

Original Paper

Research on the Problems and Countermeasures in College Students' Life Education

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Abstract

Life education takes life as the core and education as the media to enhance students' self-protection ability, enjoy the life process and experience the meaning of life, so as to obtain the value of life, improve the quality of life and promote people's all-round development. At present, there are some problems in college students' life education in China. Therefore, This paper puts forward the problems and countermeasures of life education for college students, analyzes the concept of life education for college students, and puts forward corresponding countermeasures and suggestions according to the problems of life education for college students in China, such as lagging curriculum construction, lack of correct educational concept and educational consciousness, and non-standard implementation of college students' life education, In order to solve the prominent problems existing in life education.

Keywords

College students, Life education, Outstanding problems, Countermeasure

1. Introduction

In recent years, the cases of College Students' self injury, suicide and even killing others in China are often seen in the media. These cases have aroused the general concern of the whole society. The flower of life withers before it can bloom, which makes people feel sad and sigh. In order to avoid this kind of tragedy, college students' life education has been mentioned to an important position and become one of the key contents of education. As a part of life education, college students' life education has both commonness and particularity of ordinary life education. The most important link in college students' life education is to pass on educational ideas and ideas through a reasonable and effective educational path and put them into practice (Chen & Liu, 2020). The outline of the national medium and long term education reform and development plan (2010-2020) clearly puts forward that we should strengthen

mental health education and promote students' physical and mental health, strong physique and strong will. Pay attention to safety education and improve students' comprehensive quality. The CPC Central Committee and The State Council "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" pointed out that, "To varying degrees, some college students have problems such as confused political beliefs, vague ideals and beliefs, distorted value orientation, weak sense of integrity, lack of social responsibility, weak spirit of hard work, poor sense of unity and cooperation, and poor psychological quality". In 2005, the Ministry of Health and the Central Committee of the Communist Youth League issued the Opinions on Further Strengthening and Improving Mental Health Education for College Students in order to implement the "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" in accordance with the spirit of the document., it is clearly pointed out that it is necessary to help college students teach psychological adjustment methods, help college students eliminate psychological confusion, enhance their ability to overcome difficulties and setbacks, cherish life, care about the collective, accept themselves and be kind to others. The introduction of these documents shows that the confusion caused by College Students' Outlook on life, values, morality and life has become a serious social problem (Lim & Kim, 2019) Governments at all levels and schools also attach great importance to teenagers' mental health and life growth. Life education for college students in China is carried out to strengthen and improve ideological and moral education, ideological and political education and implement quality education for college students. Therefore, help college students understand the value of life, guide them to correctly understand life and enhance their understanding of the meaning of life It is of great practical significance to know, learn to respect life, and educate them on life value, life attitude and life harmony.

2. Overview of Life Education for College Students

The concept of life education was first proposed by American scholar Jay Donner Walter in 1968 in the book *Life Education* as an expedient to prevent suicide among teenagers. Life education refers to the education that guides people to correctly understand human value, human life, and understand the real meaning of life and life (Trevisan, Bass, Powell, et al., 2017; Zhang, 2019). The essence of life education lies in respecting life and the value of life. Its purpose is to make college students realize the finiteness and value of life through education, cultivate correct attitude towards life and achieve the harmony of life. Specifically, it should include the following aspects:

2.1 Education on the Limitation of Life

The finitude of human life is self-evident to the rational man. The limitation of life mainly has three meanings: first, people's life is limited, which is the biggest and cannot be fundamentally controlled, no one can change this objective phenomenon. Second, the fate of life is out of control. All kinds of natural and man-made disasters or diseases may make an individual's life more limited. Thirdly, the experience of life is irreversible. There is only one life process, no rehearsal, repetition, and it is

impossible to start from scratch (Zuo & Gong, 2020). The limitation of life is the greatest constraint on people. In front of this natural law, people should actively adapt to and deal with. For thousands of years, humans have come up with many strategies, concrete or abstract, profound or superficial, from different perspectives. These strategies are closely related to education, and education itself is the most important strategy.

