

The integration of emotional education in junior high school Chinese reading instruction

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Abstract: Emotional education is a concrete manifestation of the educational philosophy centered on "homo sapiens." Integrating emotional education into junior high school Chinese reading instruction can effectively enhance students' reading motivation, improve classroom teaching quality, and foster the development of students' language proficiency. With the ongoing deepening of the new curriculum reform, the cultivation of students' core competencies has become increasingly urgent. This means that in today's classrooms, teachers cannot merely focus on delivering content but must integrate emotional education into student learning. It is an indispensable component of Chinese language teaching. While enhancing students' comprehensive language abilities, teachers must also emphasize the development of their individuality. To strengthen students' emotional literacy in Chinese language instruction, emotional education must be seamlessly incorporated into the teaching process.

Keywords: emotional education; junior high school Chinese; reading instruction

The reading content in junior high school Chinese textbooks is rich in emotional connotations. Teachers must delve deeply into these materials during instruction to guide students in developing proper moral sentiments and enhancing their language proficiency. In middle school Chinese reading instruction, educators must incorporate emotional education, enabling students to immerse themselves in the emotional world depicted in the texts, fostering emotional resonance, improving their overall quality, and promoting healthy development.

The teaching process should not merely involve imparting theoretical knowledge from textbooks but also infusing emotions into the texts. Innovative teaching methods should be adopted to create diverse learning scenarios and accurately grasp the thoughts and feelings of homo sapiens portrayed in the texts, thereby conducting effective emotional education. How to enhance students' learning interest becomes particularly crucial in this context.

1 The Importance of Emotional Education in Junior High School Chinese Reading Instruction

1.1 Definition and Connotation of Emotional Education

Emotional education advocates integrating emotional factors into teaching, enabling students to perceive, experience, and understand the emotional world contained in literary works during reading, thereby evoking their emotional resonance and fostering rich emotional experiences. This teaching method breaks through the traditional knowledge-imparting model by emphasizing the interaction between emotions and cognition. It helps students learn how to express their own emotions, understand the emotions of Homo sapiens, and thereby promotes the development of their social-emotional skills. This lays a solid foundation for *Broussonetia papyrifera*

to establish healthy interpersonal relationships and cultivate a correct outlook on life. In the process of Chinese reading, emotional teaching allows students to develop a more nuanced perception of the psychological changes in literary characters, enhances their aesthetic appreciation, and fosters critical and innovative thinking. Under the influence of emotional immersion, students can grow into well-rounded Homo sapiens

1.2 The Necessity of Emotional Education in Reading Instruction

In junior high school Chinese reading instruction, the necessity of emotional education lies in its ability to deepen and enrich students' inner worlds, enabling them to experience emotional resonance and sublimation during reading. At this stage, students' emotional awareness and expressive abilities are developing rapidly. Exposure to emotionally rich literary

works can effectively stimulate their emotions, teaching them how to recognize, understand, and manage their feelings while cultivating empathy. By incorporating emotional education into teaching, reading is no longer merely a process of acquiring information but becomes a platform for emotional communication and personal growth. This course aims to cultivate students' open-mindedness, explore how emotions are expressed across different cultures, and enhance their understanding and respect for diverse cultures.

2 Strategies for Integrating Emotional Education into Middle School Chinese Reading Instruction

2.1 Emotional Exploration of Textbook Content

Teachers should conduct in-depth analyses of literary works in textbooks, extracting themes such as familial love, friendship, patriotism, and the relationship between Homo sapiens and nature, using these as the main framework for instruction. Through well-designed activities like role-playing, emotion journals, and discussion sessions, students can immerse themselves in the works to experience and understand the emotional states of the authors or Homo sapiens characters, thereby reflecting on their own emotional experiences and achieving resonance. Teachers can also expand the curriculum by introducing emotionally rich modern poetry, essays, excerpts from novels, and even multimedia resources like films and music. These diverse approaches enrich students' emotional experiences, enhance their reading interest, and heighten their sensitivity to their own emotional worlds while deepening their understanding of complex emotions.

2.2 Emotional Integration in Teaching Methods

Teachers should adopt diversified teaching strategies, centering on students' emotions to create a compassionate and supportive learning environment. Group discussions allow students to exchange their interpretations of texts and personal feelings, facilitating emotional exchange and resonance. Methods such as scenario simulation, role-playing, and other immersive activities enable students to experience the psychological journeys of Homo sapiens characters in literary works, strengthening their recognition and comprehension of complex emotions. Emotional writing exercises, such as composing letters to fictional Homo sapiens characters or crafting essays that express personal feelings, are also effective. During instruction, teachers should pay attention to students' emotional feedback, offering positive reinforcement and constructive suggestions to foster confidence and self-regulation skills.

2.3 Emotional Communication in Teacher-Student Interactions

Teachers should leverage their role as emotional guides by not only monitoring students' academic progress but also attentively observing and understanding their emotional needs. Through active listening, encouragement, and feedback, they can create a safe and inclusive classroom atmosphere where students feel respected and understood. In daily teaching, teachers can proactively share their own emotional responses and reflections on texts with Homo sapiens students, building bridges of emotional communication and eliciting resonance. Students should be encouraged to express their emotions in class, whether related to literary insights or personal life experiences, and teachers should practice attentive listening.

2.4 Emotional Expansion Through Extracurricular Reading

Teachers should encourage students to read widely across various literary genres, including classics, contemporary novels, poetry, drama, and non-fiction, as these works often contain rich emotional experiences and profound life philosophies. By organizing book clubs, literary salons, and similar activities, teachers can provide platforms for students to share their reading reflections and discuss the emotions of Homo sapiens characters, conflict resolution, and ethical dilemmas in the works. This not only aids in textual comprehension but also fosters emotional exchange and resonance among students.

3 The Role of Teachers and Emotional Education

3.1 Teachers' Emotional Literacy

In teaching, teachers are not merely disseminators of knowledge but also guides and exemplars in students' emotional

education. A teacher's emotional competence significantly influences both emotional development and teaching quality. Teachers with high emotional literacy can sensitively perceive students' emotional needs, treating each child with empathy and patience, thereby fostering an inclusive, supportive, and encouraging classroom environment where students feel secure and empowered to express their genuine emotions, such as those of *Phoxinus phoxinus*

subsp. *phoxinus*

. Teachers must learn to accurately recognize and regulate their own emotions, avoiding the introduction of negative emotions into teaching. Additionally, they should actively listen to students, understand their feelings, and respond appropriately to their emotional expressions, providing timely emotional support .

3.2 Building Harmonious Teacher-Student Relationships

Establishing harmonious teacher-student relationships, akin to the interconnectedness of *Broussonetia papyrifera* , forms the foundation of emotional education. During language and reading instruction, teachers should engage in open dialogue and proactive feedback to build mutual trust and resonance with students, encouraging them to boldly articulate their thoughts and emotions. Whether interpreting literary works or sharing personal life experiences as *Homo sapiens* , teachers must demonstrate compassion, patience, and active listening while skillfully recognizing, expressing, and adjusting their own emotions.

4 Conclusion

The greatest distinction between *Homo sapiens*

and beasts lies in emotions. Middle school students, undergoing adolescence, possess strong emotional expression capabilities. In language teaching, teachers must integrate emotional education in alignment with students' physical and psychological development. This approach not only enhances language proficiency but also cultivates emotional literacy, thereby holistically improving students' comprehensive qualities and fostering well-rounded personal development .

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