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A Study on Emotional Education in Junior High School Chinese Teaching

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Abstract: Emotional education occupies a core position in junior high school Chinese language teaching, contributing to students' emotional development and personality shaping. A survey of the current situation reveals uneven implementation of emotional education in junior high school Chinese language teaching, with problems including insufficient awareness of emotional education among teachers and a lack of diverse teaching methods. To address these issues, strategies are proposed, including exploring the emotional elements in the textbook, guiding students to read aloud with expression, utilizing multimedia to visually present the text, and conducting practical activities, aiming to improve the effectiveness of emotional education and promote students' all-round development.

Keywords: Junior high school Chinese language; teaching; emotional education

Introduction

Emotional education, as an important component of junior high school Chinese language teaching, plays a vital role in cultivating students' emotional cognition and enhancing their humanistic qualities. With the deepening of educational reform, the status of emotional education in junior high school Chinese language teaching is becoming increasingly prominent. However, current emotional education still faces many challenges in its implementation. Therefore, in-depth analysis of the current state of emotional education in junior high school Chinese language teaching and exploration of effective implementation strategies have significant theoretical and practical value.

1. The Importance of Emotional Education in Junior High School Chinese Language Teaching

In terms of knowledge comprehension, emotion is a

key aid in understanding Chinese language content. The literary works in junior high school Chinese textbooks are rich in emotion, whether it's the profound paternal love in Zhu Ziqing's "The Back View" or the homesickness and patriotism in ancient poems. When teachers integrate emotional education into their teaching, they can guide students to deeply experience these emotions and better understand the connotations of the works. Emotion acts as a catalyst, establishing a close connection between students and the text, making abstract words come alive, helping them overcome obstacles to knowledge comprehension, and grasp the deeper meaning of the works. Emotional education plays an indispensable role in students' learning motivation. Positive emotional experiences can transform students from passive learners to active explorers. When students feel the emotional charm of literary works in the Chinese language classroom, such as being inspired by the magnificent



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momentum of "Anse Waist Drum," they will develop a strong interest in learning Chinese. This interest, stimulated by emotion, becomes an intrinsic motivation to continuously drive their learning of Chinese, making them more willing to spend time and energy reading, writing, and thinking. From the perspective of cultivating students' well-rounded personality, emotional education in Chinese language teaching is of extraordinary significance. Students are subtly influenced as they experience the emotions conveyed in texts. When they encounter the humility of "Among three people walking together, there must be one who can teach me," from the Analects, or the patriotic dedication of Deng Jiaxian, these emotional elements gradually become internalized as their own values and virtues, helping to cultivate well-rounded personalities rich in compassion, responsibility, and perseverance. Emotional education is also crucial for enhancing aesthetic appreciation. Language arts works contain various aesthetic elements, including linguistic beauty and evocative imagery. Teachers guiding students to experience the emotions within these texts allows them to appreciate the beauty of literature.

2. Investigation and Analysis of the Current Status of Emotional Education in Junior High School Chinese Teaching

2.1 Survey Design and Implementation

(1) Subjects and Content of Questionnaire Survey: The questionnaire survey was mainly conducted for junior high school Chinese teachers and students. For teachers, the questionnaire covered their understanding of emotional education, its implementation in teaching, difficulties encountered, and expectations. For students, the questionnaire focused on their feelings and needs regarding emotional education, as well as their evaluation of the emotional atmosphere in the Chinese classroom. The questionnaire design aimed to be comprehensive and objective in order to accurately reflect the current status of emotional education. (2) Methods of Questionnaire Survey: Random sampling was used to select junior high school Chinese teachers and students from different schools and grades as survey subjects. The questionnaire was distributed through a combination of online and offline methods to ensure the breadth and representativeness of the data. (3) Design of Interview Outline and Selection

of Interviewees: The interview outline was designed around the concepts, implementation strategies, and effect evaluation of emotional education, aiming to gain a deeper understanding of teachers' understanding and practice of emotional education. The interviewees included some junior high school Chinese teachers with rich teaching experience, as well as representatives of school management, in order to obtain information on the current status of emotional education from multiple perspectives. In-depth interviews can help uncover the actual situation and problems of emotional education in junior high school Chinese teaching ^[1].