2.2 Education on the Value of Life

Value of life education refers to a practical activity in which educators use certain educational means and methods to guide the educated to fully understand the value and significance of life, so as to Revere, respect, cherish and develop life. Life value education takes life as its object, humanistic care as its focus, and harmonious development as its ultimate goal. The value of life education includes four aspects: first, the relationship between self and body, which leads people to truly know themselves and ensures the coordinated development of physical and psychological development; The second is the relationship between individuals and others, to cultivate the spirit of solidarity and mutual assistance, equality, tolerance and so on between people, thus forming a harmonious interaction between people; Third, the relationship between individuals and society maintains the unity of opposites between individuals and society (Xu, 2020). Fourth, the relationship between man and nature, respecting the regularity of nature and biological diversity, and coordinating the value conflicts between individual life and other life in the natural environment. The contents of these four aspects from individual to whole, from inside to outside, together constitute the interrelated and progressive value system of life education. The implementation of life value education can help college students improve their understanding of life, understand the true meaning of life and promote their all-round and healthy development.

2.3 Life Attitude Education

Life attitude is an individual's stable psychological tendency towards life, which contains individual's subjective evaluation and the resulting behavioral tendency. There are positive and negative attitudes to life. Positive attitude is a positive and stable psychological tendency towards oneself, others or things. It is a benign and constructive state of psychological preparation. Often shown in the face of work, problems, difficulties, setbacks, challenges and responsibilities, from the positive to think, from the positive side to think, from the possible success of the side to take action, and strive to do. The so-called negative attitude refers to the psychological state which is gradually formed in social life and has negative influence on people's social life because individuals are not satisfied with their own conditions or abilities due to the influence of their own or external factors, thus resulting in the lack of confidence. Positive attitude and negative attitude are relative, in the face of life pressure and experience, if the positive attitude over the negative attitude will promote human progress, stimulate the advantages of human nature; If the negative attitude overcomes the positive attitude, it will hinder people's progress and stimulate human shortcomings. The core of life education is to cultivate a positive attitude towards life, so that the educates can have full cognition of life, affirm the value of life,

master the skills of life, and produce the correct behavior intention.

2.4 Life Harmony Education

Harmony of life refers to the balance and coordination of human life in the process of operation and development. Harmony of life is the premise to realize harmony between man and himself, harmony between man and man, harmony between man and nature. Only by realizing harmony between man and himself, can harmony between man and man and nature be realized. Harmony is the harmony of the whole people and their, it includes the harmony of life, namely, man's cognition, emotion, meaning, the harmony, harmony is the foundation of the people with their own harmony of life, only to realize the harmony of life, to achieve knowledge, feeling, meaning, the harmony, only to realize the harmony of man and the body, to achieve harmony between man and nature. The harmony of life and the construction of harmonious society are intrinsically related and unified. Harmony of life education is based on human life, but more importantly, harmony of human life (Zhou, 2021). Therefore, life harmony education is the basic point of life education. Only by constantly strengthening the education of college students' life harmony consciousness and the cultivation of their vitality, can education guide students to pursue creative life and perfect life.

3. Problems in College Students' Life Education

At present, most college students in China have a positive attitude towards life, and their understanding of the outlook on life is basically correct. However, a small number of college students have low self-protection ability, too negative life attitude, can not feel the fun of life, can not correctly face the pressure of life, and have deviations from themselves, others and society, which are mainly reflected in "There is a wrong understanding of life, a low sense of life happiness, an increase in suicidal thoughts, no fun and meaning in life, pragmatic and utilitarian value of life, preferring to vent themselves rather than turn to others in case of life setbacks, lack of trust in other life bodies, serious egoism, etc.". Therefore, it is urgent to analyze the problems existing in college students' life education.

