

STRATEGY RESEARCH OF EMOTION EDUCATION IN MATHEMATICS TEACHING

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ABSTRACT

Emotional education can also be called a teaching method about the emotional field, teachers should teach students on the premise of subject teaching, and adopt the corresponding teaching methods to promote the improvement of students' emotional field and cultivate students' all-round development. The importance of emotional education is undeniable, and it can enable students to play a catalytic role in establishing an important watershed in the development of their outlook on life and the world. Not only that, but it also fosters creativity in students and stimulates their learning potential. Teachers use humanized education methods to make students feel happy and happy in the process of learning, so as to promote the all-round development of students. This also reflects the "people-oriented" educational ideology, providing students with help in learning, ideological character, interpersonal communication and other aspects. In the actual mathematics classroom, educators can educate the educated students through strategies such as improving the quality of teachers, excavating the emotional factors in the teaching materials, optimizing the teaching design, improving the teaching methods, forming reasonable and correct evaluations, and improving the teaching environment.

Keywords: Emotional education; mathematics; students.

First, then significance of implementing emotional education in mathematics teaching

Mathematics is one of the compulsory educational subjects for students. In the process of implementing mathematics classrooms, attention should be paid to cultivating students' core literacy, and taking this opportunity to improve the level of the whole classroom. Emotional education is a very contagious educational method, which has a strong persuasive power among students, conforms to the psychological and thinking characteristics of students, and improves the effect of moral education in the classroom. Mathematics is highly abstract, rigorously logical, and has a wide range of applications. Emotional education indirectly helps students to transform and advance mathematics from intuition to abstract thinking, which plays an important role and significance.

In order to enable students to actively explore and learn new knowledge, then modern educational practice must be based on equality, democracy, friendship and cooperation, etc., to create a happy and relaxed learning atmosphere for students. When teachers interact with students, they should have a sincere, friendly and equal attitude, and only by respecting students and understanding and trusting them enough can they motivate students to participate more actively in teaching activities.

Education is like a spring breeze, silently nourishing all things. Students do not see the educational process happening, but it affects their hearts. Therefore, the assessment and inspection of learning outcomes should not put too much pressure and punishment on students, let them analyze and solve problems together with teachers, and explore problem-solving strategies, explore the answers to problems, and finally make common progress in learning for teachers and students. Therefore, mathematics teachers need to actively explore the emotional

education of mathematics in order to gain more emotional experience and ways of education and teaching.

Emotional education is to use emotions to promote human development, and at the same time combine with education, so that students can improve their thinking and morality in the learning process. This process is divided into two areas: the cognitive domain and the emotional domain. The cognitive domain is related to feeling, intuition, and thinking. The affective domain is related to feelings and evaluations. By linking these two aspects and influencing each other, students will develop holistically. A person's success is also reflected in "emotion", as the psychologist Goleman once said: "Success lies in emotions rather than intelligence."

Emotional education can continuously motivate the educated to improve, which in turn promotes their self-realization. This kind of educational emotion is generated under the effect of educational beliefs, gradually formed in educational life, and these powerful feelings are invested in students, and at the same time emotional, students will also feedback the same enthusiastic educational feelings to educators, and then form a virtuous circle: teachers and students grow together; This is what we call "teaching and learning". The growth of wisdom, the satisfaction of the soul, and the perfection of personality make the educated realize the joy and happiness of success, and this joy and happiness are based on educating others to acquire knowledge and talents, and his natural and moral feelings are deepened and sublimated, which in turn promotes the self-realization of the educator.

The 'educational' nature of emotions makes it necessary to include educational motives. It embodies the four principles of education: student-oriented, people-oriented Taoist thought, strategic thought, unified thought, etc., which can ensure the healthy growth of educators. In the specific education process, the educational evaluation of educators has a strong interaction and direction. This means that educators can effectively infect and improve the learning emotions of the educated, and form a teacher-student integration. In this kind of "evaluation", the feelings of teachers and students are equal and consistent. This equality and consistency can quickly lead to psychological consensus, allowing teachers and students to dialogue on an equal footing, and further promoting the cognitive development of educators. Therefore, in this sense, the emotional education of teachers can bring a relaxed, happy and positive emotional atmosphere to the educated, thereby improving the learning efficiency and creativity of the educated, so that the mental potential of the educated can be fully reflected.