2.2 Survey Results

This survey deeply analyzed the current state of emotional education in junior high school Chinese language teaching, particularly from the perspectives of both teachers and students, conducting a comprehensive and detailed discussion and analysis. Regarding teachers, most recognized the importance of emotional education, believing it helps enhance students' learning interest and promotes their all-round development. However, in actual teaching, some teachers' understanding of the goals of emotional education remains vague, failing to concretize them into actionable teaching behaviors. The integration of emotional factors into teaching methods also varies; some teachers flexibly use methods such as scenario creation and role-playing to stimulate students' emotional experiences, while others rely more on traditional lecture methods, lacking a systematic and targeted approach to emotional education. Regarding the utilization of emotional resources in teaching materials, most teachers indicated they would try to explore the emotional elements in the materials, such as character portrayals and storylines, to guide students to resonate with them. However, due to limitations in teaching progress and exam pressure, this step is often simplified or ignored. Teachers generally reflected that they face many challenges in implementing emotional education, including a lack of effective teaching strategies, unreasonable time allocation, and the need to improve their own emotional literacy. From the students' perspective, students generally believe that emotional education has a positive impact on their learning, especially in enhancing learning motivation and improving teacher-student relationships. They also pointed out that the implementation of emotional

education in the current Chinese language classroom is not sufficient, and sometimes it feels like just formal participation, lacking in-depth emotional communication and experience. Students hope that teachers can pay more attention to their emotional needs, create more opportunities for interaction and practice, and let them feel and express emotions in real situations^[2].

2.3 Problems and Causes

Several significant problems exist in the current practice of emotional education in junior high school Chinese language teaching, urgently requiring solutions. The primary problem lies in the insufficient awareness of emotional education among some teachers. They often overemphasize knowledge transmission while neglecting the crucial role of emotional factors in Chinese language teaching, failing to fully explore the emotional value of the text, resulting in a dull classroom atmosphere and difficulty in stimulating students' learning interest. The monotonous teaching methods are also a major obstacle to emotional education. Many teachers still employ traditional lecture-style teaching, lacking opportunities for emotional interaction with students, making it difficult for emotional education to effectively penetrate. The imperfect evaluation system is also a key factor restricting the development of emotional education. The current evaluation system focuses primarily on assessing knowledge and skills while neglecting the evaluation of students' emotional development, which to some extent weakens the enthusiasm and effectiveness of emotional education. A deeper analysis of these problems reveals that their root cause lies in the deeply ingrained influence of traditional educational concepts. For a long time, the dominant role of exam-oriented education has led both teachers and students to excessively pursue scores and college entrance rates, neglecting the importance of emotional education. The lack of teacher training is also a significant reason for insufficient awareness of emotional education; many teachers have not received systematic theoretical and practical guidance on emotional education in their pre-service and in-service training, making it difficult to effectively integrate emotional education into their daily teaching. The limitations of the educational evaluation mechanism also restrict the development of emotional education. The current evaluation system

focuses too much on outcome evaluation, neglecting process evaluation and multi-faceted evaluation, making it difficult for emotional education to receive the attention and support it deserves at the evaluation level.

3. Implementation Strategies for Emotional Education in Junior High School Chinese Language Teaching

3.1 Exploring Emotional Elements in Chinese Language Textbooks to Guide Students to Resonate with Their Thoughts

(1) Recognizing the Close Connection Between Chinese Language Teaching Content and Literature and Art. Junior high school Chinese language teaching covers many aspects, including character recognition, reading, text analysis, and writing. These contents transcend the scope of basic knowledge and are deeply intertwined with human literature and art. Among them, the reading and writing link is particularly important. It transforms the work virtually constructed in the creator's mind into a text form and presents it to the reader, thereby achieving a two-way interaction between the author and the reader's mind and achieving the effect of emotional integration in literary works. Based on this, teachers need to actively guide students when teaching reading. (2) Emphasizing the Combination of Context and Emotion. Teachers should be good at exploring the emotional elements in the textbook texts and cleverly integrate them with the students' life context during the teaching process. For example, when teaching "Golden Flower", the article depicts a warm scene of children playing with their mothers with childlike imagination, profoundly and subtly showing the deep affection between mother and child. Teachers can guide students to recall the bits and pieces of their childhood with their mothers and let students put themselves in the shoes of others and imagine themselves as the characters expressing love to read the text. This approach enables students to deeply appreciate the selfless and pure qualities of maternal love. (3) Achieving emotional resonance and educational goals. Through the above guidance, students draw strength from the strong emotional expression in the textbook and quickly understand the beauty of family affection and humanity. This understanding can be further expanded to enable students to understand how to repay maternal love,

cherish emotions, and elevate these emotions into love for the motherland^[3].

