

# Construction of a Situational Teaching Model for Bibliotherapy Based on Deep Learning Theory—Taking the Emotional Management Module as an Example

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**Abstract:** Against the backdrop of the normalization of mental health education, the cultivation of emotional management skills has become a focal point, with bibliotherapy offering unique advantages as a non-pharmacological psychological intervention. Supported by deep learning theory, this paper focuses on the emotional management module and combines the immersive characteristics of situational teaching to explore the construction features, value, and specific strategies of this teaching model. It aims to achieve a profound integration of reading therapy, situational experience, and deep learning, assisting individuals in enhancing their emotional cognition, regulation, and application abilities, and providing practical references for mental health education practices.

**Keywords:** Deep learning theory; Bibliotherapy; Situational teaching model; Emotional management module

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## 1. Introduction

Currently, the accelerated pace of society has led to the increasing prominence of various emotional issues, making emotional management skills a core competency for individuals to adapt to society. Bibliotherapy achieves psychological counseling and cognitive enhancement through precise text selection and guidance, while situational teaching strengthens the sense of experience and participation. Deep learning theory emphasizes the active construction of knowledge and meaning generation. Integrating it into bibliotherapy situational teaching and constructing a scientific model for the emotional management module can overcome the dilemma of “emphasizing form over effectiveness” in traditional teaching, promoting the development of emotional management teaching towards depth and effectiveness.

## 2. Construction features of the situational teaching model for the emotional management module of bibliotherapy based on deep learning theory

The situational teaching model for the emotional management module of bibliotherapy based on deep learning theory

breaks through the limitations of traditional bibliotherapy's "simple text reading" and situational teaching's "emphasizing form over content". With "deep understanding, active construction, emotional resonance, and practical application" as its core, it forms distinct characteristics that are both theoretical and practical, fully integrating the core needs of deep learning, bibliotherapy, and emotional management.

Firstly, the organic integration of subjectivity and guidance. Deep learning theory emphasizes the active participation of learners. This model abandons the old approach of "teacher lecturing, students listening" and positions students as emotional perceivers, text interpreters, and knowledge constructors. It guides students through reading emotional-related articles, immersing in situations, and self-reflection. Teachers, on the other hand, act as facilitators and scaffolds, recommending appropriate books or creating situations at different levels based on individuals' emotional characteristics to prevent blind reading and experience, enabling students to achieve cognitive development in emotions in an active state. This respects subjectivity while ensuring classroom effectiveness and relevance.

Secondly, the combination of immersion and relevance. The focus of situational teaching is on "creating authentic situations", while the focus of bibliotherapy is on "the connection between text and emotions". Deep learning emphasizes "the close connection between knowledge and experience". This model creates authentic situations related to emotional management, such as interpersonal conflicts, stress coping, and self-acceptance, and uses emotional-related texts like picture books, essays, and psychological reflections as the core carriers of the situations. It allows students to interpret texts in situations and verify situational experiences in texts, achieving a closed loop of "text interpretation–situational experience–emotional reflection". This enables emotional cognition to move from surface perception to deep understanding, avoiding fragmented memory of emotional management knowledge and forming a systematic emotional cognitive system<sup>[1]</sup>.

Thirdly, the collaborative advancement of healing and development. The core goal of the emotional management module is to help individuals identify and regulate emotions, achieving the dual goals of psychological healing and ability development. This approach, based on bibliotherapy, achieves emotional counseling and healing through emotional resonance in texts, alleviating negative emotional distress. Simultaneously, relying on deep learning theory, it guides students to deeply reflect on the causes of emotions and summarize methods for emotional regulation, transforming textual experiences into their own emotional management abilities. It achieves an organic combination of "healing the present" and "developing for the long term", addressing immediate emotional issues while assisting individuals in forming sustainable emotional management literacy.

Fourthly, the organic connection of hierarchy and systemicity. Deep learning emphasizes the hierarchical construction of knowledge, and the development of emotional management abilities is also a process from low to high. This model designs a multi-level, step-by-step teaching framework based on students' specific situations and developmental needs: from basic emotional identification situations and text reading to intermediate-level emotional regulation method practice, and then to high-level emotional application and reflection migration. Each level corresponds to clear teaching objectives and text selection, forming a systematic process of "cognition–experience–practice–reflection", ensuring the gradual and in-depth improvement of emotional management abilities in line with the gradient learning law of deep learning<sup>[2]</sup>.

