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Research on Emotion and Education in Primary School Chinese Language Teaching

Li Yue*

Yunyang District Experimental Primary School, Shiyan City, Hubei Province, 442000, China

*Correspondence to: Li Yue, Yunyang District Experimental Primary School, Shiyan City, Hubei Province, 442000, China, E-mail: 472805004@qq.com

Abstract: Emotion plays a crucial role in primary school Chinese language education, profoundly influencing the entire teaching process and the holistic development of students. This paper explores the position, manifestation, and impact of emotion in primary school Chinese language education. Emotion serves as the core driving force for student learning and a facilitator for knowledge comprehension, promoting students' overall development. It is reflected in teaching objectives, content, methods, and evaluation. Positive emotions can stimulate students' interest in learning, enhance learning outcomes, shape a sound personality, and foster harmonious teacher-student relationships; negative emotions, conversely, produce opposite effects. Primary school Chinese language teachers should prioritize emotional education, create a positive emotional atmosphere, support student growth, improve the quality of Chinese language teaching, and achieve mutual advancement in teaching and learning.

Keywords: primary school; Chinese language teaching; emotion; education and teaching

Introduction

In primary school Chinese language education and teaching, emotion is by no means a dispensable embellishment but rather a pervasive and profoundly influential key element. It not only constitutes the core motivation for students' learning, aiding them in comprehending Chinese language knowledge, but also promotes their holistic development. From teaching objectives and content to methods and evaluation, emotion manifests concretely at every stage. Simultaneously, it exerts a significant impact on students' learning interest, academic outcomes, character formation, and teacher-student relationships. This paper delves into the role,

manifestations, and influence of emotion in primary school Chinese language education and teaching, highlighting its critical importance for optimizing instruction, enhancing quality, and fostering student growth.

1. The Importance of Emotion in Primary School Chinese Language Teaching

(1) Emotions form the motivational core of students' learning. For primary school Chinese language learning, positive emotions are the key factor in stimulating learning motivation. When students harbor positive emotions, they approach Chinese studies with enthusiasm, which drives them to actively participate



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in classroom activities and eagerly explore linguistic knowledge. In this state of proactive learning, students exhibit high concentration, active thinking, and more efficient knowledge absorption, thereby enhancing learning effectiveness. Conversely, negative emotions severely inhibit learning initiative, causing students to develop resistance toward Chinese learning, resulting in lack of proactivity and focus during study, which significantly diminishes learning outcomes.

(2) Emotions serve as crucial facilitators for students' comprehension of Chinese knowledge. The subject of Chinese is rich in humanistic connotations, with numerous texts imbued with profound emotions. Understanding the main themes and deeper meanings of texts, as well as deeply experiencing the authors' emotions, is an essential path for students. Emotions act like keys that unlock students' thinking, enabling them to perceive the deeper meanings behind words with greater sensitivity. When students resonate emotionally with the author, they can more profoundly grasp the ideas conveyed by the text, leading to more durable retention of knowledge.

(3) Emotions promote students' holistic development. The teaching objectives of primary school Chinese extend beyond cultivating cognitive abilities to include emotional development. Chinese language teaching serves as an effective pathway for guiding students to establish correct values and outlooks on life. Through character portrayals and storylines in texts, it transmits truths, goodness, and beauty, allowing students to be subtly influenced. Simultaneously, Chinese teaching helps cultivate students' aesthetic appreciation and humanistic literacy, enabling them to experience the beauty of literature and language^[1]. Positive emotional experiences allow students to gain joy and satisfaction during the learning process. This sense of pleasure not only helps maintain learning enthusiasm but also positively impacts students' physical and mental health, promoting comprehensive development across cognitive, emotional, moral, and other dimensions.

2. The Specific Manifestation of Emotion in Primary School Chinese Language Education and Teaching

2.1 Emotional Expression in Teaching Objectives

In terms of knowledge and skills objectives, goal-setting should not solely focus on students' mastery

of basic language knowledge and the cultivation of fundamental skills. It must also emphasize guiding students to appreciate the emotions embedded within the knowledge. When studying classical poetry, students should not only grasp the literal meaning but also immerse themselves in the poet's emotions, thereby enhancing their aesthetic appreciation. The process and methods objectives highlight students' experiential insights during the learning process. In language teaching, students should be encouraged to adopt autonomous, collaborative, and inquiry-based learning approaches, actively engaging in classroom activities. Through firsthand participation, students experience the charm of language, gradually develop an emotional connection to learning, and master effective learning methods. The emotional attitude and values objectives are crucial in language education. Through language teaching, students should cultivate positive emotional attitudes, encompassing love for the country, collectivism, and care for others, filling their hearts with positive energy. Simultaneously, students should be guided to establish correct values, including honesty, trustworthiness, teamwork, and a sense of responsibility. In this way, students not only improve their language proficiency but also undergo positive shaping in emotional and values dimensions, laying a solid foundation for their growth into responsible, accountable, and healthy individuals.

