

PEDAGOGICAL SCIENCES

INNOVATION AND PRACTICE OF EDUCATIONAL METHODS IN PRIMARY AND SECONDARY SCHOOLS — FROM THE PERSPECTIVE OF STUDENTS' EMOTIONAL MANAGEMENT

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Abstract

Emotional management ability is the core component of primary and secondary school students' mental health development, and also an important breakthrough point for the high-quality development of basic education in the new era. From the perspective of students' emotional management, this paper takes positive psychology as the core theoretical support, and integrates social constructivism, humanistic psychology and other cutting-edge educational theories to analyze the practical dilemmas of emotional management education in primary and secondary schools. Based on the actual teaching practice, this paper explores the innovative paths of educational methods from three dimensions: teaching mode, implementation strategy and collaborative mechanism, and puts forward the systematic implementation strategy of emotional management education. The research aims to promote the normalization and systematic development of emotional management education through the innovation and practice of educational methods, improve the educational effectiveness of primary and secondary schools, and lay a solid foundation for the all-round development and core literacy cultivation of students.

Keywords: Primary and secondary education; Educational methods; Innovative practice; Emotional management; Positive psychology

The main part

With the deepening of the educational reform, the fundamental task of "fostering virtue through education" has put forward higher requirements for the comprehensive development of students. Primary and secondary education is not only committed to the improvement of students' academic performance, but also pays more attention to the cultivation of their mental health and personality quality. The primary and secondary school stage is a critical period for the development of students' emotional cognition and regulation ability. In the face of academic pressure, peer interaction, parent-child relationship and other practical problems, students are prone to produce various emotional fluctuations. Scientific and effective emotional management guidance is an important guarantee for students' healthy growth.

Emotional management education is an important part of mental health education in primary and secondary schools, and its effective implementation is inseparable from the innovation of educational methods. At present, the emotional management education in primary and secondary schools still has some prominent problems in the practice process: the educational form is relatively single, mostly in the form of special lectures and mental health courses, which is difficult to integrate with daily teaching; the educational content focuses on the guidance of negative emotions, lacking the systematic cultivation of positive emotions; the educational implementation is relatively fragmented, and the collaborative education mechanism of school, family and society has not been fully established.

Positive psychology, as a cutting-edge theoretical achievement in the field of psychology, provides a new theoretical perspective for the innovation of emotional management education methods in primary and secondary schools. Breaking through the limitations of traditional psychology focusing on the correction of negative emotions, positive psychology focuses on the cultivation of positive emotions, the construction of psychological resilience and the improvement of subjective well-being, which is highly consistent with the educational goal of promoting students' all-round development in primary and secondary schools. Based on the perspective of students' emotional management, this paper combines cutting-edge educational theories with teaching practice to explore the innovative paths and practical strategies of educational methods, in order to provide practical reference for the high-quality development of primary and secondary education.

Theoretical Basis and Practical Demand for the Innovation of Educational Methods in Primary and Secondary Schools from the Perspective of Emotional Management

Core Theoretical Support

Positive psychology was founded by Seligman and other psychologists in the late 20th century, which is a psychological research paradigm focusing on the positive aspects of human beings. Different from traditional psychology which focuses on the treatment of psychological disorders and the correction of negative emotions, positive psychology takes the cultivation of positive emotions, the development of positive person-

ality traits and the construction of positive social environment as the core research content. It holds that the core of mental health is not only the elimination of negative emotions, but also the full development of positive psychological resources.

In the field of primary and secondary education, the theoretical connotation of positive psychology has important guiding significance for the innovation of emotional management education methods. On the one hand, it requires educators to change the educational concept from "problem correction" to "advantage cultivation", and pay attention to the excavation and cultivation of students' positive emotions such as optimism, gratitude and courage. On the other hand, it emphasizes the importance of psychological resilience and self-efficacy, and guides students to form a positive cognitive style, so as to enhance their internal ability to cope with emotional problems.

Social constructivism holds that human cognitive development is the result of the interaction between individual and social environment, and emotional cognition and regulation ability, as an important part of cognitive development, is also gradually constructed in social interaction. This theory breaks the traditional view of regarding emotional development as a single individual psychological process, and points out that students' emotional learning is closely related to the social environment, especially the interaction with teachers and peers in the educational scene.

The theoretical implication of social constructivism for the innovation of emotional management education methods is mainly reflected in the emphasis on the practicality and interactivity of education. It requires educators to break the one-way teaching mode, design rich and diverse interactive teaching activities, and create a social learning environment for students to perceive, express and exchange emotions. Through cooperative learning, situational simulation and other forms, students can learn emotional management methods in real social interaction, and improve their emotional regulation ability in practice.

