

Penetration Analysis of Emotional Education in Junior Middle School Art Teaching

Xing Du

Horqin Right Wing Front Banner Middle School, Hinggan League 137715, China.

Abstract: Emotional education plays an important role in the field of education and is of great significance to students' mental health and all-round development. As a discipline focusing on emotional expression and creativity cultivation, art education provides a unique opportunity to penetrate emotional education. By analyzing the penetration of emotion education in junior middle school art teaching, this paper discusses the role and implementation strategies of emotional education in art teaching, aiming to provide valuable reference for educators.

Keywords: Emotional Education; Junior High School Art Teaching; Penetration; Mental Health; Creativity

Introduction

Emotional education is the educational process of cultivating students' emotional attitude, emotional ability and emotional consciousness, which aims at promoting students' mental health and all-round development. As a discipline of emotional expression and creativity cultivation, art education has unique advantages and opportunities to carry out emotional education. This paper aims to explore the role and implementation strategy of emotional education in art teaching by analyzing the penetration of emotional education in junior middle school art teaching.

1. The role of emotional education in junior high school art teaching

1.1 Cultivate the ability to express emotions

As an art form, art can help students to express their emotions and emotions through painting, sculpture and other ways. Through creative activities such as painting or making handicrafts, students can transform their inner emotions into concrete forms and improve their emotional expression ability.

1.2 Develop emotional experience and understanding ability

In art teaching, students can appreciate and analyze the works of art, and feel and understand the emotions conveyed by the artist through the works. Through observation, analysis and discussion, students can develop their emotional experience and understanding ability of beauty.

1.3 Develop creativity and imagination

Art teaching focuses on cultivating students' creativity and imagination. By creating works of art, students can freely use their imagination and express their personalized emotional experience. Creative thinking and expression can stimulate students' creativity and develop their ability to think independently and solve problems.

1.4 Cultivate aesthetic emotion and taste

Art teaching can help students to cultivate the ability to appreciate the beauty and aesthetic emotion. By viewing and analyzing different types of art works, students can gradually develop their sensitivity to beauty and improve their taste and appreciation of different art forms.

1.5 Enhance the ability of self-cognition and emotion regulation

Art teaching can promote students to better understand their own emotions and emotions, and learn to regulate their own emotions. By creating and viewing art works, students can further understand their own inner world, learn how to express and deal with emotions, and enhance their ability of self-cognition and emotional regulation. Emotional education plays an important role in art teaching in junior high school. By cultivating emotional expression ability, emotional experience and understanding ability, creativity and imagination, as well as aesthetic emotion and taste, art teaching can promote students' all-round development and their healthy mental growth.

2. Analysis of the problems existing in junior high school art teaching

The teaching content is too single: some schools' art teaching content is too single, mainly focusing on the training of painting skills, the lack of art theory, art history, art appreciation and other aspects of education. It is easy to make students lose interest in art teaching, unable to fully cultivate students' artistic accomplishment.

Lack of the penetration of emotional education: the penetration of emotional education in junior middle school art teaching is not deep enough. Art teaching should emphasize the guidance and cultivation of students' emotions, and help students to express their emotions and emotions through art works. However, in practical teaching, the content and methods of emotional education are still not diversified and systematic enough.

Lack of innovative teaching methods: some schools of art teaching methods are more traditional, mainly rely on the teacher's explanation and demonstration. This teaching method tends to make students become passive recipients, lack of initiative and creativity. Diversified teaching methods should be explored, such as project-based teaching and cooperative learning, to stimulate students' creativity and independent learning ability

Assessment relies too much on the evaluation of finished products: the current evaluation of art teaching mainly depends on the finished products of the works. It is easy to make students pay too much attention to the results and ignore the process, which is unfavorable to the cultivation of students' artistic potential and creativity. More attention should be paid to students' thinking process and performance ability, and diversified evaluation methods, such as observation records, oral expression, etc.

Cultivate the balance between artistic accomplishment and comprehensive ability: some schools put too much emphasis on the teaching of painting skills, and ignore the cultivation of students' artistic accomplishment and comprehensive ability. Art teaching should pay attention to the cultivation of students' aesthetic ability, critical thinking, teamwork ability, etc., so that students can have comprehensive ability in the field of art.

3. The strategy of implementing emotion education in art teaching in junior high school

3.1 Design of the EE tasks and projects

Teachers can design some tasks and projects for emotional expression, and encourage students to express their emotions and emotions through painting, sculpture and other ways. For example, students can be asked to draw their own emotional maps and create works of art expressing their dreams. Through these tasks and projects, students can express their inner emotions through the art form.

Emotional map: Students are required to express their own emotions and emotions in the form of a map by drawing. Students can use colors, shapes, lines, etc. to represent different emotions, while mark the reasons or things that cause these emotions on the map. This can help students to better understand their own emotions and translate them into concrete images.

Emotional self-portrait: Students are required to draw their own emotional self-portrait and show their emotional state through the expression of images. Students can use lines, colors, expressions and other elements to express their emotions, and add some symbols or backgrounds to the works to further explain the source and meaning of emotions.

