

Research on Emotional Education for Poor College Students

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Abstract—This paper aims to focus on the problems in the emotional education for poor college students. Improvement strategies are put forward through the analysis of the necessity of implementing emotional education to poor college students. The existing problems can be analyzed from three aspects of educators, educational objects, and education methods. In this paper, the author holds that in the process of improving students' emotional education, the identification of poor college students is the premise, the adopting of "one case one method" is the core, and the construction of professional teacher staff the key.

Keywords—*Poor college students; Improvement strategies; Emotional education*

I. INTRODUCTION

Poor college students refer to those who have limited economic capability and can hardly meet their basic expenses of study and life [1]. The emotional education of poor college students in this paper is the ideological and political education for them at the emotional level. For poor college students, the state and society have implemented a series of subsidy measures to help them successfully complete their studies. With the increasing input of relevant funds, the number of students benefiting from it is expanding, strongly promoting the educational equity and social equity. However, the current subsidy measures are mostly economic aid, while emotional assistance is less involved. In order to achieve the economic and emotional "double poverty alleviation" of poor college students as soon as possible, aiming at the problems existing in the process of their emotional education in terms of educators, educational objects and educational methods, this paper puts forward countermeasures to improve their emotional education effect.

II. THE NECESSITY OF IMPLEMENTING EMOTIONAL EDUCATION FOR POOR COLLEGE STUDENTS

A. *The Implementation of Emotional Education is Necessary for Poor College Students to Pursue A Better Life in the New Era*

Completing the process of building a moderately prosperous society in all respects in 2021 is the first 100-year goal of China, and the completion of the economic poverty alleviation task of nearly 4 million poor college students on time can be expected soon with the strong support of financial aid policies such as national student loans, student loans from

household registration location, national student subsidies, and encouragement scholarship [2]. While the economic poverty alleviation meets the basic survival needs of poor college students at colleges and universities, can the current ideological and political education meet their needs for the pursuit of a better life?

A questionnaire showed that about 47% of students were reluctant to participate in campus activities, among which, 36% of them said that the reason was their poor family and reluctance to communicate more; about 11% of students could not express their feelings actively, taking their parents' raising for granted; and 18.6% of students said that they liked their own life and did not want to make friends [3]. The analysis of survey data shows that the implementation of emotional education to poor college students is reasonable and necessary.

General Secretary XI emphasized in his report to the 19th National Congress of the Communist Party of China that socialism with Chinese characteristics has entered a new era. The principal contradiction - the one between the ever-growing material and cultural needs of the people and the low level of social production in our society has transformed to the contradiction between the ever-growing needs of a better life of the people and the unbalanced and inadequate development. With the continuous improvement of national financial aid policies, the principal contradiction of poor college students has transformed to their needs of pursuing a better life from the ever-growing material needs. Therefore, the research on the emotional education of poor college students is of positive significance to meet their needs of pursuing a better life.

B. *The Implementation of Emotional Education is Necessary to Establish a Clean and Upright Campus Environment*

The emotional education of poor college students is helpful to purify students' minds, and establish a correct outlook on life, value and world outlook. Before studying in colleges and universities, there was little difference between students in middle and high school period since everyone was busy with the college entrance examination. After being admitted to colleges and universities, students have more time and there are comparisons between them. It is not surprising to see students who make up, dress up or wear gold or silver. The common hobbies and similar tastes make students form small groups. However, limited by their own visions and economic levels, poor college students are prone to have negative feelings such as self-abasement and sensitivity, thus choosing to be separated

from small groups. Appropriate emotional education can help poor college students get rid of negative emotions, purify their minds, establish self-confidence, and set up the life goal of "compete in learning, ideology and dedication".

The emotional education of poor college students can help them consciously resist the bad phenomenon on campus. The campus is a collective, and a small society. Affected by unhealthy practices and evil phenomena in the society, there are some unhealthy phenomena such as being anxious to achieve quick success and get instant benefits, getting rich overnight, being famous overnight, and campus violence, which are the derivatives of the economic and social transformation, destroying the harmonious and peaceful campus environment. The reason why some poor college students choose campus loans and desire to become famous overnight is that they mistakenly take money and fame as a source of confidence, hoping to prove themselves through these ways, being misled by the theory of "useless studies". Faced with the poor college students who are self-contemptuous, suspicious, sensitive and passive, together with the social background of multiple values and developed information, positive, active and targeted emotional education is helpful to guide poor college students to resist the unhealthy phenomena on campus consciously.