3.1 The Curriculum Construction of Life Education is Relatively Backward

In 1960, the United States began to take life education as a subject, and in 2006, Taiwan included life education as an elective course in high schools. Relevant practice has proved that special life education curriculum is the most important channel of life education for college students, as well as the most effective and direct way (Rababah, Al-Hammouri, & Drew, 2020). However, in mainland China, the curriculum setting of colleges and universities is limited, and the curriculum construction of life education is relatively lagging behind. For a long time, the main goal of school education in China has been to impart knowledge, learn culture and skills, ignoring the construction of students' moral character, the development of ability cultivation, and the lack of guidance and reflection on common problems and common cases. Although in ethics, philosophy, psychology, ideological and political education theory course, pedagogy and other courses students can contact some knowledge about life education.

Although life education has attracted more and more attention from colleges and universities all over the country, life education started late in China. Life education was introduced from Taiwan and Hong Kong in the early stage. It was not until 2010 that the state incorporated the proposition of “attaching importance to life education” into the Outline of the National Medium - and Long-term Education Reform and Development Plan that life education gradually gained attention. Therefore, both the theoretical system and the practical system are not mature, so the curriculum of life education is not sound enough. On the one hand, educators lack theoretical basis to guide practice in practical work. Life education for college students mostly relies on the experience and perception of college educators themselves to guide students how to understand and perceive life, and it is impossible to build a mature and complete knowledge theory and education practice system.

3.2 Lack of Correct Educational Concept and Educational Consciousness

In addition to school, family is an important place for each student to develop their personality, habits and ideas. Most contemporary college students are the only child generation. Therefore, in the family environment, they are often over protected and over expected by other family members. On the one hand, parents are worried that students will be hurt in the complex society, so they try not to let students contact the society, which virtually creates a protective wall between students and real life. This makes students develop a very fragile psychological tolerance and lose their ability to protect themselves. On the other hand, in the highly competitive and high-pressure social environment, parents educate students with the vision of looking forward to their children and women. These visions make parents only pay attention to students' academic achievements, seriously ignore the shaping of students' world outlook, outlook on life and values, ignore students' moral education, and even ignore whether students are really happy. Therefore, the similar utilitarian family vision makes students bear great psychological pressure, because once they fail to meet their parents' expectations, they are easy to have the psychology of inferiority complex and escape.

Through education, we should cultivate educated people with healthy life, sound personality and developed mind, and realize the primary purpose of “educating people” and “adults”. Influenced by exam oriented education, there is a serious lack of life education consciousness and concept in China's higher education. It has been pursuing “becoming a talent” first, rather than “adult” and “educating people”. Colleges and universities adhere to the goal of imparting knowledge, studies and achievements to meet social needs, overemphasize professional quality and social competitiveness, ignore the formation of College Students' Outlook on survival education and the diversity of individual will, personality and emotion, and fail to achieve the goal of “educating people”. Due to the lack of a strong awareness of life education, people's ontological value is stifled in the process of education. What is cultivated is not a free and complete person, but a knowledge “container” or educational object without life and personality. It is a social tool and appendage.

3.3 The Implementation of Life Education for College Students is not Standardized

The standardization of implementation is generally reflected in the strict implementation of established operating procedures, and strive to achieve the requirements of the design scheme. The current life education implementation of college students is not standardized, mainly manifested in four aspects: first, the theme selection is not standardized. Education content tend to be large and scattered, in this system should be integrated and hierarchical to carry out various kinds of content, such as “college students’ ideal faith education, safety education, death education, frustration education, new adaptive education, thanksgiving education, education of honesty” content is belongs to the category of life education, all colleges and universities often take part only, the random in (Cleofas, 2020). Second, the implementation of activities is not standardized, often appear to arbitrarily change the design scheme, or not strictly in accordance with the design of educational activities, and do not pay attention to details in the implementation. The annual student cadre reelection in colleges and universities is a carrier of life education activities which is very suitable for guiding college students to maintain reverence for life, respect rules and establish democratic consciousness. However, the implementation is not standardized in colleges and universities. In the first place. Many colleges and universities student cadres in school year as the unit normal transition, even is often simplified processing, not according to the process of early mobilization, supervision, training evaluation specification of links such as after the election, as a result, many college students think that democratic elections is the “formal, go through the motions”, not only cannot reflect “respect each student, Encouraging every student “life education philosophy, but may backfire. Secondly, according to the theme of life education, cadre change should be “for every student”, the way of notice should be written, QQ group, conference, telephone messages, oral and other forms; Elements such as the language and tone of notification, the form and procedures of the election must be considered to “demonstrate respect and encouragement”. However, according to the interviews with college students and some college teachers, few people pay attention to these details, and the concept of life education is almost “absent” in the major interests and college life of college students. Third, the timing of education is not appropriate. Counselors point evaluation, for example, often choose students back to school on weekends, especially when the holiday back to school, but this time the attention of students often enough attention, at the same time some really need education objects are often absent, This time to carry out relevant education is often twice the result. The fourth is the lack of corresponding supervision and feedback, do not pay attention to timely understanding and eliminate the negative factors and influence in education.

