

# Research on "Local Emotional Education" in Chinese Teaching in Middle Schools

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**Abstract.** In recent years, examination-oriented education has been the main mode of education in our country. Although this mode of education has trained many excellent talents in examination, it has also strangled the nature of many children, and has had a great impact on the formation and establishment of students' correct three views. Especially in Chinese teaching in middle schools, as far as the current situation of Chinese teaching in middle schools is concerned, the overemphasis on knowledge and examination results and the over-emphasis on emotion and students' state have led to the emergence of serious learning-weariness among most students. This paper studies the "local emotional education" in Chinese teaching in middle schools to cultivate healthy and all-round development of students in the new era.

By analyzing the history of Chinese education, we can find that Chinese education has been an educational model with intellectual and cognitive education as its main educational goal since ancient times. The biggest advantage of this kind of education model is that it can cultivate a group of talents in the examination, and the basic knowledge is extremely solid. However, the teaching method still needs to be continuously improved and improved for the cultivation of innovative and comprehensive talents. This paper studies the "local emotion" education in middle school Chinese teaching, and puts forward relevant teaching suggestions. It hopes to promote the "local emotion" education to be better integrated into middle school Chinese teaching.

## 1. Connotation of Emotional Education

Emotional education is not only an important educational concept in Chinese education, but also the starting point and focus of developing Chinese education in middle schools. However, for the traditional Chinese education, the most lacking is emotional education. In order to better add the content of emotional education in Chinese education in secondary schools, first of all, we should discuss the connotation of emotional education. As for the connotation of emotional education, it can be roughly divided into three aspects:

First of all, emotional education is an educational concept that is more humane in light of the shortcomings in current educational concept. Its essence tends to be a concept, an idea, rather than a simple teaching method. Therefore, when conducting emotional education, teachers should choose the content that tends to the essence of emotional education when they are doing classroom production or teaching content selection, instead of choosing emotional education because of emotional education.

Secondly, for emotional education, the main starting point is emotion. Infiltrating emotion into every aspect of education is the real content of emotional education. However, for the modern Chinese education in middle schools, in order to fulfill the demand for the emotional education content required by the school, the teacher searches for the related teaching courseware of the so-called emotional education from the Internet, which is completely inverted.

Finally, emotional education is a real existence and part of the educational process. Until now, many teachers have said that emotional education is an illusory, unrealistic, unpredictable and unattainable educational model. But in fact, emotional education is a kind of educational idea based on the thinking of traditional educational idea, which makes up for the existing educational mode.

## **2. The Characteristics of Emotional Education**

After understanding the connotation of emotional education, we should analyze the characteristics of emotional education in depth to better integrate emotional education into the classroom of Chinese education in middle schools. For emotional education, its main characteristics are three points. It is scientific, creative and interested.

### **(1) The Scientific Nature of Emotional Education**

Emotional education is developed based on the history of development of modern science, but it is not a discovery or a product of science. It is a summary of traditional educational concepts based on scientific methods, and then be analyzed based on scientific methods and get a new teaching and education model that can make up for the modern educational ideas. Moreover, in the process of analyzing emotion education in many aspects, it can be found that the scientific nature of emotional education is embodied in various modes of emotional education. Emotional education has correct and scientific development goals, and the essence of emotional education is actually a scientific optimization of traditional education, and finally, emotional education is a scientific optimization of traditional education. The application of sensory education is to improve students' enthusiasm for classroom learning, which meets the needs of students and society for talents.

### **(2) Creativity of Emotional Education**

When emotional education is really carried out in the process of practice, teachers need to formulate special teaching plans and contents according to the specific situation of students. At the same time, it also represents that emotional education is not a fixed and rigid education model, but a highly liberal and creative education model. In the specific process of emotional education, teachers can make different teaching plans according to different teaching angles and teaching objectives to really help students improve their enthusiasm for classroom learning and complete classroom learning better, and improve students' learning efficiency.

### **(3) Interest in Emotional Education**

Interest is the first criterion of students' learning and the first element of teachers' teaching. For the teaching of any subject, the application of any teaching mode, how to better mobilize students' learning enthusiasm and improve students' participation in the classroom, is the research focus of teachers and education mode. Emotion, as a basic motive force of human beings, can play a guiding and dominant role in human cognitive activities and human behavior. For example, a certain kind of human behavior can cause people's own pleasure, and people in later life, will involuntarily imitate and repeat this behavior. Modern educational theory, on the other hand, requires the cultivation of talents with innovative and self-learning abilities. That whether it is innovative or self-learning abilities are strong depends on the curiosity of students themselves and whether their exploratory desire has reached a certain level. Only enough curiosity can support students' enthusiasm for learning and can the efficiency of students' classroom learning be guaranteed.