Humanitarian educational sensibilities can develop the personality of the person being educated. Therefore, educators with educational emotions will take the initiative to improve their educational wisdom so that love can be realized, and educational wisdom becomes the highest manifestation of love. Therefore, the emotions of the educator also make the educator's education successful.

Second, the strategy of implementing emotional education in mathematics teaching.

The concept of education subtly dominates people's cognition, and it is an ideology deeply rooted in people's inner structure. At present, the basic view of this situation is that it is necessary to have a deep understanding of the new curriculum standards for mathematics and establish a correct concept of education. Teachers should not only have excellent and solid teaching skills, teaching skills and profound knowledge, but also use modern teaching methods. Pay attention to the combination of mathematics teaching and information technology in the new era, and consciously and competently regulate students' mathematical emotions. Therefore, teachers should always keep in mind the professional ethics of lifelong learning and

constantly improve their emotional education ability.

(1) Teachers should strengthen their self-emotional cultivation. Teachers should have a good mental state and noble moral sentiments, and always maintain a positive and healthy attitude and emotions in front of students. Pay attention to your words and deeds, have a sense of responsibility, enthusiasm, cordiality, humor, tolerance, and use sincerity and other excellent qualities in different aspects to improve your personality and infect students. Makarenko, a former Soviet educator, once said: "A teacher can never be without the ability to express himself, and a person who does not express himself well cannot become a good teacher." The teacher walked into the classroom with a smile, an expression, a look, and all the hints that inspired the "hearts" of the students and built a "bridge of hearts" for emotional communication between teachers and students. As a math teacher, math assessment also has the potential to influence students' math learning outcomes. The teachers' strong professionalism and service spirit, emotional classroom teaching, and serious feelings and thinking about mathematics have affected the teachers' positive and optimistic education and students' enthusiasm. In this way, students gain a "way to approach the teacher and believe in themselves". Therefore, teachers should not only strengthen their intellectual cultivation, but also strengthen their emotional cultivation. Teachers should be loyal to their duties, devote themselves to mathematics education with enthusiasm, constantly improve their own quality, and guide students to learn mathematics with a positive and enthusiastic attitude. Infect students through their own charisma.

(2) Teachers must have love. First, teachers should not only have the art and act of love, but also the emotion of love. Why don't some students feel the love of their teachers? This is because some teachers lack the art of love. Teachers should understand the development status of each student in an all-round way, including talents, thinking quality, personality, family background, mental health, friendship and other loving behaviors. Only in this way can we truly enter the emotional world of students, enter the hearts of students, feel the love of students for teachers, and teachers can become firm friends in students' hearts. On the other hand, as a teacher, we must treat every student equally and fairly. Students with high moral character and excellent grades are easy to be taken care of, and students with poor moral character and poor academic performance are difficult to be taken care of fairly and justly. Mr. Gao Zhendong, an educator, once said: "Loving one's own children is a human being, and loving other people's children is God." We will respect every student and care for every student fairly and justly. It is necessary to promote the development of students into virtuous people, so that students can devote themselves to the study of mathematics with greater enthusiasm. Again, on an equal footing, there is more communication with students. As a glorious people's teacher, we should actively communicate and talk with students. Having an understanding of students' interests and hobbies is conducive to communication between teachers and students. Before class, you can go into the classroom early to have a look and chat with students. The teacher does not leave immediately after the class and communicates in the student's language; Express love in a student's way; Feel life with the feelings of students; Understand the world through the eyes of students; Think about the student's thinking questions. Under this behavior, the psychological distance between teachers and students can be gradually narrowed. In this way, the teacher's love can be fully reflected, the students will cherish it more, and the teachers and students will be able to communicate consciousness and emotional resonance.