4. Countermeasure Research on Life Education of College Students

4.1 Set up Life Education Courses to Carry out Osmotic Education

Life education for college students is a long-term systematic project, which should run through education and integrate into all aspects of school life. Therefore, As an important position of life education, colleges and universities should establish a professional team of teachers engaged in life

education. Elective or specialized courses of life awareness education are set up to integrate life awareness education of college students into the curriculum system of colleges and universities, so that all students can learn life awareness knowledge in a more systematic way (Kim, J. K., Kim, W. J., & Lee, 2020). It is necessary to set up a systematic and perfect curriculum system of life education in colleges and universities. Setting up independent life education curriculum is the most direct and effective way to solve the existing problems of life education in colleges and universities. The purpose of life education courses should be to guide students to have correct cognition, sound personality and mature mind, improve students' life adaptability and strain ability, and realize the value of life. In the teaching plan, colleges and universities can make specific analysis of specific problems, and according to the conditions of the school, the environment and the specific situation of students to make appropriate arrangements and adjustments, and adopt the method of combining daily routine assessment with final examination. We can make the following arrangements: "Taking the four-year undergraduate course as an example, the compulsory course 'Introduction to Life Education' is set up in the freshman year, with 36 hours and 2 credits. Since the sophomore year, elective courses have been offered in the five fields of morality and Ethics, life and Death education, life and Care, self-growth and Interpersonal interaction, and psychological crisis identification and resolution, with 18 class hours and 1 credit. In addition, the school offers a series of lectures on life education every semester, and one credit will be awarded to those who attend more than six lectures". In addition to setting up special life education courses, colleges and universities should also permeate relevant life education knowledge into other subjects' teaching. For example, In the teaching of Ideological and political theory, while carrying out life education, teachers should help students establish a correct world outlook, outlook on life and values, and fully excavate the original material and beneficial resources of ideological and political theory.

4.2 Using Scientific and Effective Life Education Methods

Today, with the development of new media technology, University educators need to make full use of the characteristics and advantages of new media technology, such as timeliness, interactivity, mass information dissemination and dissemination speed to carry out life education, so as to mobilize students' learning initiative and enthusiasm, and improve the effectiveness of education. As mentioned above, contemporary college students have a "network only" feature for the information in the network. Therefore, the publicity of outlook on life and values in the network can cause college students to resonate with the outlook on life and think about their own life. Before entering the university campus, most contemporary college students receive dual education with family life education as the main body and campus life education as the auxiliary. Family is the premise and foundation of College Students' life education. At the present stage when life education has not been systematically carried out in Colleges and universities, the role of family life education is more prominent. First of all, parents should establish a democratic and harmonious concept of family life education. Children's faces are always innocent. When they encounter something difficult, they will first think of their parents,

