

The Value and Strategy of Emotional Education in Primary School Mathematics Teaching

Rongbing Yue

Nantong University, Nantong City, Jiangsu, China

Abstract: With the deepening of educational reform, the value of emotional education in primary school mathematics teaching is becoming increasingly prominent. This paper aims to explore the importance of emotional education in primary school mathematics teaching and propose a series of strategies to implement emotional education effectively. First, the article emphasizes the value of emotional education in promoting students' all-round development, cultivating a positive learning attitude and enhancing their interest in mathematics. Then, by analyzing the characteristics of primary school mathematics teaching, this paper puts forward several specific strategies to implement emotional education, including the creation of emotionally rich teaching situation, paying attention to students' emotional experience, cultivating students' cooperative spirit and building a harmonious teacher-student relationship. These strategies can help to improve the teaching quality of primary school mathematics, and can effectively promote students' emotional development and mental health. Finally, this paper summarizes the key role of emotional education in primary school mathematics teaching and offers prospects for future research and practice.

Keywords: Elementary School Mathematics; Emotional Education; Teaching Strategy

1. Introduction

Emotional education mainly refers to promoting the development of students' cognitive, emotional, behavioral and other aspects by paying attention to students' emotional experience, emotional expression and emotional development. It emphasizes that in the teaching process, teachers should not only pay attention to students' knowledge and skills learning, but also pay attention to their emotional experience and mental health. With the continuous

evolution of education mode, the role of emotional education in primary school mathematics teaching is increasingly valued. Emotional education can not only promote the formation of students' interest in mathematics and positive attitude, but also affect the students' mathematics learning effect and lifelong development to a great extent.

However, despite its widely recognized importance, how to effectively incorporate emotional education into the mathematics curriculum as a natural part of teaching remains a question that needs intensive research. This paper discusses the value and practical strategies of emotional education to primary school mathematics teaching, in order to promote the development of primary school mathematics education.

2. The value of Emotional Education in Pupil Mathematics Teaching

2.1 Stimulate Students' Interest in Learning

Teachers patiently guide and interpret interestingly, create a positive student atmosphere for students, reduce the difficulty of students' learning, stimulate students' interest and enthusiasm for mathematics learning, and enhance their learning motivation. In a positive emotional state, students are more likely to focus and engage in learning and improve the learning effect.

2.2 Enhance Students' Confidence and Self-Esteem

Teachers' positive language and personalized recognition can help students build up confidence in math learning. When students get successful experience and positive feedback in learning, their self-esteem and self-confidence will be enhanced, which is an extremely valuable wealth for their future study and life.

2.3 Create a Correct Concept of Learning

Mathematics is a subject of right and wrong, and

the answer is unique. Learning outcomes can be detected in daily exercises, classroom interactions, and tests. Emotional education in mathematics teaching, cultivate students' positive and correct learning concept: let the students who answer wrong realize that mistakes are not a sign of failure, but the only way to move forward to success, let the students who answer correctly know that a success is only a small step of progress, can not be complacent. This positive learning concept helps students to remain optimistic and brave to try and explore when they encounter challenges.

3. The strategy of Emotional Education in Primary School Mathematics Teaching

3.1 Use the Content of Teaching Materials to Integrate Emotional Education

First of all, teachers should choose the textbooks that can arouse children's interest, and create a dynamic and attractive learning environment, so as to ignite students' enthusiasm for learning. In this way, students can more spontaneously and actively participate in mathematics learning, so that they can practice the process of mathematical knowledge exploration when participating in mathematical activities, and get fun from it.

Secondly, teachers should dig deeply and use the teaching material resources to enrich the teaching content and make them more attractive. For primary school students, especially those in the lower grades, they are curious and interested in stories, fairy tales and the animal world. If teachers can integrate the knowledge points in the textbook into small stories, and take small animals as the protagonist of the story, then students can be more easily immersed in learning. This teaching method not only adds to the fun of the classroom, but also effectively stimulates students' enthusiasm for learning, and creates a cheerful learning atmosphere.

