, and avoid students being separated from society.[3]

### **3. The current situation of emotional education in high school Chinese classroom teaching**

In the actual teaching process, some teachers still have the concept of exam oriented education, overly pursuing the improvement of students' scores, and neglecting the cultivation of students' thoughts and emotions. Over time, students will develop a certain degree of aversion to learning, and learning efficiency will also show a downward trend. This will seriously hinder the healthy development of students' physical and mental health, leading to one-sided development of students and other situations. However, if teachers only pay attention to the teaching of Chinese knowledge in high school Chinese classroom teaching, the humanistic charm of the Chinese subject will be greatly reduced.[4] At the same time, students will gradually lose interest in Chinese learning. Some high school Chinese language teachers often repeatedly and extensively train students' exam taking skills in the process of Chinese language classroom teaching. Long term repetitive and tedious technical training and excessively heavy academic burden can make students lose contact with some articles with both literary and aesthetic qualities, as well as the opportunity to read, communicate, and think with beautiful texts. This will make it difficult for high school students to truly improve their Chinese literacy.

In high school, ideological and emotional education for students often requires Chinese language teachers to have high emotional literacy. This not only requires teachers to have solid Chinese language skills, but also requires Chinese language teachers to have relatively noble sentiments and a constantly innovative teaching awareness. However, at this stage, it is affected by various factors. By observing the Chinese classroom teaching in high schools, we can find that in addition to the remnants of the concept of exam oriented education, some Chinese teachers in high schools have low teaching levels and poor emotional literacy. Some Chinese teachers in high schools also have corporal punishment or fines against students, and the existence of these bad acts often leads to students' aversion and resistance to the Chinese discipline.

### **4. The foundation of emotional education in high school Chinese classroom teaching**

The high school stage is a crucial stage for human growth and development, as well as an important period for the initial formation of worldviews, values, and outlook on life. During this stage, when providing emotional education to students, it is first necessary for Chinese language teachers to have a full understanding of the development laws of students, and secondly, to have an overall grasp of Chinese language teaching content, in order to provide better emotional education for students.

High school is often a golden period for students' memory, cognition, and innovation. During this period, students tend to pay attention to some social hot topics and think and criticize them. However,

students' critical thinking ability is not yet mature, which often leads to conflicts and confusion when thinking about life issues. In addition, students in high school also have certain implicit emotions, and they are more inclined to self-regulation. They often have a certain resistance and avoidance towards teacher intervention. This requires high school Chinese language teachers to fully grasp and understand students' ideological and emotional states when conducting ideological and emotional education in Chinese language classroom teaching, in order to lay a good ideological and emotional foundation for effectively carrying out various Chinese language education and teaching activities.

The subject of Chinese has a very strong ideological and emotional nature. If there is no ideological and emotional nature, literary works will also lose its soul. Therefore, when teaching Chinese in high school, teachers need not only to stimulate students' ideological and emotional, but also to guide students to analyze the ideological and emotional content of the article, so as to help students gain emotional resonance with the article. Only when students' thoughts and emotions resonate with the thoughts and emotions contained in the article can they delve deeper into the article and gain more understanding and insights.

As is well known, the newly compiled Chinese language textbooks used in high school include many famous literary works from ancient and modern times, both of which are the crystallization of the author's thoughts and emotions. For example, Zhu Ziqing's *Moonlight over the Lotus Pond*, Ru Zhijuan's *Lily*, Mao Zedong's *Qinyuan Spring · Changsha*, Qian Zhongshu's *Border Town*, Tie Ning's *Oh, Snow*, etc., while Yu Dafu's *Autumn in the Old Capital* is one of the typical examples. This article highlights the author's strong love for his hometown and also expresses his deep feelings for the old capital. When learning this article, teachers should focus on inspiring students to resonate with the thoughts and emotions contained in the article, so that students can fully stimulate their patriotic emotions while feeling Yu Dafu's strong love for their homeland and deep feelings for their hometown.

## **5. Emotional education strategies in Chinese classroom teaching**

Ideological and emotional education should always be integrated into Chinese language education and teaching. In actual teaching work, if students lack concentration or remain indifferent, it will hinder emotional education. Therefore, teachers should actively adopt different emotional education methods in Chinese language classrooms to help students gain a better experience of ideological and emotional education.