2.2 Emotional Expression in Teaching Content

First, in the selection of texts, priority should be given to works that are emotionally rich and positively uplifting. Such works act like seeds of emotion, taking root and sprouting in students' hearts, evoking emotional resonance. Through reading, students are subtly influenced and inspired emotionally, helping them build a healthy emotional world. Second, in the content exploration phase, teachers need to conduct in-depth analysis of the textbook texts to uncover the hidden emotional elements. Teachers can guide students to explore aspects such as character portrayal, plot development, and linguistic features, allowing them to independently grasp the emotions the author intends to convey. Through this analytical process, students can gain a deeper understanding of the text's meaning and experience the emotional tension^[2]. Third, in terms of extension, teachers should appropriately expand

based on the teaching content. When studying texts that describe natural scenery, teachers can display images of natural landscapes or play related videos, enabling students to visually appreciate the grandeur of nature and hear its sounds, thereby more genuinely experiencing the charm of the natural world. This direct experience can effectively ignite students' love for nature, extending emotional education from the text to real-life contexts.

2.3 Emotional Expression in Teaching Methods

Teachers create vivid scenarios using multimedia, physical demonstrations, and role-playing. Multimedia intuitively presents visuals and sounds, physical displays allow students to observe the characteristics of objects, and role-playing encourages students to immerse themselves fully in their roles. These methods stimulate students' interest in learning, evoke emotional resonance, and help them integrate into language studies, enabling them to appreciate the emotional depth of knowledge and deepen their understanding and memory. The reading-aloud teaching method is a crucial approach in language instruction. Teachers guide students to read texts expressively, and through variations in tone, pitch, and pacing, students experience the rhythm and emotional beauty of the words. Repeated reading helps them gain a deeper understanding of the content, connect with the author's emotions, enhance their language comprehension skills, and improve their overall language proficiency. The group cooperative learning method fosters a sense of collaboration and team spirit while promoting emotional exchange. In group activities, students share ideas, help each other solve challenges, and teachers facilitate discussions, encouraging them to express their viewpoints. By leveraging their strengths to overcome difficulties, students experience the joy of success, build confidence in learning, strengthen friendships with peers, and create a positive learning atmosphere. These teaching methods consistently integrate emotional education, inspiring students' enthusiasm for learning from various angles. While acquiring knowledge, students develop positive emotional attitudes and achieve holistic growth.

2.4 Emotional Expression in Teaching Evaluation

Evaluation content must be diversified and not solely focused on academic performance; learning processes

and emotional attitudes are equally important. Classroom performance, homework completion, group collaboration skills, and emotional expression abilities should all be incorporated into the evaluation scope. This comprehensive approach enables a holistic understanding of students' learning progress and emotional development dynamics, providing precise references for subsequent teaching and supporting students' growth more effectively. Evaluation methods should be varied, combining teacher assessments, student self-evaluations, and peer evaluations. During teacher assessments, emphasis should be placed on encouragement and guidance, keenly identifying students' strengths and progress, offering timely affirmation and praise to boost their learning confidence. Self-evaluations and peer evaluations allow students to understand themselves and others from different perspectives, identify issues, learn from each other's strengths, foster mutual communication, and create a positive learning atmosphere. Evaluation language must be emotionally engaging. Teachers should provide sincere, specific, and targeted feedback, enabling students to genuinely feel their care and encouragement^[3]. When students perform well, directly affirm their achievements to let them know their own strengths. When students encounter difficulties, give them positive suggestions, convey trust and support, so that they have the courage to overcome difficulties, thereby narrowing the distance between teachers and students and stimulating students' enthusiasm for learning.

3. The Impact of Emotions on Chinese Language Education and Teaching in Primary Schools

3.1 Impact on Students' Learning Interest

Positive emotions can greatly stimulate students' interest in learning Chinese, motivating them to engage actively and enthusiastically in their studies. When students are filled with positive feelings toward learning Chinese, it ceases to be a burden and instead becomes a pleasurable experience, making the entire learning process enjoyable. This encourages students to willingly invest more time and effort into exploring the vast world of Chinese knowledge, proactively studying texts, memorizing poetry, and practicing writing. This state of active learning further drives them to think

deeply about language-related issues, actively exchange ideas with teachers and classmates, and discuss doubts, forming a virtuous cycle that continuously enhances their Chinese proficiency. Conversely, negative emotions act as obstacles to students' Chinese learning. Once students are overwhelmed by negative feelings, they may develop boredom and resistance toward learning Chinese, perceiving it as dull and frustrating. In class, they struggle to concentrate on lectures; after class, they are reluctant to complete assignments diligently, lacking initiative and enthusiasm for Chinese learning. Over time, students' interest in learning gradually diminishes, and their academic performance declines significantly.

