

Analysis of the use of emotional education in primary school language teaching

Na Zheng

Hexi University, Zhangye, Gansu, 734000, China

Abstract: The curriculum objectives are designed according to three aspects, namely process and method, ability and knowledge, and affective Attitude and Values, of which the affective objective is the most important component. Nowadays, emotional education in language is still in a weak stage. We should clearly understand the important role of emotional education in the cultivation of talents. We should clearly recognise the important role of emotional education in the cultivation of talents. The direction of language education development is precisely language emotion education, which can promote students' physical and mental health and harmonious development, and cultivate students' noble and moral values. Emotional education in language can promote the healthy and harmonious development of students' body and mind, cultivate students' noble emotions and improve the quality of classroom teaching. In short, language emotion education is the key to the overall development of language teaching. In short, language emotion education is the key point for the comprehensive development of language teaching. In order to implement the essence of the objectives of the new curriculum, improve students' language literacy and promote the balanced and individualised development of students' overall quality, emotional education in language teaching has become an important topic worthy of in-depth study. In order to implement the objectives of the new curriculum, improve students' language literacy and promote the balanced and individual development of students' overall quality, emotional education in language teaching has become an important topic worthy of in-depth study.

Keywords: Emotional; Primary school language; Teaching Implementation; Strategies

1. Overview of developments in affective education

1.1 Emotional Education Theory and Ideology

"The so-called emotions refer to the social psychological mechanisms linked to human needs, and are the attitudinal experiences that a person has about whether or not an objective thing meets his needs and produces an attitudinal experience. It is a reflection of the relationship between objective things and human needs."^[1] In recent years, teaching reform has been gradually strengthened and the concept of quality education has been deeply rooted in people's hearts. However, from another point of view, whether it is the repeated pursuit of students' academic performance in teaching, students' resistance to learning, or the unsuccessful work of moral education, it shows that the current education is embarking on a detour of "only rationalist education". With the advent of the 21st century, the globalisation of information, the globalisation of the economy, and the globalisation of knowledge all show us the world trend of education in the future: emotional education. The relative concept of emotional education is "rationalistic education", or "rationalistic education". The lack of inclusion of emotional development in the series of educational objectives is a concrete expression of this tendency. Intellectual training or only the goal of intellectual training or acquisition only occupies the centre of the series of educational goals; the emotional development of students is ignored, distorted and hindered in the process of education; the relationship between teachers and students is not as clear as it should be. The emotional development of the pupil is ignored, distorted and hindered in the educational process, and there is a lack of normal emotional communication between teacher and pupil. In order to maintain the authority of the educator himself or herself, and in order to achieve purely rational training, the human dignity of the pupil is insulted at will, and the pupil is not treated as a human being with feelings at all. The lack of a set of measures or criteria for evaluating the emotional development of students.

1.1.1 Rogers' Humanistic Theory of Emotional Education

Rogers represents the humanistic view, positive is human nature, positive motivation from their own needs at many different levels, people in the process of constantly meet the needs of "self-realisation", because of the humanistic view. The motivation to be positive comes from many different levels of needs, and people "realise themselves" in the process of satisfying their needs, so the goals of education should be consistent with the needs of individuals. Therefore, the goal of education should be in line with the needs of the individual. According to Rogers, today's world is a world of rapid change, conflict and crisis. Rogers believed that today's world is a fast-changing, conflict-ridden and crisis-ridden world, and that in order to adapt to such changes, "only those who have learnt how to learn and how to adapt to change, only those who realise that there is no reliable knowledge but the process of seeking it, are educated people"^[2]. Rogers advocated that the goal of school education should be to develop creative abilities, to foster independence of character, to adapt to the changes of the times, and ultimately to "make full use of the human being".

1.1.2 Sukhomlinsky's Emotional Education Dynamics

In the eyes of Sukhomlinsky, emotional education is not only a petrol station for students' minds, but also a magic wand for teachers. The scope of emotional education is so broad that all citizens are subject to it, not least school teachers and students. Of course, the focus remains on schoolchildren. According to Sukhomlinsky, emotions are the will, hobbies, needs, moods, interests and so on, which are different from memory, cognition, thinking and other psychological factors, and they are the source of internal psychological motivation. The expression of his devotion of all his emotions to education is the most concise and eloquent self-summary of his educational career.