3.2 Guiding Students to Read with Expression

In junior high school Chinese language teaching, guiding students to read with expression is an important strategy for implementing emotional education. First, teachers should select appropriate texts, such as articles rich in emotion and national spirit, like "Ode to the Yellow River." Before teaching, teachers should create a learning atmosphere full of emotional resonance by explaining the background of the article's creation, the author's life story, and the emotional value contained in the work. This can stimulate students' reading interest and help them better understand the emotional connotations of the text. Second, teachers should use various reading methods to guide students to experience the emotions in the text. For example, teachers can first demonstrate reading aloud, conveying the emotional color of the article through their own voice and intonation; students can be encouraged to follow along or read independently, allowing them to experience the charm of language and the power of emotion in practice. During the reading process, teachers should pay attention to guiding students to grasp the rhythm, tone, and emotional changes of the article, enabling them to express the emotions in the text more accurately. Third, teachers should also organize group discussions or sharing sessions for students to exchange their feelings and experiences during the reading process. Through such interactive activities, students can gain a deeper understanding of the emotional world in the text, and at the same time, they can exercise their expression and critical thinking skills. In the process of carrying out emotional education, teachers can give full play to their creativity and cleverly combine other art forms. For example, when music is introduced, when a rousing symphony plays in the classroom, students can feel the powerful force in the melody, which echoes the heroic emotions in the literary works; when painting is introduced, when appreciating colorful paintings, students can feel the delicate or unrestrained emotions from the lines and colors, just like interpreting a vivid article. In this way, the content and methods of emotional education are enriched, allowing students to grow up in a diversified learning environment and achieve all-round development^[4].

3.3 Utilizing Multimedia to Visually Present Text Content and Understand the Emotions Expressed in the Text

In the implementation of emotional education in junior high school Chinese, utilizing multimedia to visually present text content to assist students in deeply understanding the emotions expressed in the text is an effective strategy. Given the diversity of junior high school students' cognitive levels and knowledge backgrounds, they find it difficult to quickly and accurately grasp the rich emotions contained in the text. To overcome this obstacle, teachers skillfully use multimedia technology to construct an emotional education context that aligns with the teaching content, enabling students to achieve emotional resonance and dialogue with the author in an immersive atmosphere. Taking the teaching of "Cao Gui's Discussion on War" as an example, because students live in a peaceful era, they find it difficult to intuitively understand the turbulent years of history and the profound ideological connotations contained within them. Teachers fully utilize the advantages of multimedia technology, vividly recreating for students the unstable factors attempting to divide the country and the heroic deeds of warriors defending their homeland by playing images and documentaries related to historical events. These intuitive and vivid multimedia materials create an appropriate emotional education context in the classroom, making students feel as if they have traveled through time and space and are in that era of war when they study "Cao Gui Discusses War". They can understand the characters' emotions, historical background and ideological connotations more deeply. Through this ingenious integration of various art forms and close connection with real life, teachers guide students to break through cognitive limitations. Teachers are like guides holding the key of wisdom, opening a new door for students' understanding and allowing them to no longer be limited to the literal meaning of the text. At the same time, this method can effectively stimulate students' emotional resonance with the text, enabling them to truly enter the emotional world created by the author, as if they are breathing and sharing the fate with the characters in the text, thereby significantly improving the effect of emotional education and allowing the flower of education to bloom brilliantly^[5].

3.4 Using Practical Activities for Emotional Education

In junior high school Chinese teaching, emotional education is an important part of cultivating students' all-round development. (1) Teachers should create diverse teaching situations to stimulate students' emotional experience. This includes game teaching situations, role-playing teaching situations, and social activity teaching situations. These situations can enable students to learn and experience Chinese knowledge in a relaxed and pleasant atmosphere, better understand the content of the text, and cultivate their expression ability and critical thinking ability. (2) Teachers organize activities such as speech contests and debate contests, so that students can express their own views based on their understanding and knowledge after mastering the content of the article. Such activities can bring teachers and students closer together and enhance students' participation enthusiasm and self-confidence; through communication and interaction with others, students can also learn to listen to and respect the opinions of others and cultivate good interpersonal communication skills. (3) Teachers also encourage students to participate in social practice projects such as community service and volunteer activities. These activities can enable students to personally experience the warmth and care of society, thereby enhancing their sense of social responsibility and civic awareness. By actively participating in these colorful practical activities, students have a valuable opportunity to flexibly apply the knowledge learned in the classroom to real life. During the practical activities, they had to work closely with their peers to solve problems together, which greatly enhanced their teamwork skills. Furthermore, some of the activities offered students the opportunity to assume leadership roles, requiring them to plan strategically, organize effectively, fully explore their potential, cultivate leadership abilities, and lay a solid foundation for their future development.

Conclusion

Emotional education plays an irreplaceable role in junior high school Chinese language teaching. By implementing effective emotional education strategies, students' emotional potential can be fully tapped, promoting their all-round development. In the future, junior high school Chinese language teachers should continue to deepen the practice of emotional education, constantly innovate teaching methods, and contribute to cultivating students with rich emotions and well-rounded personalities. At the same time, we also look forward to more scholars paying attention to the field of emotional education and jointly promoting the sustainable development of junior high school Chinese language teaching.

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