3.2 Impact on Student Learning Outcomes

Positive emotions act as a catalyst for thinking, energizing students' brains and enabling them to think more clearly and actively in Chinese language learning. With this positive state, students' attention improves, allowing them to focus entirely on classroom content, closely follow the teacher's explanations, and avoid missing any key points. Memory is also enhanced, whether it involves spelling words, reciting poems, or understanding and retaining texts, all of which can be accomplished more efficiently, ensuring that knowledge is retained longer in the brain^[4]. Positive emotions also profoundly influence students' learning attitudes and behaviors. Students with positive emotions engage in Chinese language learning proactively and diligently, listening attentively in class, actively participating in discussions, and conscientiously completing homework while reviewing and preparing lessons independently. This positive learning attitude and behavior create a virtuous cycle, helping students understand and master Chinese language knowledge more deeply. Conversely, negative emotions become obstacles to students' cognitive development, reducing attention and memory, making it difficult for them to fully engage in learning, hindering the comprehension and absorption of knowledge, and leading to poor learning attitudes and passive behaviors, ultimately affecting learning outcomes.

3.3 Impact on Students' Personality Development

Primary language education undertakes the critical task of cultivating students' character and serves as a vital channel for shaping their well-rounded

personalities. The Chinese curriculum, rich in content, includes numerous classic literary works and stories of renowned figures, all of which carry profound cultural heritage and moral significance. These materials lay the foundation for guiding students to establish correct values and outlooks on life. Through classroom teaching, educators can impart proper values to students, enabling them to subtly distinguish between truth, goodness, and beauty versus falsehood, evil, and ugliness. Positive emotional experiences play a significant role in shaping students' character in primary language education. When students encounter positive emotions during learning—such as sincere encouragement from teachers and friendly support from peers—their hearts are filled with warmth and care. These emotions encourage students to empathize, fostering compassion and teaching them to care for and understand others. Simultaneously, positive emotions inspire a sense of responsibility, helping students recognize their roles and duties in both academic and daily life, and motivating them to proactively fulfill their obligations. Under the sustained influence of positive emotions, students can develop admirable qualities such as optimism, kindness, integrity, and a willingness to take on responsibilities.

3.4 Impact on Teacher-Student Relationships

The quality of teacher-student relationships directly impacts the advancement of teaching activities and the improvement of educational quality. A positive relationship fosters a conducive teaching environment and facilitates the achievement of educational objectives. In language instruction, teachers must prioritize caring for and nurturing students as a fundamental principle. Given the diverse individual differences among students, educators should avoid applying uniform standards and instead offer full respect to each student. Based on this, teachers take the initiative to build an emotional communication bridge with students. Through daily exchanges, classroom interactions and other means, they deeply understand students' inner thoughts, learning needs and confusions. When students perceive the genuine care and respect from their teachers, it transforms into trust. Teachers are no longer distant authorities but approachable and reliable mentors and friends. Students' resistance to communication and cooperation diminishes,

making them more willing to share their learning progress, seek help when encountering problems, and actively participate in activities such as classroom discussions ^[5]. A harmonious and amicable teacher-student relationship is formed. In this atmosphere, the classroom becomes dynamic, student engagement increases, and enthusiasm and motivation for language learning grow. Teachers' passion for teaching is bolstered by positive student feedback, encouraging them to invest more effort in refining teaching methods and enhancing instructional quality, thus creating a virtuous cycle of mutual growth in teaching and learning.

Conclusion

In summary, emotion plays a pivotal role in Chinese language education at the primary school level, permeating all aspects from teaching objectives and content to methods and evaluation. It profoundly influences students' learning interest and outcomes while also serving as a crucial factor in character development and teacher-student relationships. Positive emotions can ignite students' enthusiasm for learning, enhance academic performance, foster well-rounded personality development, and cultivate harmonious teacher-student dynamics. Primary school Chinese language teachers should fully recognize the importance of emotional education, skillfully

integrate emotional elements into teaching practices, and utilize emotion to facilitate instruction and nurture students. By immersing learners in a positive emotional environment, educators can holistically enhance students' Chinese language proficiency, promote comprehensive development, and lay a solid foundation for their future lives.

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