1.2 Emotional education overseas

1.2.1 Emotional Education in the UK

1.2.1.1 Summerhill Happy Education

Neil, a famous contemporary British educator, founded Summerhill School in 1924. He believed that many schools nowadays only emphasised knowledge learning and neglected emotional education. The guiding principle of Neil's school is: respect for life and respect for the individual. He emphasised that the purpose of education is to adapt to children. The goal of the school is to enable children to learn how to live.

Explained in this example, in order to achieve the highest quality possible. Be advised that papers in a technically unsuitable form will be returned for retying.

1.2.1.2 Education for Consideration

In the 1960s, British schools introduced compassionate education, an approach to moral education that focuses on the development of moral emotions. Its basic idea is to be less evaluative and more caring, believing that moral education should not only analyse rules and prohibitions. Peter McFall, a representative of the practice of compassionate education. He believed that morality depended on comprehension and understanding, and argued that a fruitful education was learning to care.

1.2.2 Emotional Education in the USA

Bloom and others have built on the flourishing development in the United States in the 1960s and 1970s, and further strengthened the development of social-emotional education (SEE). On the basis of the flourishing development in the 1960s and 1970s in the United States, Bloom and others further strengthened and developed social emotional education with richer connotations, whose core contents are flexible problem-solving ability, cultivating reflective ability and creative learning ability. In the United States, emotional education is guided by the categorisation of emotional goals in theory, but in practice, it is guided by vocational guidance. In the United States, emotional education is guided by the classification of emotional goals proposed in theory, and in practice, vocational guidance and counselling are the main focus. It is characterised by the use of specialists to serve students with obvious and special needs. It is characterised by the use of specialists to work with students with obvious and special needs.

1.3 Emotional Education in China

1.3.1 Situation teaching

It was proposed by Li Jilin, a special teacher of Nantong Normal Primary School, in the 1980s. Situational teaching emphasises the interest and mobilises students' positive emotions in order to form the motivation for active development. It advocates that students should learn about the world gradually through actual experience. It advocates the gradual understanding of the world through actual experience. The four main stages of contextual teaching are: fragmentary language training, providing subject matter for composition, aesthetic education, and promoting overall development. Overall development are the four stages of contextual teaching. It is characterised by far-reaching meanings, true forms and deep feelings. The emergence of contextual teaching, on the one hand, is the impact of the traditional indoctrination and closed teaching; on the other hand, he has absorbed the essence of traditional teaching. Nutrition of ancient literary theories, so that contextual teaching has become the main feature of folk. He also drew on the essence of traditional teaching and learning, and made contextual teaching a new primary school language teaching system with the main feature of ethnic contextualisation. In December 1996, Wei Zhicheng wrote a book entitled "Contextual Theory of Language Teaching", which is more general than Li Jilin's research on contextual teaching in practice and more in-depth in theory, and extends from primary school language teaching to primary and secondary school language teaching. It has both theoretical meaning and operational significance. meaning, the operation is also very strong.

1.3.2 Enjoyable education

The primary school attached to Shanghai First Division was directly influenced by Chen Heqin's idea of "living education", and put forward the school characteristics of "pleasant education" in 1985, and formed the idea of further deepening the reform on the theme of "pleasant activities", "happy family life", "pleasant teaching", research and exploration, published "On pleasant education" in 1987 to show the initial results of their reform exploration. With this as the theme, they formed the idea of further deepening the reform and carried out the research and exploration of "pleasant activities", "happy family life", "pleasant teaching", etc., and published "On Pleasant Education" in 1987, which demonstrated the preliminary results of their reform and exploration. Since the 1990s, more than twenty provinces and municipalities throughout China have carried out organised promotion and pilot work at different scales. Nearly a hundred schools and thousands of headmasters and teachers have been actively engaged in the reform practice of pleasant education. The concept of "enjoyable education" has been proposed because of students' boredom with learning and their hard work due to parents' strict demands on their children's learning, inappropriate teaching methods, the one-sided pursuit of higher education rates, and tense relations between teachers and students. Its main features are: in terms of teaching objectives, it stresses the individuality of specific objectives and the consistency of overall objectives; in terms of curriculum, it changes the curriculum and pays attention to the influence of potential courses on students; in terms of teaching methods, it stresses diversified teaching in order to stimulate students' interest in learning; and in terms of education and teaching evaluation, it pays attention to motivational evaluation. Emotional education in China is still in the initial stage, and there is still a certain gap between theory and actual practice. On the other hand, the position of emotional education in the current status of education is still relatively low, and it needs to attract the attention of all aspects of the general concern and attention. As long as we work together, we believe that we will definitely see the bright future of emotional education. Problems in the implementation of emotional education.