Humanistic psychology takes the individual as the center, emphasizes the respect for the individual's emotional needs and the pursuit of self-realization, and holds that the core of education is to create a supportive educational environment to promote the free and full development of the individual. Rogers, the representative of humanistic psychology, put forward the "student-centered" educational concept, which requires educators to establish a good teacher-student relationship based on respect, understanding and acceptance.

For the emotional management education in primary and secondary schools, humanistic psychology provides important theoretical support for the construction of educational environment. On the one hand, it requires teachers to pay attention to the individual differences of students' emotional development, and provide personalized emotional support and guidance according to the different emotional characteristics of students. On the other hand, it emphasizes the creation of a safe and inclusive classroom atmosphere, so that students can bravely express their emotional experience without fear of being denied and evaluated, and lay a

good emotional foundation for the effective implementation of emotional management education.

Practical Demand for the Innovation of Educational Methods in Primary and Secondary Schools from the Perspective of Emotional Management

From the perspective of students' physical and mental development, the emotional development of primary and secondary school students shows obvious stage characteristics. Primary school students are in the critical period of emotional cognition development, with rich emotional experience but weak emotional regulation ability. Their emotional expression is direct and impulsive, and they are easy to produce emotional fluctuations due to small things in study and life. Junior high school students enter adolescence, their self-awareness is significantly enhanced, their emotional experience is more profound and complex, and they are prone to anxiety, irritability, rebellion and other negative emotions. At the same time, their emotional concealment is increased, which brings certain challenges to the detection and guidance of emotional problems.

From the perspective of educational practice, the innovation of emotional management education methods is an urgent need for the development of primary and secondary education. For front-line teachers, there is an urgent need for operable and integrable emotional management education methods, which can integrate emotional management into daily educational work such as subject teaching and class management, instead of being regarded as an "additional task" independent of daily teaching. For parents, with the continuous improvement of their attention to their children's mental health, they need scientific family education guidance to form a joint force of home-school co-education with schools. For the whole society, the implementation of quality education requires the integration of emotional management education with moral education, intellectual education, physical education, aesthetic education and labor education, so as to realize the all-round development of students.

Innovative Paths of Educational Methods in Primary and Secondary Schools from the Perspective of Emotional Management

Constructing an Integrated Teaching Mode of "Positive Cultivation + Diverse Experience"

Classroom is the main position of primary and secondary education, and also the core carrier for the implementation of emotional management education. To realize the innovation of emotional management education methods, the first thing is to break the barrier between emotional management education and subject teaching, and construct an integrated teaching mode of "positive cultivation + diverse experience" with positive psychology as the core, so as to integrate emotional management into the whole process of classroom teaching.

The construction of positive emotional classroom environment is the foundation of integrated teaching mode. Based on the humanistic psychology theory, teachers should transform their educational roles, from the traditional knowledge imparter to the listener and supporter of students' emotions. In the classroom teach-

ing, teachers should respect students' emotional experience, avoid denying and evaluating students' negative emotions, and encourage students to express their true emotions boldly. Setting up a fixed "emotional sharing time" in the classroom can effectively enhance the emotional connection between teachers and students and among students, and make students gain emotional security in the classroom. At the same time, teachers should pay attention to the individual differences of students, and adopt personalized communication and guidance methods for students with different emotional development levels, so as to meet the different emotional needs of students.

Designing diverse experiential teaching activities is the key to the integrated teaching mode. Breaking the traditional didactic teaching mode, based on the social constructivism theory, designing rich and diverse experiential teaching activities according to the age characteristics of primary and secondary school students. For primary school students, we can carry out emotional cognition activities in the form of games, picture books and situational simulation, so that students can perceive the diversity and connotation of emotions in the game. For junior high school students, we can carry out emotional experience activities such as role-playing, psychological drama and group discussion, so that students can experience different emotional states and learn emotional expression and regulation methods. At the same time, teaching students simple and easy emotional regulation skills such as deep breathing, mindfulness meditation and muscle relaxation can help students quickly calm down their emotions when facing negative emotions such as anxiety and irritability.

Promoting the deep integration of emotional management and subject teaching is the core of the integrated teaching mode. Taking the curriculum standards as the basis, integrating the goals of emotional management education into the teaching goals and teaching processes of various subjects, and making each subject a carrier of emotional management education. In Chinese teaching, students can be guided to perceive the emotional experience of characters in the text and improve their emotional cognition ability through the analysis of literary works. In art and music teaching, students can express their emotions through painting, singing and playing, and realize the artistic catharsis of emotions. In moral and rule of law teaching, students can be guided to learn to think from others' perspectives and improve their empathy ability through the analysis of social life cases. In mathematics teaching, aiming at the anxiety of students in solving problems, guiding students to face setbacks correctly and cultivating their anti-frustration ability and psychological resilience.