teachers and friends, or choose to write diaries and blogs. As parents, don't worry too much about their children, give them space, communicate with their children appropriately, avoid blindly asking, and make their children hate you so much that they are unwilling to communicate with you. In the end, they will even feel that life is boring, ignore life, and even doubt their own value. Children will often escape from the problems existing in reality, resulting in more and more depression, psychological problems, unwilling to deal with people, more and more withdrawn personality, especially prone to extreme psychology. Such children need timely professional treatment. Secondly, parents should use scientific and effective family education methods. According to the theoretical knowledge of pedagogy, carry out life education scientifically and effectively. This educational method helps to mobilize children's learning initiative and enthusiasm, and cultivate children's healthy psychology and healthy personality. Some parents do not use the right way to educate their children, but use some extreme and wrong ways. For example, some parents spoil their children too much; Some parents are too strict with their children, causing serious harm to their children's hearts; Some parents are too busy with their work and have no spare time for their children, so their children are extremely insecure; Some parents only value their children's studies and ignore their children's spiritual education, resulting in their children's inner emptiness; This can easily lead to the deviation of children's personality and heart, and even go on the road of no return. Finally, only by choosing a positive and effective way of life education and adopting scientific and correct educational methods can we better cultivate and educate children and make children grow up in a relaxed and harmonious family atmosphere. Stay away from violent and indifferent education methods. Parents must put love into action, help children form good ideological, political, moral and physical and mental qualities, and encourage children to grow up healthily.

4.3 Establishing a Long-term Mechanism for the Operation of Life Education in Colleges and Universities

The working mechanism of college students' life education refers to the interactive process or mode between the organizations or parts of the system. It integrates the resources inside and outside the school, exerts the subjective initiative of the educator and the object of education, forms the good material and psychological environment of life education, and makes the content of life education integrate into students' life and thought effectively. Colleges and universities mainly operate in three aspects: unified understanding, strengthening system guarantee and process management. Unified understanding, to ensure the normal operation of college students life education implementation system to lay the ideological foundation. Colleges and universities should increase the publicity of the importance and necessity of the implementation of life education by holding college students' life education promotion meetings, theme lectures, publicity weeks and other forms, so as to promote teachers, students and employees to form a unified understanding and form a good psychological environment of life education in colleges and universities. A unified understanding will play a leading role in the construction of hardware facilities and the refinement of campus culture, which is conducive to the formation of a good material environment for life education in colleges and universities.

Strengthening the system guarantee is to institutionalize and long-term the operation of the work system. At present, China has not formulated special laws and regulations on college students' life education. The current constitution of the people's Republic of China, the education law of the people's Republic of China, the Teachers Law of the people's Republic of China and other supporting education laws have scattered some relevant provisions, regulations and rules. These laws and regulations have made some provisions on the right to life and health of college students. However, due to the simple content and single form of existing laws and regulations, they can not give full play to their due seriousness and authority. Therefore, improving the current national and municipal laws and regulations related to college students' life education has become an urgent task for the effective and long-term implementation of college students' life education. The world process management adopts the project-based management mode and operates according to the four links of life education planning, design, implementation (training) and maintenance (feedback, evaluation and recognition) to ensure the orderly operation of the system. When planning and designing, colleges and universities should count the internal and external resources that can be used for college students' life education, and bring them into practice. During the implementation of the system. The evaluation, incentive and restraint mechanism in the maintenance link is very important. Colleges and universities should establish college students' career planning and academic career archives, and then establish the "College Students' personal information electronic archives system", the school truthfully records students' life growth from the aspects of students' basic information, career planning, academic achievements, quality development, social practice and integrity awareness, directly links students' performance with their future development, and encourages students to be proactive and willing to contribute. At the same time, educators are also recorded and evaluated to combine the implementation of college students' life education and career development.

5. Conclusion

The ideological and political education of college students has always been concerned and valued by the state. With the arrival of the new era, the all-round influence on college students is increasing, so that life education and ideological and political education are integrated together. Life education for college students has been carried out for many years, and many theoretical achievements and practical experience have been obtained. Educators have accumulated rich experience. In this paper, with the help of relevant research experience from different perspectives and different methods, the definition of relevant concepts, the analysis of the status quo and the methods of improving countermeasures have been studied. The constant change of the new era makes the research on life education of college students more in-depth. In the future, we will continue to pay attention to and analyze the research results of life education of college students, and promote the scientific development of life education of college students.

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