2. Problems in the implementation of emotional education

2.1 Over-idealisation of emotional education goals

One of the problems with emotional education in primary schools today is that it is too idealistic in terms of the teaching process and the setting of teaching objectives, neglecting the connection with objective reality. Our schools have long been in the setting of teaching objectives, by the influence of social orientation, to the utilitarian goals to replace the visionary goals, the role of education is limited to the intensification of conflicts in the situation to resolve conflicts, pacify the people's hearts and souls of the tool, the conflict is a big time with a use, the contradiction is not a big time do not pay attention to, so that the education to lose the perfect students' personality, promote the all-round development of the function of the students. At the same time, the emotional education standards and

ideological and political education linked together, for example, we will be in a fairly long period of time, "no benefit to oneself, specialised in benefiting others" as a measure of a person's moral standards, which has too idealistic tendency, this standard for students, too rigid, it would be better to set the goal of respect for teachers and love of school, compassionate. It is more realistic to set the goal of respecting teachers and schools, being considerate of parents, and being helpful, which is a goal that students can strive to achieve. Specific content, emotional education also exists in the tendency of idealisation, moral education objectives set too empty, idealised, in the minds of students after learning to form a tall image, no sense of flesh and blood to speak of, too adult teaching content is not conducive to the acceptance of the primary school students, usually in the classroom, the teacher lectures dry mouth, but the content of the teaching and the lack of the necessary connection with the students' actual life.

2.2 Emotional education ignores student subjectivity

Due to the characteristics of the subject itself, teaching has the characteristics of knowledge, abstraction and ideological education, for the primary and secondary period of students' understanding of certain difficulties, so it is necessary to play the main position of the students in the classroom, and the teacher to establish a two-way communication relationship, active participation in the classroom teaching process, on different points of view, teachers and students can make their own choices, and actively discuss and understand in order to achieve the results of the teaching. Teaching effect. But now the reality of education in China is different from the requirements of the course itself, the current stage of emotional education, students are limited to a supporting role in the status of the teacher can only follow the teacher's thinking to learn, students can not enjoy an equal status with the teacher, can not carry out an equal dialogue with the teacher, the students have some insightful ideas, views often do not meet the expectations of the teacher or to be filtered or be formatted. Teachers' attention surface is also relatively small, can not really pay attention to each student's thinking and learning situation, teacher-student relationship has become distant, this indifferent teacher-student relationship in turn affects the students' positive initiative to play, the cycle repeats itself, affecting the main body of students' learning to play. We advocate the three-dimensional education model of knowledge and skills, process and method, emotional attitude and values, which puts cognition and emotion on an equal footing, and requires schools to do a good job of educating students emotionally while imparting knowledge, so as to achieve comprehensive and balanced development.

But this is not the case in reality. The mainstream thinking of our society is still influenced by exam-oriented education, which still combines the examination for further studies with teachers' teaching ability. Combined with the teachers' teaching ability, but for the cultivation of emotional education but the lack of a unified assessment standard, which results in the vast majority of teacher. This has caused teachers to devote most of their energy to improving students' knowledge level and neglect the cultivation of emotional education. Teachers in the classroom Teachers in the classroom cannot provide students with an emotional education environment, the lack of obvious emotional support, from the teachers themselves, most of the teachers do not really do emotional education. From the teachers themselves, most of the teachers can't really do emotion in teaching, and most of them still emphasise on preaching, light on emotion, neglecting students' own emotional experience. Most of the teachers cannot really teach with emotion, and most of them still emphasise didacticism but not emotion, neglecting students' own emotional experience, making it difficult for students to combine what they have learnt with social facts, and separating emotion from knowledge. The purpose of combining knowledge with emotion is not achieved at all.

