

Research on the Existing Deficiencies and Optimization Paths of Life Education for College Students

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Abstract

Life is the starting point and objective of all education, and life education is a contributing means to both physically and mentally promote the all-out development of college students. This article combed the definitions and connotations of college students' life education, analyzes the current problems of the life education and deficiencies, and finally put forward the optimization paths from the following four aspect, namely training professional teachers, establishing independent life education curriculum systems, building diversified life education practice platform, and intensify the ideal faith education, to implement life,education, whereby it helps college students to enhance their life consciousness, comprehend the meaning of life, protect their life safety, and actively create life values.

Key words: College students; Life education; Optimization approach

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With the progress of social development, life education has become increasingly important in the college education system. Life education can not only add to the brilliance of education of the times, but also an important means to promote the all-round development of college students' body and mind. At the same time, life education is also a necessary way to create a safe and harmonious campus, and also an effective measure to build a

harmonious socialist society. In recent years, , there have been frequent deaths of college students, and there are more and more cases of college students' wasting their time and lives, all of which reflect the inadequacy of life education for college students (Qiu, 2023). Therefore, some effective strategies are urgently needed to optimize the life education of college students and help them form a good life state.

1. THE DEFINITION AND CONNOTATION OF LIFE EDUCATION FOR COLLEGE STUDENTS

1.1 The Definition of Life Education

Life education is a purposeful and planned educational activity, aiming to guide students to correctly understand the basic connotation and characteristics of life. Its goal is to make students treat death rationally, ensure the basic life safety, and at the same time encourage students to actively create life values, and enhance personal value (Xu & Chen, 2023). In order to achieve the goal of life education, teachers need to deeply understand the law of students' physical and mental development, formulate feasible education plans, and choose appropriate educational means. The contents of life education include the education of life attention, the improvement of survival ability and the sublimation of life values. In life education, teachers should also pay attention to cultivating students' strong psychological quality, indomitable characters and correct attitudes to deal with hardships. This educational goal aims to guide students to establish a scientific view of life, so that they can view life correctly, actively face difficulties and setbacks, and actively pursue the value of life (Li, 2023).

1.2 The Connotation of Life Education

Life education is a kind of educational activity covering

the survival, development and death of human beings in a broad sense. In a narrow sense, the definition of life education is more specific, and its purpose is to help the educatees to explore, cultivate and enhance their life wisdom, so as to realize the maximum values of life. The connotation of life education includes the following three aspects : First, it is to guide students to correctly understand the meaning of life, rationally treat death, through the correct attitude and concept, understand the value and goal of life, and finally reduce the fear and anxiety of death. Second, it pays attention to the basic life safety of students. Students should love, cherish and respect life, bravely face difficulties and challenges, and deal with possible risks through a rational attitude. Third, it encourage students to actively create the meaning and value of life. This means that college students should actively participate in social activities, and strive for their own goals according to their own interests, talents and values, and realize their own life value (Wang, Meng, & Zhang, 2023).

2. PROBLEMS AND DEFICIENCIES IN LIFE EDUCATION IN HIGHER EDUCATION INSTITUTIONS

2.1 Lack of independent professional faculty

Life education is a subject in an awkward position in colleges and universities in China. Although people generally realize its importance, but the responsibility is completely placed on instructors of the ideological and political class, counselors and head teachers. However, the success of life education depends on the ability of teachers, and there are two problems in life education faculty of colleges and universities in China. First of all, there is a lack of an independent professional team so that the quality of life education instruction in colleges and universities is generally low and uneven. Secondly, ideological and political instructors pay attention to teaching ideological values, while counselors and head teachers are committed to students' life, psychology and management. As a result, life education only exists in class meetings and students' psychological counseling. At the same time, instructors of other specialized courses generally believe that their task is to impart professional knowledge, and life education is the responsibility of counselors and psychotherapists. Due to the large differences in teaching level among different instructors, they cannot well integrate professional courses into life education (Xie, 2023).

2.2 Lack of independent life education curriculum system

At present, the phenomenon of “hot theory” and “cold practice” has emerged in life education. The academicians

generally agree with the necessity of “life education”, by claiming that life education should be conducted throughout the whole university era, which de facto is a systematic and sustainable project. However, in the university, the life education course has not established a separate curriculum system for both the theoretical and practical courses, and there is no special teaching materials, no supporting equipment, and no life education as a separate curriculum. Even if there exists some forms of life education, it is usually combined with ideological and political education, mental health education, and safety education in the colleges and universities; in the first year of university, students generally feel that, life education is not as important as professional courses, so they oftentimes don't focus much on its study; besides, it stays focused on knowledge indoctrination with too many abstract theories but few humanistic emotions (Dong, Hu, & Gao, 2023), and it is lack of high empathy, so that the effectiveness of life education is greatly reduced.