Teaching materials are an important source for communication, reception and processing of knowledge between teachers and students, and an important guarantee for the smooth development of teaching activities between teachers and students. How mathematics teachers handle and how they handle textbooks can directly or indirectly affect students' interest and

initiative in learning. In the process of presenting the content of the textbook, the teacher should process and organize the content of the textbook from an emotional perspective. The emotional factors in the teaching process can be carried out in the following aspects:

(1) Introduction to the History of Mathematics

In the course of the lecture, the development history of the relevant knowledge content can be expanded. In this way, it can stimulate students' desire to explore natural knowledge and curiosity in unknown areas, so as to achieve the purpose of cultivating students' good study habits, paving the way for students' patriotic education, and further cultivating students' learning autonomy and national self-esteem, and students' interest in mathematics will also arise spontaneously. For example, when explaining the part of the knowledge of number classification, students can be introduced to the first digital crisis. In the time of the ancient Greece mathematician Pythagoras, he advocated the school that believed that all phenomena in the universe could be represented by integers or the proportion of integers, but a member named Hibersos found a counterexample to this view, and through layers of reasoning based on the Pythagorean theorem, he found that when the side length of a square is one time, its diagonal length is a number that has nothing to do with integers, which contradicts the claims of this school. This alarmed many mathematicians in ancient Greece, and this particular discovery is also known as the first mathematical crisis in the history of mathematics. In the time of the ancient Greece mathematician Pythagoras, he advocated the school that believed that all phenomena in the universe could be represented by integers or the proportion of integers, but a member named Hibersos found a counterexample to this view, and through layers of reasoning based on the Pythagorean theorem, he found that when the side length of a square is one time, its diagonal length is a number that has nothing to do with integers, which contradicts the claims of this school. This alarmed many mathematicians in ancient Greece, and this particular discovery is also known as the first mathematical crisis in the history of mathematics. Although, the discovery of Hibersos was not accepted by the people of this school and his companion was thrown into the sea and drowned. After listening to the students, they found that it was so difficult to develop mathematics. After listening to the teacher's explanation of part of the history of mathematics, students will naturally discover the infinite charm of mathematics, stimulate their desire for exploration and knowledge, as well as their patriotic enthusiasm and national pride.

(2) Experience and appreciate the beauty of mathematics

The beauty of mathematics is not the same as the beauty of nature and art. Mathematics is mainly about inner beauty, strong logic and intelligence. To understand the beauty of mathematics, it is sometimes necessary to gain insight into the meaning and mathematical ideas based on abstract and boring formulas, symbols, and esoteric theorems. As a result, many elements of mathematics are difficult for students in junior high school to intuitively accept. Mathematics has the beauty of numbers, forms, and images. The beauty of knowledge connection structure, the beauty of dynamic thinking, and the beauty of simple thinking. The basic characteristics of unity, simplicity, symmetry and singularity can all reflect the beauty of mathematics. Some people are so fond of math that they are obsessed with math and struggle to solve math problems and forget to eat and sleep, why do they have such a different attitude towards math? This is, in part, a perception and appreciation of the beauty of mathematics. Teachers of mathematics should fully analyze and express the aesthetic relationship and internal relationship between concrete and abstract, guide and help students appreciate mathematics, create mathematics, and enable students to be rendered and improved by mathematical emotions in a harmonious atmosphere. Let students gradually get rid of the shackles of 'hard study' and enter the world of 'happy learning'. The beauty of mathematics is natural but not pretentious, calm but not impetuous, noble but not cheesy, cold and agile, singular and harmonious, fully embodying the charm of orderly science.

(3) Reflect the value of mathematics in combination with professional courses.

There are also students who say that learning mathematics is a waste of time and useless work. In addition, in the process of mathematics education, some teachers only focus on whether students understand the knowledge itself, but ignore the explanation of the application value of mathematics and the scientific significance of its existence. It is necessary for mathematics education to provide targeted guidance and assistance for students to learn professional knowledge and skills. In addition, mathematics teachers should further consider the needs of students based on the current situation of students' development, understand the specific requirements of mathematics professional knowledge, and be proficient in the educational content of related majors. When preparing lessons, teachers should also take care to integrate teaching knowledge with the subjects that students are learning. In this way, the integration of the mathematics curriculum with the curriculum of the students is realized.