2.3 Poor emotional quality of teachers

The acceptance or non-acceptance of the content of education by the recipient depends directly on the overall quality of the subject of education. Therefore, the quality of education practitioners' quality is also a factor to be considered in the lack of emotional education. At the present stage, due to the society's unclear understanding of education purpose of education, there is also a bias in the requirements for teachers, and the level and quality of their teaching is measured by the number of marks they receive. The level and quality of teachers' teaching is measured by the number of scores, so teachers are influenced by this and consciously or unconsciously shift their focus to improving students' scores and results to improve students' scores and results, ignoring the importance of emotional education, and neglecting the teacher's professional ethics and the improvement of teaching standards.

The improvement of teachers' professional ethics and teaching level is neglected, and everything is aimed at test-taking, and some teachers themselves do not understand the real meaning of emotional education. Some teachers themselves do not understand the true meaning of emotional education, do

not know how to educate students in the teaching and how to educate the students and touch the students? This situation is more obvious in some remote and rural areas. This situation is more obvious in some remote and rural areas, the emphasis on teaching is light on educating people, artificially separating teaching and educating people, to complete the knowledge transmission They artificially separate teaching from educating people, taking the transfer of knowledge as the end of teaching activities and the transfer of knowledge as the purpose, neglecting the moral quality and the cultivation of personality of students in teaching activities personality development of students in teaching activities.

3. Strategies for Implementing Emotional Education in Primary School Language Teaching

3.1 Insisting on emotional education for students

Emotional education works throughout the school education and teaching work, and has a profound significance in improving the personal moral quality of students. In recent years, emotional education has received increasing attention as an important aspect of ideological education in schools. The new round of basic education curriculum reform implemented by the Ministry of Education has put forward clear requirements for the country's basic education, defined the three-dimensional goals of the curriculum, and made emotional attitude and values a priority goal. "The new curriculum reform of basic education requires that in the process of education and teaching, it is necessary to pay attention to the education of students, and constantly explore the ideological and moral process to cultivate students' emotional morality." [3] Only by achieving a combination of target-oriented management and dynamic motivation in emotional education can we transform backward students, improve intermediate students and promote superior students. "Actively help young people set up life goals, stimulate students' motivation and ideological awareness, and guide them to overcome difficulties in learning. In response to some erroneous ideas that exist in society, students are guided to think about these ideas so that they can consciously avoid being poisoned by negative ideas." In the process of emotional education of students, teachers should put students on the basis of equal status. Modern educational thought focuses on the subject position of students, and teachers should establish an equal, democratic and harmonious relationship with students. Only when teachers educate students emotionally in the relationship of friends or peers can they gain the trust of students and obtain the Students' love and affection, in order to be able to carry out heart-to-heart exchanges. If the teacher, by virtue of his authority, forces his moral concepts on the students, he will not be able to communicate with the students in a heart-to-heart manner. If teachers rely on their authority to force students to instil their own moral concepts, it will not only hurt students' self-esteem, but also will not achieve good emotional education. The effect of emotional education will not be good.

3.2 Cultivating students' own emotional qualities

Under the influence of the natural environment, physiological environment, family environment, social environment and educational environment, students are prone to bad feelings and psychological disorders. Modern students' lifestyles have changed dramatically, which also brings many difficulties to students' emotional education, and young people are more prone to emotional problems. Teachers should pay attention to the use of theoretical education and image of the combination of specific education for emotional education, not only to enhance students' moral cognition, enrich their moral concepts, but also to make full use of real life in the existence of real examples to infect and sublimate the students' moral feelings. "Teachers can start from the love of parents, love of hometown, love of the motherland and other basic emotions, and gradually sublimated to the responsibility of the motherland, the relationship between the individual and the community, the individual and the country, as well as advanced morality and other emotions". Teachers as students' teachers, but also students' friends, teachers should be based on the different emotional level of students, the use of a variety of emotional conditions, so that students in their daily learning and life to improve their emotional literacy. In the process of emotional education, teachers should enhance the effect of emotional teaching and give full play to the positive role of emotional factors. To achieve a close combination of education and emotion is conducive to the achievement of educational goals, but also conducive to the formation of a correct world view and values. The occurrence of adolescent value behaviours is triggered and regulated by emotions. Although students are aware of the theoretical propaganda on values and values, they have not formed the idea that they must accept certain values and external pressure that they must follow certain value norms. Teachers have to use their own demonstration of high moral sentiments in emotional education to move students to consciously accept the values advocated by society. Teachers should discern the beauty and ugliness, good and evil, noble and humble emotional experience, the values and value norms advocated by society into the inner world of the students, so that students

gradually form the correct values to guide their oral behaviour and life goals, so that students will be individual moral consciousness into a conscious behavioural performance and habitual process.