For example, when introducing the concept of "average score" to the second grade students, the teacher can conceive a story situation where two monkeys go up the mountain to pick eight peaches, but somehow it would be fair. The little monkey thought that as a younger man should have more peaches, the big monkey thought that he was strong and should get more peaches. Teachers can ask a question about this situation: If you were a monkey mother, how would you distribute the peaches fairly? Through this

situation, students will have a strong desire to learn new knowledge and focus their attention. Such a story situation can not only effectively attract students' interest and enhance their self-confidence, but also stimulate their inner positive emotional experience of "I want to learn", allowing them to make them eager to learn actively [1].

3.2 Multi-Activity Teaching to Promote Emotional Education

3.2.1 Exploring And Practical Learning To Explore Students' Potential

As mentioned in the "Mathematics Curriculum Standards", one of the ideas of mathematics teaching activities is to let students learn to explore independently, and make observation, conjecture, bold reasoning and careful verification in sufficient time and space. Therefore, as a teacher, it is necessary to create an appropriate exploration environment in teaching activities to guide students to find and ask questions. In this way, students can develop good qualities of active exploration and innovation, so that they can experience the happiness of success, feel a sense of pride and achievement in the process of exploration, and enhance their confidence in learning and explore their potential.

For example, when talking about the "law of business", students' competitive consciousness is stimulated by organizing the formula competition. Then, students are encouraged to observe and compare the formulas and results by themselves, and to ask questions actively, so as to induce their desire for knowledge and enhance their interest in learning. Subsequently, students are guided to explore activities in group cooperation to find the constant rules of business, which not only helps to improve their independent thinking ability, but also promotes the formation of cooperative spirit and sharing habits. Finally, when reporting the discovery, students are asked to use concise and general language to summarize the rules, which further exercises their summary and expression ability. In this way, good teaching results can be achieved, which not only promotes the construction of students' knowledge system, but also realizes the value presentation of emotional education [1].

3.2.2 Set up the game activities skillfully to stimulate the interest in learning

When organizing games, teachers should pay

attention to give each student an equal opportunity to participate, and encourage all students to experience the activities together as far as possible if conditions permit. Students tend to remember more deeply what they personally participate in and experience, and they can only remember a part of what they only observe. Therefore, by designing interactive games and activities, students can be encouraged to participate personally, which can not only help students to remember the learning materials more deeply, but also ignite their enthusiasm for learning and let them experience the joy of learning. Gradually, these positive experiences will change from quantitative change to qualitative change, making students' interest gradually develop into a deep love for learning. For example, when talking about "8 points and combination", the teacher changed the poker magic, encouraging the students to think about the secret behind the magic. All kinds of speculation were made, and eventually one student found that the sum of the regular — playing cards was 8. Because magic games are attractive and challenging to students themselves, such design teaching can integrate learning into the game, make math learning lively and interesting, increase students' participation, and make the learning process become an edutainment experience [2].

3.2.3 Use modern technology to enhance learning motivation

The use of modern educational technology can demonstrate the complex mathematical principles through computer simulation, so that the teaching content can be more vividly presented to students, and help students to understand and master the abstract mathematical concepts. It is worth noting that students are easy to rely on this intuitive information technology, and teachers cannot reduce the amount of students' thinking when using modern educational technology.

For example, when talking about the course of "Understanding graphics", teachers can design animation teaching, and use animation to show the expansion diagram of cylinders, sphere, cubes, cuboids and other graphics, so that students can easily observe, understand and summarize. The reason for using multimedia teaching is that students are young and have poor abstract thinking ability, which is not enough for them to understand and imagine the expansion map of objects. However, animation

can provide students with explicit materials and easy to learn and understand knowledge, so as to enhance students' learning motivation.

4. Shape the Emotional Environment and Deepen the Emotional Education

4.1 Positive Feedback to Enhance Self-Confidence and Self-Esteem

Through positive feedback and personalized recognition, can enhance children's self-confidence and self-esteem. When students make progress or success in math learning, teachers should give timely and positive feedback. Feedback included not only recognition of the correct answer but also appreciation of the process of students trying to solve the problem.