### **5.1. Infiltration and reflection of emotional education in teaching content**

As educators know, students often better release their thoughts and emotions in a relaxed, comfortable, and enjoyable learning environment, and can also have a certain impact on their classmates. In the Chinese language classroom of high school, teachers need to not only combine the content of textbooks, but also be close to students' actual lives. The methods used for emotional teaching should also be easy for students to accept. However, due to certain differences between the articles in Chinese language textbooks and students' actual lives, regions, time, etc., if teachers do not lay the groundwork and directly carry out emotional education, it often leads to difficulties for students to incorporate the inherent thoughts and emotions in the textbooks, and even causes students to have a certain degree of resistance. Therefore, teachers can try to use different methods in the classroom, focusing on infecting students' emotions, so that students can be fully touched and the distance between literary works and students can be minimized to the greatest extent. In the process of Chinese language teaching, if teachers only focus on the interpretation of words and phrases in the article, it is easy for students' emotions and thoughts to stay outside the emotions of the article, and the sincere emotions contained in the article often cannot be discovered by students. Teachers should conduct in-depth exploration of the emotions in the article, so that students can have a deeper

understanding of the emotions in the article. This can help students better understand the emotions in the article. For example, in teaching "Qinyuan Spring · Changsha", teachers need to explore the author's creative background story and creative emotions during the lesson preparation process, such as worrying about the country and the people, caring about the world, and changing the world. When teaching, teachers should always grasp the emotional main line of the article, and more importantly, use their passion to infect classmates in the classroom, so that students can fully express their emotions. Teaching 'Artemisinin: A Small Step for Human Conquering Diseases' allows students to experience the unwavering belief and perseverance of scientists in achieving their goals for the benefit of humanity. Through reading the article, students can perceive the greatness of scientific spirit and the charm emanating from scientists; Through Tu Youyou's research on artemisinin in the article, she felt the breadth and depth of Chinese medicine, the great spirit of traditional Chinese medicine research, and then realized the belief in practicing a community with a shared future for mankind. In short, there are many high-quality and beautiful articles in the newly compiled high school Chinese textbooks. If teachers guide students to learn emotionally, it will have a completely different learning effect.

## **5.2. Expanding cultural perspective and emotional fields in extracurricular reading**

When conducting Chinese language education and teaching, if teachers only focus on teaching articles in textbooks, they often cannot carry out in-depth ideological and emotional teaching. At this time, Chinese language teachers need to supplement some extracurricular reading materials in a timely manner. In the process of classroom teaching, teachers are often the guides of the entire classroom teaching activity, and as the main body of classroom learning, students' learning and thinking often follow the guidance of teachers. Some students in this state are unable to express their thoughts and emotions well, which requires teachers to create a good extracurricular reading space for students, enable students to engage in extracurricular reading in a more autonomous and relaxed atmosphere. For example, teachers can encourage students to read online, search for the bravery and responsibility of heroes in martial arts novels, and enrich their experiences in magazines and picture books to activate their insights in classic works. In addition to allowing students to independently choose reading materials in their spare time, teachers can also recommend high-quality literary works related to in class articles. For example, after learning "Thunderstorm", teachers can allow students to read the full text of "Thunderstorm" in their spare time, or watch drama videos of "Thunderstorm". By doing so, students can not only have a deeper understanding of the articles in the textbook, which also helps students to express their thoughts and emotions more fully.

## **5.3. Infiltration and reflection of emotional education in teaching methods**

In order to ensure that high school students can better express their thoughts and emotions in the Chinese language classroom, teachers should process and enrich their teaching language during the teaching process, allowing students to fully express their thoughts and emotions under the guidance of the teacher's vivid and interesting language. Teachers should repeatedly process and refine their teaching language to make it more exquisite and vivid. Through this approach, students can better immerse themselves in Chinese language classroom teaching and actively express their thoughts and feelings in the classroom. In the process of teaching 'Red Candle', teachers can use more passionate vocabulary such as 'awakening, struggle, exploration, and respect', so that students can fully feel the surging passion and the author's strong dedication from the work during the learning process. This helps students develop the habit of paying attention to the fate of their motherland and respecting the heroes of the people, and thus cultivate correct life and values. In addition, teachers can also strive to create a better emotional atmosphere for students by reading aloud, using rhythmic intonation,

appropriate rhythm, natural pauses, and appropriate stress, which also has a positive role in promoting students' expression of their thoughts and emotions.

## 6. Conclusion

In the process of Chinese teaching in high school, teachers should attach importance to the ideological and emotional education of students, so that students can fully express their thoughts and feelings in articles of both quality and beauty, and experience the emotional charm of the language discipline. Teachers can fully display ideological and emotional education from teaching content, extracurricular reading and teaching methods, so that students can get ideological and emotional infection and edification in all aspects of Chinese learning, and improve their own ideological and emotional integrity.

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