3.3 Enhancement of teachers' own quality training

Teachers' love for students can sprout students' goodness, awaken students' loving virtues and noble sentiments, love is the foundation and source of all educational arts, skills and methods produced by teachers, and is also the starting point for teachers to implement emotional education for students. In the process of education, the teacher only deep into their inner world, with a concerned love to contact the students, timely detection of problems, prevention and cure. Teachers' love for students, for the development of students' intelligence, stimulate students' desire for knowledge, cultivate students' emotions, transform students' thinking, moulding students' souls, is a great incentive to the infectious effect. In turn, the students will trust and respect the teacher more after they get the satisfaction of love from the teacher. Teachers who have established real emotions with their students and reached a level of trust will become a great educational power, and students will be close to their teachers and believe in them. Emotional psychology believes that people in a comfortable mood, the wonderful words, humour and wit, quick-witted, all kinds of abilities are

Enhanced; on the contrary, if the mood is depressed, frustrated. Low, it will be slow thinking, dull language, memory loss, all kinds of ability to decline. Teachers should be timely control of their own emotions in the students, in order to obtain a key to open the student's mind. Understanding is a two-way street. Understanding is a kind of psychological transposition, which means to put oneself in other people's shoes and to be able to stand in other people's position. Teachers should know and understand the needs of children, be good at interacting with children, and give joy to every child. It is only then that students will show their needs to teachers and have a strong desire to interact with the classroom. Self-esteem and respect from others are two perceptions of respect. Self-esteem includes the desire to gain competence, confidence, achievement, skills, freedom, and independence. Respect from others includes concern. Recognition, acceptance and appreciation. In order to effectively improve the level of emotional education for young students, it is necessary to strengthen the self-construction of the teaching team and cultivate positive emotions among teachers, so as to lay a solid foundation for the development of emotional education in primary education. Education by laying a solid foundation. "Teachers should constantly improve their self-education level, establish a peaceful state of mind, correctly recognise, evaluate and regulate emotions and feelings, and guide students' negative emotions to develop in a positive and healthy direction." Therefore, teachers should constantly improve their moral and professional level, and constantly strengthen their moral quality training. Teachers' emotions affect students all the time, so teachers should be good at regulating their own emotions, and always keep a positive and optimistic state. Therefore, teachers should be good at regulating their emotions and keep a positive and optimistic state at all times. At the same time, they should use their own high quality and moral cultivation to teach by word and example. Teachers should set goals for themselves. Teachers should set goals for themselves, love their work, love their students, and really work for the sake of their students. They should love their students and set a good example for them.

4. Conclusion

The implementation of emotional education can increase students' interest in language learning. In the primary school stage, the students' age is low, the development of thinking is not yet mature, the teacher through the expression of emotion, can enter the heart of the students, so that the students to establish emotional memory, and then improve the interest in language learning. Beautiful language and text can make students understand the expression of emotion between the lines, stimulating interest in language learning. Through emotional education, it can help students establish correct values, distinguish right from wrong, clarify fallacies, improve their own moral and ethical level, and be able to face up to difficulties in life. In short, the integration of emotional education in primary language teaching is of great significance to the overall development of students.

References

- [1] Zheng Yingying. *Deep Analysis Deep Feeling - Emotional Education in Primary Language Teaching* [J]. *Tianjin Education*, 2023, (23), 4-6.
- [2] Li Shoubin. *Exploring the Implementation Strategies of Emotional Education in Primary School Language* [J]. *New Curriculum Studies*, 2021, (20), 89-90.
- [3] Huang Caixian. *Enhancing the Effectiveness of Emotional Education Infiltration in Primary School Language* [J]. *extracurricular language*, 2019, (36), 121-121+123