2.2.1 Lack of multi-faceted cooperation in teaching practice

Life education is to impart moral values and life concepts to students, so as to influence students and achieve the purpose of education. This kind of education needs more humanistic emotions, and empathy. However, due to the influences of exam-oriented education, Chinese colleges and universities currently achieve their educational purposes mainly through the teaching of theoretical knowledge and skills to college students. This way of teaching is only a simple skill teaching or the indoctrination of political values. However, to some degree some students resist this way of teaching, thinking that teachers follow the textbook without innovative ideas in teaching, and they don't take it seriously like other professional subjects. As a result, the limited life education is conducted in a superficial way and doesn't achieve the expected educational effect.

2.2.2 Lack of education on ideal and faith

Ideal and faith are the spiritual power to promote individuals to move forward. Especially for college students, ideals and beliefs play an important role in stimulating them to pursue their dreams, to realize their personal values of the power source (Xu, 2023). However, there is a variation and distortion of life values in today's college students, who are trapped in the meaninglessness and unworthiness of life. Although Chinese colleges and universities have cultivated a large number of outstanding talents, they neglect the cultivation of students' ideals and beliefs. At present, the education intensity of colleges and universities mainly focuses on the knowledge transmission of professional courses, while insufficient attention is paid to the cultivation of ideals and beliefs. As a result, college students often lack a clear understanding of their own values and future development. The current higher education system takes the employment rate

and the postgraduate entrance examination rate as the important criteria to evaluate colleges and universities. This institutional orientation makes students pay more attention to their personal dreams and pursuits.

3. THE OPTIMIZATION PATH OF LIFE EDUCATION IN COLLEGES AND UNIVERSITIES

3.1 To build professional teachers of life education

3.1.1 Improve the instructor's development system for life education

Cultivating independent and professional life education instructors is a key step to improve the quality of education and promote the all-round development of students. First of all, improving the teacher development training, and incentive system is the basis of cultivating independent and professional life education teachers, and at the same time, a set of perfect guarantee and incentive mechanism to stimulate teachers' teaching enthusiasm and innovative spirit should be established so that they can really devote themselves to the teaching work of life education (Jiang, 2023). Secondly, the support service system should be built, including teaching resources, teaching materials, teaching management and other aspects so that teachers can get timely support and guidance when carrying out life education, so as to better complete the teaching task. In addition, it is also necessary to innovate the employment, establishment and professional title management mechanism to ensure the stability and quality of life education teachers, including standardizing the procedures and conditions of teacher employment, the formulation of specific establishment policies, and the establishment of a fair and open professional title evaluation system. Only through such a set of perfect management mechanism, can colleges and universities attract more excellent talents to join the team of life education, and maintain the stability and professionalism of the team.

3.1.2 Improve the professional level of instructors' life education

Life education is a long-term systematic engineering. The knowledge and theories of different disciplines and majors have an impact on the development and growth of students' life. Therefore, it is very necessary to organically combine the knowledge of different disciplines and majors and then carry out life education. Through systematic training, professional course instructors can understand the core concepts and education methods of life education, so as to better guide the growth and development of students. By introducing relevant life education content to the course, instructors can help students to understand

and pay attention to their own lives, and cultivate their life literacy. College teachers need to have a rich life education experience of (Li, Pan, & Zhang, 2023). At the same time, college instructors also need to actively participate in the practice of life education, and constantly enrich their own life education experience, better lead the growth of students from multiple angles, and give them necessary care and guidance at all stages of their life.

3.2 Set up an Independent Life Education Curriculum System

3.2.1 Compiling excellent teaching materials for life education

Any education will eventually be implemented through the teaching materials, and a good teaching materials can get twice the result with half the effort. The competent education department shall organize relevant professionals to compile high-quality life education materials to provide a basis for the implementation of university life education courses, including compulsory courses and elective courses. Independent and professional life education teaching materials can provide students with scientific, systematic and complete life education knowledge.

3.2.2 Setting up life education courses

Colleges and universities should provide compulsory courses and elective courses of life education courses, and conduct credit system management, and stipulate that students must complete the course study. The course is divided into theoretical and practical courses. The theoretical course makes students have a comprehensive understanding of life education; and practical teaching enables students to experience the values of life in life, touch the depths of their souls, and prevent life education from being just talk on paper.

3.2.3 Integrating life education into other existing courses

Life education runs through a person's life, is a lasting, systematic work, and can not be completed only by one or two classes. Therefore, it is very necessary to integrate the idea of life education into all the professional courses. Each course should combine its own professional characteristics and organically integrate it with life education, so that college students can accept life education (Ma, 2023) from different angles and from different angles.