Due to the individual differences among students, some students may need to be encouraged in mastering the basic knowledge, while others may need more support in solving complex problems. This requires teachers to understand the characteristics and needs of each student, use positive and specific emotional words, and give targeted recognition and encouragement. For example, when a student does well in some way, he can say, " You have excellent leadership!"Or" I really appreciate your efforts!"This helps children to establish a good sense of self-value, to their own emotional expression and efforts to have a better cognition and affirmation.

4.2 Patient Guidance and Shaping of Learning Concept

Mathematics itself is a subject is not easy to fully understand, even understand there will be difficult to practical application, so for weak understanding or slow learning students, teachers need to show more patience, help students shape the correct learning concept, through step by step guidance, help students overcome difficulties, rather than eager to achieve.

In addition, in mathematical problem solving, when students are often discouraged by mistakes, then teachers should teach students to understand that mistakes are part of the learning process, rather than a sign of failure. When students encounter difficult math problems, they can cope with challenges by taking deep breaths, taking a break, or seeking help, encouraging them to reflect from their mistakes instead of

feeling frustrated or self-reproach. At the same time, teachers can also encourage students to cooperative study and group discussion, so that students can solve problems in mutual support and encouragement. Such an environment helps students build confidence, have an awareness of information sharing and learn to respect and understand the feelings of others.

4.3 Set an Example and Cultivate Mathematical Literacy

In primary school, students have a deep sense of dependence on teachers, who often unconsciously imitate teachers' emotional and behavioral patterns. This imitation is not limited to emotional communication, but also extends to learning habits and cognitive styles. Especially in mathematics learning, students' way of thinking, problem-solving strategies and even their attitude towards mathematics may be significantly influenced by teachers. Therefore, in the process of primary school mathematics teaching, teachers should set up correct mathematical thinking methods, cultivate students' rigorous logical reasoning ability, and actively solve problem learning attitude through their own demonstration role, so as to play a positive guiding role for students' mathematical literacy and moral quality.

First of all, teachers are required to show the correct mathematical thinking method in the teaching process. For example, in the face of a complex mathematical problem, teachers should not rush to give answers directly, but should gradually guide students to understand the essence of the problem, analyze the structure of the problem, so as to find the breakthrough point to solve the problem. Teachers can stimulate students' thinking by asking questions, guide them to learn how to decompose problems and summarize information, and gradually cultivate their logical thinking ability. At the same time, teachers also need to establish a rigorous logical reasoning ability for students through their own words and deeds. In the process of solving the problem, teachers should emphasize the rationality and necessity of each step of reasoning, and encourage students to not let go of any possible mistake, even a small calculation error. In addition, teachers should also show a positive learning attitude towards solving problems. In the face of difficulties and

challenges, teachers should not show frustration or give up, but should keep optimistic and persistent, with practical actions to tell students that every problem is possibly solved. Teachers can share their own experience of solving problems, letting students see that even in the adult world, problem solving is a process that requires constant effort and attempt. By setting an example, teachers can influence students virtually, so as to cultivate students' mathematical literacy.

5. Conclusion

The integration and practice of emotional education in primary school mathematics teaching is a complex and necessary process. It requires teachers to pay attention to students' emotional experience, provide personalized support and guidance, adopt diversified teaching methods, and constantly improve their own emotional education ability. Through these efforts, we can help students establish a positive learning attitude, stimulate their interest in mathematics, and cultivate their moral qualities to lay a solid foundation for their lifelong development. Emotional education is not only a teaching method, but also a kind of educational concept. It emphasizes the all-round development of people, and is a deep understanding and practice of the essence of education. In the future education practice, emotional education will continue to play an irreplaceable role and become an important part of primary school mathematics teaching

References

- [1] Tao Hui. Research on infiltrating psychological education in primary school mathematics teaching [D]. Jiangsu: Yangzhou University, 2020.
- [2] Xu Ting. Light the navigation light of students' mental health — My infiltration of psychological education in primary school mathematics teaching [J]. Science Public (Science Education), 2016 (04): 65.
- [2] He Shubin, Sun Jiawei. The return and realization of educational value: an analysis of the implementation of educational punishment of public primary and secondary schools in the United States [J]. Problems of juvenile delinquency, 2022 (05): 135-149.