Emotional storyboard: Students are required to create an emotional storyboard and tell an emotional story through a series of images. Students can choose a specific emotional theme, such as joy, sadness, surprise, etc., and express the ups and downs and changes of this emotion through continuous images. Students can use different painting techniques and layouts to enhance their emotional expression.

3.2 Guide students to conduct emotional appreciation and analysis

Teachers can guide students to observe, appreciate and analyze various works of art, and help them to feel and understand the emotions conveyed by the artist. Teachers can ask questions, guide students to think about the emotions expressed in the work, and discuss with students. Through such appreciation and analysis, students can improve their emotional experience and understanding ability of beauty.

Choose suitable works of art: Teachers can choose some works of art with emotional expression, such as paintings, sculptures, photography works, etc. Works can cover different styles, themes and periods so that students can have a wider range of emotional experience.

Put forward questions to guide thinking: Teachers can ask some questions to guide students to think about the emotions expressed in the works. For example, do the color, lines, composition and other elements in the work convey some emotion? Do the characters and scenes in the work show the emotional state? Students can find the emotional clues in the work through careful observation and thinking.

Emotional analysis and interpretation: teachers can guide students to conduct emotional analysis and interpretation of the works from different perspectives. Students can understand the emotion that the artist wants to convey through the visual elements, expression techniques and themes in the works. They can use their own language to describe the emotions in the work, and to understand the meaning of the emotional expression behind the work.

3.3 Provide creative space and freedom

Provide a variety of materials and tools: Teachers can prepare a variety of different art materials and tools, such as pigments, brushes, paper, colored pencils, clay, etc., to meet the different creative needs of students. Students can choose suitable materials and tools to create according to their own preferences and creative intentions.

Encourage personalized creation: Teachers should encourage students to show their own personality and uniqueness in their creation. Students can choose the topics they are interested in or express their feelings and ideas. Teachers can provide some inspiring creative topics or materials, but do not restrict students' direction of expression and creation, so that students have enough freedom to create.

Provide time and space for creation: Teachers can arrange special time and space so that students can have enough time and space for creation. Teachers can set up an art corner or a creative studio to provide an exclusive creative environment for students. Students can freely exert their creativity and express their feelings and thoughts in this space.

3.4 Attention to the students' emotional needs and mental health

Teachers should pay attention to students' emotional needs and mental health, and establish a good teacher-student relationship. Teachers should give students full care and support, and encourage them to express their feelings and emotions. Teachers can provide emotional support to help students establish a positive emotional attitude and emotional awareness.

Establish a good teacher-student relationship: teachers should establish a mutual trust, respect and caring teacher and student relationship with students. Teachers can listen to students' emotions and needs, and actively respond to students' emotional expressions, so that students can feel understood and supported.

Provide emotional support: Teachers can provide emotional support and conduct emotional communication and communication with students. Teachers can arrange time for one-on-one conversations with students to encourage them to express their feelings and emotions. Teachers can give students encouragement and affirmation, and help them to actively deal with emotional distress and stress.

3.5 Guide the students to conduct emotional reflection and evaluation

Teachers can guide students to reflect and evaluate their own works. Students can think about their own emotions and emotions expressed in the creative process, as well as the emotional impact of the works on others. Through such reflection and evaluation, students can further deepen their understanding and experience of emotion.

Put forward questions to guide thinking: Teachers can put forward some questions to guide students to reflect on their own works emotionally. For example, do students have a specific emotional experience in the creative process? Do the colors, lines, composition

and other elements in the work convey the emotions you want to express? Students can reflect on and evaluate their own emotional expressions by answering these questions.

Sharing and discussing works: Teachers can organize students to share and discuss, so that students can show their works to each other, and share their emotional experience and reflection. Students can listen to each other and understand each other's emotional expression, and give positive comments and feedback.

Conclusion

Emotional education plays an important role in the art teaching of junior high school. By cultivating students' emotional expression ability, emotional experience and understanding ability, as well as creativity and imagination, emotional education can promote students' mental health and all-round development. To implement emotional education, educators can design tasks and projects for emotional expression, guide students in emotional appreciation and analysis, provide creative space and freedom, and pay attention to students' emotional needs and mental health. These strategies can help to improve the emotional education effect of junior middle school art teaching.

References

[1] Guo Y. Penetration analysis of emotion education in art teaching in junior middle school [J]. Chinese Science and Technology Journal Database (Full-text edition) Educational Science, 2022 (2): 3.

[2] Gu HF. Analysis of the penetration strategy of emotion education in junior middle school art teaching [J]. 2021.

[3] Li YW. Penetration analysis of emotion education in art teaching in junior middle school [J]. 2020.

About the author:

Name: Du Xing, Year of birth: 1995.08, Gender: Male, Nationality: Han Nationality, Native place: Gansu, Position: Teacher, Professional title: Second-level teacher, Education: Bachelor, Unit: Horqin Right Wing Front Banner, Hinggan League, Province, City: KeyFront Banner, Hinggan League, Inner Mongolia Autonomous Region