3.3 Building a diversified platform for life education and practice activities

Simple theoretical teaching can only be a ripple on the students' thinking level. In order to make the students to realize the meaning and value of life, instructors must pay special attention to the construction of various forms of life education practice by relying on specific activities, guide students to internalize the knowledge, and lead the students to explore the connotation of life.

3.3.1 Carrying out active campus cultural activities internally

Through various forms of campus cultural activities, it can effectively strengthen college students' understanding and appeal of life education. First of all, campus cultural activities such as publicity activities can be held to attract the interest of college students in the form of programs, so that they can more easily accept and understand the life education content (Huang, 2023). Such publicity activities can be conducted on a specific day, such as AIDS day, to address related topics. Secondly, campus cultural activities can also take the form of knowledge contests, keynote speeches and other forms to increase students' enthusiasm for participation. In order to make these publicity activities more professional and targeted, professionals from both inside and outside the colleges and universities can be invited to participate. For example, prevention and control personnel, medical staff, and security personnel can be invited to introduce real cases into the publicity activities, through which the priceless and precious life can be conveyed to college students.

3.3.2 Carrying out active social practice activities externally

For college students, they are eager to participate in various social practice activities during college, in order to understand the society, practice what they have learned, and cultivate their own sense of social responsibility and personality quality. Therefore, colleges and universities should combine the psychological characteristics of students and set up various forms of social practice activities. First of all, colleges and universities can make use of the advantages of public cultural facilities and educational places to create a life education practice platforms for college students. For example, college students can be organized to visit special groups such as orphanages and nursing homes, so that college students can personally experience the lives of those people in need of care and help, so as to enhance their sense of responsibility and compassion. Secondly, voluntary blood donation activities can be organized. By participating in blood donation, college students can feel the values of life, and cultivate good character and personality quality. At the same time, such practical activities can also strengthen the students' team spirit and social responsibility, so that they understand the importance of being a member of the society. In addition, colleges and universities can also combine death education and frustration education to carry out life quality training for college students. Through these activities, college students can think more deeply about the meaning and value of life, and realize that life is fragile and precious, so as to cherish their own lives more, and make clear the goal and direction of life.

3.3.3 Establishing an institutionalized research system for life education

In order to ensure the better development of life education in colleges and universities, it is imperative to carry out the "institutionalized and systematic" research system of (Liu & Zhou, 2023). First of all, colleges and universities should provide scientific guidance to ensure that the practice of life education is reasonable and justified. Secondly, colleges and universities also need to clarify the endogenous impetus of the life education system, so as to meet the needs of social development, and combine the characteristics and needs of students. Expanding the research boundary of life education, and combining life education with psychological education, can better help students develop all aspects of their life, including emotional and personal development, etc., which is also helpful to cultivate students' comprehensive quality and the ability to solve practical problems. In addition, instructors of life education ensure the development of diversified life education characteristics, pay attention to the cultivation of students' innovative thinking and practical ability, but also pay attention to the inheritance of traditional culture and the cultivation of values.

3.4 Intensify education on our ideals and beliefs

Ideals and beliefs can guide the direction for the growth of college students, and provide a spiritual pillar. Setting up lofty ideals and beliefs will encourage students to create life value more actively and realize their life goals.

3.4.1 Guiding college students to set up correct ideals and beliefs

Colleges and universities should guide college students to closely link their ideals and beliefs with social and personal development, stimulate their lofty ideals and love for our great country, let them integrate their efforts with the revitalization of the country, and contribute their youth (Li & Cheng, 2023) in the new era and new journey.

3.4.2 Helping students to plan their own development goals scientifically

After students establish correct ideals and beliefs, they must implement them into the four-year learning action goals of the university. Instructors of life education should guide the students to think about "why do they want to go to college? What kind of person do they want to be? And How do they realize their own ideal?" In such reflection, students can have a clearer understanding of their own direction of struggle, so as to continuously improve their own cultural level and comprehensive quality in the continuous learning.

3.4.3 Foraying for role models in the class

The role of example is huge, with a good example, instructors can motivate the students to keep ahead. By discovering the student models in the class, setting an example for them, using visible and tangible examples

to provide all students with a reference to strive for, and better motivating college students to pursue progress.

CONCLUSION

The human life is unique and precious. College students are a dynamic and creative group, and the life education they receive in school will have a profound impact on their lives. To strengthen life education, colleges and universities must start from aspects such as building professional teaching staff, establishing an independent life education curriculum system, building a diversified life education practice platform, and increasing the intensity of education on ideals and beliefs, so as to implement life education work and help students enhance their awareness of life, understand the meaning of life, protect their own life safety, and actively create the values of life.

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