In the course of the lesson, the mathematics teacher should carefully prepare the teaching process, so as to make the more abstract problems in mathematics concrete and intuitive, and then arouse the emotional resonance, spiritual resonance, thinking collision and wisdom spark between teachers and students. "Meaningful math problems can effectively improve students' desire to explore and seek knowledge, so that their thinking state can be in a highly active state when they are affected by problems." The situation of the problem can stimulate students' curiosity and curiosity, and stimulate students' interest in learning. The derivation and proof of mathematics textbooks are still difficult for middle school students to understand. If this part of the content is taught directly in the classroom, it can cause some students to lose interest in mathematics, or even cause them to shadow the mathematics learning process. But this part of the content is not taught in the classroom, which not only undermines the integrity of mathematics, but also does not help students remember, understand, and apply new formulas. This can lead to a situation where you only know math but don't know why. Therefore, according to the actual situation of mathematics learning in middle school, the derivation and proof of any new formula cannot completely follow the derivation and proof process of the textbook. In this case, methods and approaches can be adopted to make it easier for students to understand and accept. Students can use what they have learned to derive new formulas on their own, and they can also find out the rules of old formulas and deduce new formulas without evidence. Students in secondary school use what they have learned to independently derive new formulas on their own, which greatly enhances their confidence in learning mathematics and improves their mathematics learning ability. It was a big success. Along with self-efficacy, students deeply realize that math is not as esoteric as they think.

Classroom teaching essentially refers to the complex process of emotional communication and thinking collision and integration between students and teachers. Through continuous innovation, teachers change teaching methods and methods, and firmly grasp the main position of classroom teaching:

(1) Actively guide students to participate in mathematics activities. Teachers should help students to explore their own potential, so that students can fully demonstrate their wisdom in learning activities, so that students can have a sense of accomplishment in mathematics learning. For example, students can be encouraged to participate in math teaching activities. Through the actual hands-on operation of students, students can fully feel the sense of participation in teaching activities. Only when students experience it first-hand can they give higher value to learning and enable them to play a major role in the process of knowledge formation. In mathematics learning, students actively participate in mathematics, both actively participating and psychologically. In teaching, teachers should demonstrate their own thinking process, let students understand the thinking process, and let students learn to discover and

explore the art of thinking. Mathematics learning is not a mechanical cycle, but a way for students to re-understand and create relevant mathematical knowledge through active operation and thinking based on their own experience, way of thinking, and processing strategies.

(2) Collaborative learning. Provide students with an appropriate collaborative learning environment that provides an opportunity to discuss observations and how the math curriculum works. Collaborative learning facilitates both student learning and communication among students. Learning itself is a form of communication. Students express and explain mathematical knowledge, mathematical thinking and mathematical experience through words, graphics, symbols, language and other forms. Through communication, students can compare and update their own ideas and present their own opinions on the opinions of others. Communication can also develop and deepen students' understanding of mathematics.

For a long time, teachers focused more on cognitive evaluations and neglected affective evaluations in their evaluations of students. In addition, when some teachers conduct appraisal evaluations, there are many negative elements and few positive components, and the tone of the evaluation is not good. This is also a top priority and a potential threat. Teachers' evaluation of students focuses too much on students' shortcomings and mistakes, fails to evaluate students comprehensively, and fails to fully understand students' emotional needs and emotional experiences. Bloom classifies educational evaluation into three levels: cognitive, emotional, and actional. Teachers should evaluate students from their perspective and care about their progress. We believe that every student is a unique individual, that every student has the potential to develop, respect each student's values, and be confident in each student. In order to change the traditional emphasis on performance evaluation that only focuses on mid-term and final grades, it is necessary to pay attention to procedural evaluation in the educational process. The evaluation methods are summarized as follows:

(1) Positive evaluation. Every student has a certain development potential, and the development of potential is inseparable from students' active emotional activities, as the United States psychologist William once said: "The deepest need of human nature is the desire to be appreciated by others." "The evaluation of students should focus on encouragement and praise. In particular, for students who are in a critical period of development, motivation can get rid of the inferiority complex, generate positive motivation for learning, and enable the brain to enter the optimal state of activity. If a student has excellent grades, he or she should be given heartfelt praise and encouragement. Therefore, teachers should pay attention to grasping the bright spots of students, and praise and encourage students' progress in a timely manner. Even if you criticize students, you must pay attention to the timing of criticism and the form of criticism. When evaluating students, teachers should point out their strengths that distinguish them from others, so that students have an emotional experience that is valued by the teacher.

(2) Subjective evaluation. Let students actively participate in the teaching evaluation process, cultivate students' sense of autonomy through organizing interactive evaluation and self-evaluation, and improve students' self-evaluation ability and initiative. Through the process of self-feedback and self-reinforcement, student development can be facilitated for positive emotional experiences. In addition, it can reduce or even eliminate the anxiety and insecurity caused by teacher evaluation, and lay the foundation for creating a safe psychological atmosphere. In addition, students need to be encouraged to make longitudinal comparisons, i.e., judging progress based on their own situation, rather than horizontal comparisons between students.

(3) Symbol evaluation. Symbolic stimuli can be used to evaluate students, enhance positive responses to academic identity, and increase the intensity of positive emotional experiences. Teachers express affirmation by giving students rewards and other ways to stimulate students' positive emotional experiences and influence students' subsequent behaviors. Teachers should

design math problems of different difficulty before class to suit students of different ability levels, so that each student has the opportunity to strengthen. In addition, the choice of enhancer should be appropriate for the age and psychological characteristics of the student, and several other enhancers should be provided for the student to choose freely. Evaluations should not be overly diligent, otherwise the students' attention will be focused on reinforcement. Reasonable and accurate evaluation can make students feel the joy of success and gradually restore self-confidence. In the teaching process of mathematics courses, teachers should try to create opportunities for students to succeed and improve students' confidence in learning. The joy of success stimulates students' desire to learn with strong emotional power. The evaluation of education and teaching should be based on the premise of creating a good educational environment, which is conducive to standardizing mathematics teaching activities and promoting the common growth of teachers and students' learning level. Therefore, in the process of teaching mathematics, teachers let students praise and encourage them more, and activate students' intrinsic motivation with teachers' good emotions, so that students can get more successful experiences, and students should consciously correct their shortcomings and have self-confidence. Constantly strengthen your belief in success, perseverance and courage to overcome failure.

Third: Conclusion

The correct use of emotional education is of great help and promotion to teaching. Education should be a profession full of emotions, a profession full of love. In the process of our education, if we only turn education into a very boring and simple knowledge transfer, and use scores to motivate, change their interest in learning, and even affect their normal learning life, and exclude the pursuit of beautiful things, it will be a huge teaching crisis. Therefore, teachers should correct their attitude towards their students, love them as themselves, and let every student be full of confidence and give full play to their strengths. The essence of education is to awaken the consciousness of life and construct a human way of life. The love of life gives an important meaning to emotional education.

As an important part of education, emotional education mainly focuses on students' emotions, attitudes and behaviors to ensure students' physical and mental health. Western scholars believe that emotional education is not an opinion, but a part of the educational process. It is a special and independent way of education, which respects and helps the individual development of students in the educational process, and then promotes the healthy development of society. Cultivate their ability to regulate their emotions, promote them to form a positive emotional experience of all learning and life around them, form independent and healthy personality and character traits, and fully develop their true intellectual, aesthetic and learning habits. Mathematics teachers should truly integrate emotional education into their daily education. There are certain differences in students' learning potential, learning style, etc., on the basis of what they have. It is necessary to be objective and realistic for all students, so that students can use mathematics as a tool, and try to improve and enrich themselves in the education process of mathematics classroom to meet the learning needs of different students. In this way, mathematics education will gradually become lively and interesting.

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