C. The Implementation of Emotional Education is Necessary to Internalize the Educational Content into the Mind and Externalize it Into Practice

The emotional education of poor college students is the need to internalize the education content into the mind. Although the cramming method of teaching has been suppressed for many years, the goal of quality-oriented education has not been fully achieved yet. Under the circumstance of the examination system which is not reformed, the exam-oriented education will still take a place. However, emotional education is different from the education of basic subjects. Without the participation of rich emotional factors, the teaching will not only fail to achieve the purpose of emotional teaching, but also cause misunderstanding of poor college students. As a result, the educational content remains the situation of knowing verbally, memorizing before the exam, answering perfunctorily in the exam and forgetting after the exam, which cannot be truly internalized into the mind. Behind the issue of "to know is easy, but to do is difficult" is the lack of emotional education.

The emotional education of poor college students is the need to externalize the education content into practice. The educational content will not automatically change to practice from knowledge, and the bridge that connects knowledge and practice is emotional education. The emotional education of poor college students focuses on aspects such as emotions, feelings, ideals and beliefs and moral beliefs of the poor college students group under the conditions of relatively backward economy, and it aims to make poor college students consciously avoid negative emotions in action, guide positive emotions to make themselves have an independent personality, sound mind, positive and healthy character, good interpersonal relations, etc.

The emotional education of poor college students is the glue of the unity of knowledge and practice. The purpose of the emotional education of poor college students is not to make them get good results in the final examination, but to build a bridge from knowledge to practice, making the group be firm and cool-headed from being sensitive and suspicious, be confident and active from being self-contemptuous and passive, and be optimistic and cheerful from being pessimistic and depressed.

III. PROBLEMS IN THE PROCESS OF THE EMOTIONAL EDUCATION FOR POOR COLLEGE STUDENTS

A. From the Aspect of Educators

The emotional education of poor college students is not an independent existence, but an important part of the ideological and political education of college students. The former is an important part of the latter, and the latter summarizes and includes the former. The emotional education of poor college students has both the particularity of educational objects, the uniqueness of educational content and the consistency of educational purpose and the universality of educational problems and the commonality of challenges. Therefore, similar challenges like the common problems faced by the ideological and political education of college students also exist in the emotional education of poor college students.

The people-oriented educational philosophy is failed to be implemented. To implement the people-oriented educational philosophy, while educators improve their own emotional quality, it is necessary for them to start from the personalized emotional characteristics of poor college students, actively guide their positive emotions, meet their needs of multiple values, eliminate their negative emotions, and take the fulfillment of the all-round development of people with rich emotions as the foothold of educational goals.

The continuous and coherent emotional education is hard to be implemented. Emotional education and general education can go hand in hand at the educational and psychological development level, which have the cohesion characteristics from beginning to end, including from low to high, from easy to difficult, and from oneself to others, etc. Continuous and coherent emotional education is the guarantee to improve the educational effect. The emotional education in primary and secondary school and that in colleges and universities have different focuses. The former is the basis of the latter, and the latter is the extension of the former. The primary and secondary school stage is an important period to establish minds and emotions. Compared with the emotional education in college and university period, it is much easier to be accepted and memorized. Compared with the endless cram schools and specialty training classes of the general education, the emotional education is concluded without concrete results among the issues of "do not know how to teach, what to teach and cannot teach". Poor college students without the basis of emotional education often feel helpless, losing their heads, letting matters drift, and cannot find effective solutions.

B. From the Aspect of Educational Objects

As the mental burden of poor college students, negative emotions are the obstacles in their life, and the stumbling block in their emotional education process. Most of the poor college students are sensible and study hard. However, limited by family economic conditions, they often have a sense of inferiority, and generally do not take the initiative to do things. In this era when self-promotion is deeply needed, only those who are confident, positive, and recommend themselves have the opportunity to stand out. Negative emotions are like the hard shell on the snail's back. With such burden, poor college students cannot only move forward lightly, but also shrink back at the slightest sign of disturbance or trouble. It is difficult for them to open their hearts and communicate with others sincerely, and it is easy for them to leave the unsociable impression to others. These negative emotions are not inherent nor controllable, but can be eliminated through targeted emotional education.