### **3. Construction value of the situational teaching model for the emotional management module of bibliotherapy based on deep learning theory**

#### **3.1. Theoretical value: Enriching the theoretical system of mental health education**

The situational teaching model for the emotional management module of bibliotherapy based on deep learning theory combines deep learning theory with bibliotherapy and situational teaching, eliminating barriers between different theories and enriching the theoretical system of mental health education. On the one hand, it expands the application scenarios of deep learning theory, extending it from the field of knowledge learning to the fields of emotional management and psychological healing, providing new perspectives and practical cases for the cross-domain application of deep learning

theory. On the other hand, it supplements and improves the theoretical frameworks of bibliotherapy and situational teaching, introducing the ideas of “active construction and meaning generation” from deep learning, overcoming the theoretical limitations of traditional bibliotherapy’s “emphasizing reading over internalization” and situational teaching’s “emphasizing form over effectiveness”, promoting the development of bibliotherapy and situational teaching towards depth and systemicity, and providing support for the innovative development of mental health education theory. Meanwhile, this model focuses on the emotional management module, refining the teaching process of emotional management, and providing theoretical references for the construction of similar teaching models <sup>[3]</sup>.

### **3.2. Practical value: Optimizing the implementation effect of emotional management teaching**

In the practice of emotional management teaching, traditional teaching methods mainly rely on lectures and case analysis, with shortcomings such as low student participation, poor experience, and weak knowledge application abilities. The situational teaching model for the emotional management module of bibliotherapy based on deep learning theory effectively solves these dilemmas by creating authentic situations, selecting appropriate texts, and guiding deep reflection. In practice, through immersive scene experiences and understanding of article content, students can more intuitively perceive emotional changes and understand their causes, actively seeking solutions to their own emotional issues. Teachers, by building learning scaffolds and guiding group interactions, can specifically address students’ emotional confusion, enhancing the relevance and effectiveness of teaching <sup>[4]</sup>. Meanwhile, this model has clear and understandable steps and strong reference value, which can be applied in different environments such as schools, communities, and psychological counseling centers. It provides a practical operational method for the normalized and institutionalized development of emotional management courses, reducing the difficulty of teaching emotional management courses and improving teaching quality.

### **3.3. Individual development value: Assisting in the comprehensive improvement of individual emotional management abilities**

The core goal of the situational teaching model for the emotional management module of bibliotherapy based on deep learning theory is to promote the in-depth improvement of individual emotional management abilities and assist in individual mental health development. Guided by deep learning, students are no longer simply receiving emotional management knowledge but actively participating in text interpretation, situational experience, and reflection practice. In this process, they can not only master basic methods for emotional identification and regulation but also form correct emotional cognitions and cultivate abilities for self-reflection and empathy. For individuals troubled by negative emotions, with the help of the emotional resonance and situational counseling of bibliotherapy, they can alleviate anxiety, depression, and other adverse emotions, achieving psychological healing. For ordinary individuals, this model can enhance the initiative and scientificity of emotional management, strengthen psychological resilience, and better cope with emotional challenges in learning, work, and life, laying a solid psychological foundation for their comprehensive development. Additionally, this model can also enable educated individuals to master methods for expressing emotions through language and environmental atmosphere, promoting the harmonious development of interpersonal relationships <sup>[5]</sup>.

## **4. Construction strategies for the situational teaching model for the emotional management module of bibliotherapy based on deep learning theory**

### **4.1. Based on deep learning, select appropriate emotional management texts**

Texts are the main medium of bibliotherapy and also situational teaching resources. The appropriateness of texts determines classroom teaching quality and whether deep learning can be carried out. According to the concept of deep learning, text selection should conform to “targeting, hierarchy, and emotionality” and design a diverse text library based on the objectives of the emotional management course and personal emotional characteristics. The first point is

targeted text selection. Focusing on key content in emotional management such as emotional perception, regulation, and stress reduction, select matching texts with healing effects, such as the picture book “My Feelings” for emotional perception and the essay “Anxious Little Monsters” for stress release. Choose different text types based on the emotional characteristics of different groups to generate resonance. The second point is hierarchical text selection. Based on the step-by-step demands of deep learning, divide texts into three levels: basic, advanced, and extended. The basic level focuses on emotional cognition and understanding, establishing basic concepts; the advanced level involves emotional regulation skills and reflection, learning to find suitable methods; the extended level relates to emotional application and interpersonal communication, completing knowledge migration and application to meet the needs of different individuals. The third point is the emotionality and authenticity of texts. Prioritize selecting texts with genuine emotions and close to life, such as essays adapted from real cases and emotionally distinct picture books, avoiding empty theories, guiding individuals to actively engage in interpretation and reflection, and achieving emotional healing and cognitive construction. Meanwhile, combine multimedia to enhance the accessibility and attractiveness of texts <sup>[6]</sup>.