From "Superficial Guidance" to "In-depth Construction" to Cultivate the Core Competencies of Emotional Management

The innovation of emotional management education methods in primary and secondary schools is not a simple adjustment of educational form, but a fundamental transformation of educational concept and implementation strategy. Guided by positive psychology, we should realize the transformation from "superficial guidance of negative emotions" to "in-depth construction of positive psychological resources", and focus on the cultivation of students' core competencies of emotional management, so that students can form the internal ability of autonomous emotional regulation.

Cognitive restructuring is the basic strategy to help students establish scientific emotional cognition. A large number of research results show that the generation of students' negative emotions is often related to their irrational cognitive style. Teachers should use the cognitive restructuring strategy of positive psychology to guide students to re-examine their negative emotions, let students realize that negative emotions are a normal emotional experience in life, and there is no need to escape or suppress them. For students' irrational cognition such as "absolute thinking" and "overgeneralization", teachers should guide students to correct cognitive deviations through questioning, discussion and other forms, and help students form a positive and scientific cognitive style, so as to reduce the generation of negative emotions from the root.

Setting up moderately challenging tasks is an important strategy to improve students' self-efficacy and psychological resilience. Self-efficacy is an important psychological resource for students' emotional management, and students with high self-efficacy are more able to cope with emotional problems in study and life. Teachers should set up moderately challenging learning tasks according to students' actual learning level, that is, the tasks that students can complete through their own efforts. In the process of students completing the tasks, teachers should pay attention to the process of students' efforts rather than just the results, and give timely encouragement and affirmation to students, so that students can experience the joy of success and enhance their self-efficacy. For students' failure experience, teachers should guide students to analyze the reasons objectively, summarize experience and lessons, instead of denying students' abilities, so as to cultivate students' anti-frustration ability and psychological resilience.

Constructing a diversified evaluation system is the guarantee strategy to promote students' active participation in emotional management. Breaking the traditional score-oriented evaluation mode, constructing a diversified emotional management evaluation system that combines process evaluation and result evaluation, self-evaluation and peer evaluation, teacher evaluation and parent evaluation. The evaluation content should cover multiple dimensions such as emotional recognition ability, emotional expression ability, emotional regulation ability and positive emotion cultivation. The evaluation methods should be diversified, including qualitative evaluation such as emotional diary, learning portfolio and classroom observation, and quantitative evaluation such as emotional scale. The evaluation results should be mainly qualitative feedback, and teachers should put forward personalized improvement suggestions according to each student's evaluation results, guide students to carry out self-reflection, and promote the continuous improvement of students' emotional management ability.

Constructing an Integrated School-Family-Society Collaborative Education System

Students' emotional development is affected by multiple factors such as school, family and society. The effective implementation of emotional management education in primary and secondary schools cannot be separated from the joint efforts of all parties. It is necessary to break the situation of "single fight" of schools, innovate the collaborative education mechanism, and

construct an integrated school-family-society emotional management education system with consistent concepts, coordinated methods and shared resources.

Strengthening home-school communication and cooperation is the core of the collaborative education system. Schools should take various forms such as parent meetings, parent schools and online communication platforms to popularize the scientific concept of emotional management education to parents, and let parents realize the importance of positive emotion cultivation and psychological resilience construction. Schools should provide parents with operable family emotional management education methods, guide parents to establish a democratic and harmonious parent-child relationship, listen to their children's emotional expression, avoid denying and suppressing their children's emotions, and create a good family emotional environment. Establishing a regular home-school emotional feedback mechanism, teachers timely feedback students' emotional state at school to parents, parents take the initiative to communicate their children's emotional performance at home to teachers, and jointly formulate personalized emotional guidance strategies for students' emotional problems, so as to realize the same frequency resonance of home-school education.

Linking social resources and expanding educational carriers is an important supplement to the collaborative education system. Schools should actively connect with social resources such as communities, mental health institutions and universities, and introduce professional mental health education forces into schools. Inviting mental health experts to carry out special lectures, group psychological counseling and other activities in schools can improve the professional level of students, teachers and parents in emotional management. Making full use of community activity venues to carry out parent-child emotional management practice activities can make students improve their emotional management ability in the interaction between family and society. Developing digital emotional management education resources such as micro courses and online psychological counseling platforms can provide convenient learning channels for students and parents, and expand the time and space of emotional management education.

Strengthening teachers' professional training and building a high-quality teaching team is the fundamental guarantee of the collaborative education system. Teachers are the main body of the implementation of emotional management education, and their own emotional management ability and professional quality directly affect the effect of emotional management education. Schools should incorporate positive psychology, emotional management theory, experiential teaching method and other contents into the normalized training of teachers, and improve teachers' professional ability of emotional management education. At the same time, schools should pay attention to the mental health of teachers, establish a teacher psychological support mechanism, help teachers adjust their occupational pressure and negative emotions, make teachers maintain a positive emotional state, and influence students with their own positive emotions.