Interpersonal relationship is limited to the stratosphere. Poor college students are lack of collective emotions and give people the stereotype of unsociable. Under the great economic pressure, they seldom attend AA dinner parties and gatherings organized by dormitories and classes, and they often go back and forth alone among dormitories, libraries and classrooms, which often makes people feel unsociable. Human beings are group animals, and being away from the group for a long time will cause poor college students to be emotionally sensitive and fragile, thus resulting in the low effectiveness of emotional education.

With the continuous deepening of economic globalization and the increasingly refined social division, personal energy cannot pay attention to everything concerned, and teamwork is often necessary to get things done. The difficulty in integrating into the collective and limited interpersonal relationship will finally become the ceiling that limits the growth of poor college students.

C. From the Aspect of Educational Methods

Limited by faculty, teachers cannot pay attention to the emotional state of every poor college student. However, correspondingly, there are many similarities in the demand for knowledge. Due to the different emotional needs caused by different growth backgrounds, teachers are required to be targeted and specific in the selection of emotional education content. However, the current educational method of large-scale class teaching cannot meet the emotional needs of different poor college students.

Adopting different educational methods for emotional needs of different poor college students is not only a change to the traditional educational methods, but also a challenge to teachers. In the selection of educational methods, teachers should be rooted in life and come from practice to make them be touched, enlightened and inspired.

IV. COPING STRATEGIES TO IMPROVE THE EMOTIONAL EDUCATION EFFECT OF POOR COLLEGE STUDENTS

A. The Identification of Poor College Students is the Premise of Improving the Emotional Education for Poor College Students

The causes of the poverty of college students are various, and the mental and emotional barriers formed thereby are different. At the beginning of their entering the colleges or universities, the identification of poor college students is the premise of improving their emotional education.

Concerning the identification of poor college students, the identification cannot be made according to the presentation of students at the platform, nor unilaterally by teachers or class committees, but should be connected with the National Student Financial Management Information System, obtaining information from relevant departments such as civil affairs, poverty alleviation, and disabled persons' federation, to do the identification of poor college students well. [1]. And the identification content mainly includes but is not limited to understanding of the poverty causes of college students, such as poverty caused by illness, poverty caused by school, and poverty caused by divorce and disability of parents. Only the causes of poverty are identified clearly can the psychological and emotional state of poor college students be further analyzed. If educators only know his/her poverty but do not know the causes, it is hard for them to choose the educational strategy with specific purpose, not only causing the waste of educational resources, but also damaging their self-esteem.

B. The Adopting of "One Case One Method" is the Core of Improving the Emotional Education for Poor College Students

The "one case one method" refer to adopting different emotional education methods according to different causes of college students' poverty and different cases. The factors that cause the poverty of college students are diversified, single and private. The adopting of corresponding emotional education methods should be established on the basis of the correct identification of poor college students. Only the cruxes of problems are found can the most appropriate emotional education method be chosen.

For example, for the families of college students that suffer from poverty due to illness, the education should focus on enlightening the college student's minds and helping their family members get social assistance, such as critical illness insurance, rather than blind psychological counseling. For example, college students who have lost their parents usually grew up with their grandparents when they were young and they have lacked of parents' companionship. It is not easy for them to open their hearts, and they have strong self-protection. Faced with such cases, the education should focus on making friends with them to open their hearts and release their pressure. They can be encouraged to work as class cadres and organize class activities etc.

C. The Construction of Professional Teacher Staff is the Key to Improve the Emotional Education for Poor College Students

The current ideological and political class can play some of the emotional education functions. However, it cannot pay attention to everything concerned. Although there are special psychological counseling teachers in colleges and universities, active appointment in advance should be made by students for most of them, which is difficult to be achieved by students with communication barriers and concerns. Moreover, teachers of ideological and political education focus on the dissemination of ideology, while psychological counseling teachers pay attention to the psychological level, both of whom lack of the emotional education function at the emotional level. Therefore, the construction of special emotional education teacher staff is of great significance to improve the emotional education of poor college students.

The emotional education teacher staff should focus on the emotional level of college students, which requires them to have the knowledge reserves of psychology, ideological and political education, etc., and be good teachers and friends of poor college students to help them get out of their emotional set pattern as soon as possible and establish confidence in their study and life.

V. CONCLUSION

The moderately prosperous society in all respects is a tough battle initiated by the party and the country in the face of poverty, and it is also a solemn commitment to the people of the country. In order to achieve the economic and emotional "double poverty alleviation" of poor college students as soon as possible, based on the problems existing in their emotional education process, this paper puts forward countermeasures that improve the education effect to hope to improve the effectiveness of the emotional education of poor college students.

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