#### **4.2. Relying on situational teaching, create immersive emotional experience scenes**

Situations are an important foundation for deep learning and also the basis for bibliotherapy to achieve emotional resonance. Based on deep learning theory, situation creation should conform to the principles of “authenticity, relevance, and interactivity” and create a situational atmosphere that allows students to deeply participate and generate strong emotional experiences on the basis of combining text content and emotional management objectives, achieving a profound integration of “text understanding–situational feeling–emotional thinking”. Firstly, create authentic emotional situations. Connect with real life and set up authentic life scenes such as interpersonal conflicts or stress handling, allowing students to feel emotional changes in situations and analyze article content. For example, in teaching stress coping, set up exam or work stress situations, allowing students to simulate corresponding emotional reactions based on article content and discuss corresponding regulation measures, shortening the distance between the article and students and achieving knowledge meaning generation. Secondly, achieve deep connection between situations and texts. Centered around texts, integrate text content into situations, enabling students to interpret texts in situations and verify experiences in texts. For example, when reading “The River”, create an “emotional flow” situation and enhance immersive experience through rich multimedia presentation forms, promoting deep integration of text connotations and situational experiences. Thirdly, carry out interactive situational activities. According to the requirements of deep learning, design group cooperative inquiry, role-playing, and other activities, guiding students to actively participate and reflect. Experience the emotions of text characters through role-playing, share insights and regulation methods through group sharing, stimulate learning initiative, and promote the coordinated development of emotional cognition and abilities.

#### **4.3. Strengthen guidance and interaction, build a scaffolding system for deep learning**

The realization of deep learning requires effective guidance and scaffolding from teachers. Combining the characteristics of bibliotherapy and situational teaching, teachers should play the roles of “facilitator, supporter and collaborator”, building a diversified learning scaffold based on hierarchical guidance, communication and interaction, and reflection guidance to help students achieve deep construction of emotional cognition and improvement of emotional abilities. Firstly, carry out hierarchical guidance. Adopt differentiated guidance for individuals with different cognitive levels and emotional states. For those with weak foundations, guide them to interpret texts and participate in experiences through simple questions, establishing basic cognition. For those with better foundations, guide them to deeply reflect and extend, encouraging them to explore personalized regulation methods, ensuring that all individuals can achieve improvement. Secondly, carry out communication and interaction. Organize group cooperation, class sharing, and other activities to strengthen connections among students and communication between teachers and students, enabling students to willingly express their post-reading feelings and emotional experiences. Teachers actively participate, listen to students’ questions, and answer them in a timely manner, establishing a good teacher-student relationship, enhancing students’ sense of security,

and achieving emotional resonance and knowledge sharing <sup>[7]</sup>. Thirdly, guide in-depth reflection. Through methods such as writing reading notes and emotional diaries, allow students to review their emotional change processes, reflect on their own problems, and summarize effective coping strategies. Meanwhile, guide them to apply what they have learned to real life, transforming textual experiences into their own emotional management abilities, forming a closed loop of “reading–experience–reflection–application” and implementing deep learning.

#### **4.4. Improve evaluation and feedback to ensure the effective implementation of the teaching model**

Evaluation and feedback are important guarantees for optimizing the teaching model and improving teaching effectiveness. Based on deep learning theory, evaluation and feedback need to follow the principles of “diversity, process-orientation, and development” breaking away from previous single evaluation forms and constructing an evaluation system that takes into account both process and result, as well as both cognition and emotion, to ensure the effective implementation of the teaching model. Firstly, establish diversified evaluation subjects. Integrate teacher evaluation, individual self-evaluation, and peer evaluation to form a comprehensive evaluation system. Teachers focus on participation and cognitive improvement to provide objective guidance; individual self-evaluation enhances the initiative for self-improvement; peer evaluation promotes mutual inspiration, ensuring comprehensive and objective evaluation and avoiding the limitations of single evaluation. Secondly, emphasize process-oriented evaluation. Evaluate throughout the entire teaching process, focusing on individuals’ performance in text reading, situational experience, interactive reflection, and other links, and provide timely records and feedback to help individuals discover shortcomings and adjust their states, comprehensively reflecting the learning process and emotional changes, avoiding one-sided evaluation, and ensuring the scientificity of evaluation.

## **5. Conclusion**

The situational teaching model for bibliotherapy based on deep learning theory opens up a new path for teaching the emotional management module. This model integrates the advantages of deep learning, bibliotherapy, and situational teaching, possessing characteristics such as subjectivity, immersion, and healing. It holds significant value in enriching the theoretical system of mental health education, optimizing teaching practices, and promoting the improvement of individual emotional management abilities. Through strategies such as selecting appropriate texts, creating immersive situations, building learning scaffolds, and improving evaluation and feedback, the effective implementation of this model can be achieved.

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