## **3. Implementing Strategies of "Local Emotional Education"**

The implementation of "local emotion" education in middle school Chinese teaching needs to achieve the perfect combination of teaching and learning, that is, it is not only necessary to pay attention to the teachers' contribution in the "local emotion" education, but also to stimulate students' interest in learning and encourage students to actively participate. In order to better implement the "local sentiment" education in middle school Chinese teaching, the specific measures can be started from three aspects.

(1) Do a good job of emotional training for teachers. For the middle school Chinese teaching class, the main class leader is the teacher. Therefore, in order to better apply the "local emotion" education in classroom education, we must first cultivate the teacher's own emotions and enhance the teacher's own teaching process. The emotional input. Because only middle school Chinese teachers can unearth the local folk customs in the textbooks, they can let the students discover the local folk customs through design problems and other methods, thus participating in the "local emotion" education. Therefore, the "local emotion" education is integrated into the middle school

Chinese teaching. The professional quality puts forward higher requirements. As a middle school teacher, if you want to carry out the "local emotion" education smoothly, you must seize every opportunity to continuously improve your own quality, read a lot of books about local folk customs, and form in the process of continuous learning. Discover and pass on the awareness of local customs.

(2) Fully cultivate students' own emotional abilities. This aspect is mainly accomplished through teaching materials and daily teaching. As a middle school Chinese teacher, it is necessary to have the awareness of "local" resources, make full use of the "native" resources in the textbooks, and rationally design and mobilize the enthusiasm of students to learn from customs. Therefore, actively participate in the "local emotion" education. Infiltrating the "local emotion" education in the middle school Chinese classroom is divided into the following three stages. The first stage is to find the entry point of the "local emotion" education. Under normal circumstances, the middle school students are more interested in the folk customs in the local resources, as the middle school language. Teachers need to make full use of students' curiosity about "folk", explain the origin story of folklore, and mobilize students' interest in learning. For example, in the teaching process of Zhu Ziqing's "Back", the most classic bridge in the text is when Zhu Ziqing's father sent him to study, he turned over the wall to buy oranges. The whole article is also about buying oranges, which can let students think. What does "orange" mean in the end, why does Zhu Ziqing's father think that the orange can carry his full father's love? Here is the background story of Zhu Ziqing. He is a native of Yangzhou. Buying oranges is an important folk custom in Yangzhou. When relatives are far away, they often have to send them in orange, and they are willing to take the big picture, indicating that their loved ones don't have to worry about going out. Home things. Through such a question, the middle school Chinese textbooks are completely linked to the local folk customs, which is an important manifestation of the "local emotion" education. The second stage is the development stage. The development stage plays an important role in a class. This part has higher requirements for middle school Chinese teachers. It requires high cultural quality and awareness of discovering and inheriting traditional culture. During the teaching period, Middle school Chinese teachers need to read the teaching materials carefully and discover the local resources that exist in them, so as to better carry out the education of "local sentiment". For example, Tao Yuanming's "Peach Blossom Spring", this article describes a scene of no exploitation, no oppression, and harmony between people. This is the common aspiration of all people in the turbulent times, and it is also in the hearts of all people. Peach Blossom Spring, here is the end of the Eastern Jin Dynasty, the war is frequent, the phenomenon of the people and the people are not live, is also an important embodiment of the local folk customs. Finally, it is the end stage. At this stage, teachers need to review the contents of this lesson in a unified way. The most important thing is to promote students' emotional resonance through summarization and analysis, and pick up the pen in their hands to record their true feelings. In addition, students need to develop the ability to discover the beauty of life. Through daily routines in life, they can make sense and improve their emotional interaction.

(3) Construct an evaluation system. It is necessary to establish a true, complete, clear and reasonable evaluation system of emotional education. Any educational concept can only be truly carried forward if it is formed into a system that can truly carry forward the education. In the process of creating the evaluation system, it is necessary to fully evaluate the students from the perspective of the students, to ensure that the evaluation system is more in line with the actual needs of the students, and to fully carry out the "local emotional education".

#### **4. Conclusion**

In Chinese teaching in middle schools, the emotional education of "local emotion" is beneficial to improve students' enthusiasm for learning. It can really help students improve their emotional thinking and innovative ability. It is believed that by incorporating the concept of emotional education into the traditional education model, it will help to cultivate more talents with social needs and national needs.

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