Practical Guarantee for the Innovation of Educational Methods in Primary and Secondary Schools from the Perspective of Emotional Management

Establishing the Educational Concept of "Integrating Emotion into Teaching and Educating People with Emotion"

Concept is the forerunner of action, and the innovation of emotional management education methods in primary and secondary schools must first strengthen the guidance of educational concept. Schools should take emotional management education as an important part of the school's overall education system, incorporate it into the school's development plan and curriculum construction, and guide all teachers to establish the educational concept of "integrating emotion into teaching and educating people with emotion". Breaking the wrong cognition that "emotional management is the exclusive work of mental health teachers", making every teacher the implementer of emotional management education, and forming a good situation of all staff participation and whole process infiltration. Teachers should take students' emotional development as an important goal of teaching, pay attention to the emotional experience of students in the teaching process, and realize the organic combination of knowledge teaching and emotional education.

Improving the Institutional Guarantee System for the Implementation of Emotional Management Education

The effective implementation of emotional management education method innovation needs a perfect institutional guarantee system. Schools should establish and improve the relevant management systems of emotional management education, incorporate the implementation of emotional management education into the teachers' teaching evaluation system and class management evaluation system, and formulate clear evaluation standards and incentive mechanisms to stimulate teachers' enthusiasm and initiative in carrying out emotional management education. Setting up special funds for mental health education to provide financial support for the development of emotional management education activities, teacher professional training, and the development of educational resources. Establishing a normalized teaching and research mechanism, regularly organizing teachers to carry out teaching and research activities on emotional management education, exchanging teaching experience, exploring teaching methods, and continuously improving the effectiveness of emotional management education.

Implementing Hierarchical and Differentiated Educational Strategies According to the Stage Characteristics

The emotional development of primary and secondary school students has obvious stage characteristics, and the innovation of emotional management education methods must follow the law of students' physical and mental development, and implement hierarchical and differentiated educational strategies. For primary school students, the focus of emotional management education is on emotional recognition and emotional expression, using vivid and interesting forms such as games, picture books, and situational simulation to help students recognize their own emotions and learn to express emotions in an appropriate way. For junior high school students, the focus of emotional management education is on emotional regulation and psychological resilience cultivation, using forms such as thematic discussion, psychological experience and

case analysis to help students master scientific emotional regulation methods and enhance their ability to cope with negative emotions. At the same time, attention should be paid to the individual differences of students, and personalized educational guidance should be provided according to the different emotional characteristics and development levels of students.

Conclusion and Prospect

From the perspective of students' emotional management, the innovation and practice of educational methods in primary and secondary schools is an important measure to implement the fundamental task of "fostering virtue through education" and promote the high-quality development of primary and secondary education. Taking positive psychology as the core theoretical support, and integrating social constructivism, humanistic psychology and other cutting-edge educational theories, this paper explores the innovative paths of educational methods from three dimensions: classroom teaching mode, educational implementation strategy and school-family-society collaborative mechanism, which effectively breaks the practical dilemmas of emotional management education in primary and secondary schools such as single form, superficial implementation and lack of collaboration.

The core of the innovation of educational methods from the perspective of emotional management is to realize three fundamental transformations: first, the transformation of educational concept from "valuing academic performance over psychology" to "valuing both academic performance and psychology", highlighting the important educational value of emotional management; second, the transformation of educational form from "one-way teaching" to "diverse experience", making students the main body of emotional learning, and improving students' emotional management ability in interaction and practice; third, the transformation of educational implementation from "single implementation by schools" to "collaborative implementation by schools, families and society", forming an all-round, multi-level and three-dimensional collaborative education system. The innovative practice of these educational methods is conducive to promoting the normalization and systematic development of emotional management education in primary and secondary schools, improving the educational effectiveness of primary and secondary schools, and laying a solid foundation for the all-round development and core literacy cultivation of students.

With the continuous development of education and the continuous emergence of new technologies, the innovation of emotional management education methods in primary and secondary schools still has a lot of exploration space. In the future, we can combine arti-

cial intelligence, virtual reality and other modern educational technologies to develop personalized emotional management evaluation and guidance systems, and design immersive emotional experience scenarios, so as to further improve the pertinence and effectiveness of emotional management education. At the same time, it is necessary to strengthen the practical research of emotional management education, carry out long-term follow-up research on the effect of emotional management education, sum up replicable and promotable educational experience and methods, and continuously promote the innovation and development of emotional management education in primary and secondary schools. It is necessary to further strengthen international educational exchanges and cooperation, learn from the advanced experience of foreign emotional management education, combine with the actual situation of China's primary and secondary education, and form an emotional management education system with Chinese characteristics.

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