

The Modernity Dilemma of Life Education and the Path Analysis

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Abstract: *Starting from the modern dilemma in the development of life education in mainland China, we focus on practicing the educational concept of transforming people with love, promoting the synergy of home, school and society to construct positive forces, and drawing on the strengths of life education in the West and Taiwan to explore a development path of life education suitable for China's national conditions, so as to help young people establish correct life values, promote their understanding of life, and lay the foundation for a happy and complete life in the future.*

Keywords: life education; modernity dilemma; transforming people with love.

1. INTRODUCTION

Education is the business of life, and pedagogy is a discipline that helps life grow. With the accelerated development of modernization and the expansion of utilitarian thinking, people are limited to the reward of material benefits and neglect the cultivation of emotional will. The traditional concept of education has cannot meet and adapt to the needs and development of education in the new era, and education based on the premise of life will contribute to a good ecology of education. As life pathology problems such as depression are getting younger and younger in China,^[1] life education, a modernity program to be solved, has received widespread attention and research.

Professor Zhu Yongxin pointed out that from the perspective of pedagogy, life is an organism that can grow consciously to self-growth, and education is an activity that actively contributes to the conscious self-growth of individual life, so that human life is constantly enriched, enhanced, and perfected;^[2] some studies positioned "respect for life" as Some studies position "respect for life" as "the logical starting point of education" or "the embodiment of the value of education"; other studies classify life education as life-based education, that is, educational activities under the perspective of life. Since the late 1960s and early 1970s, education for life has been introduced in different countries and regions with different focuses, such as education for life in the United States, which aims to improve the spiritual level of life by making students happy, and life education in Australia, which aims to improve the physical and mental health of students. In Australia, life education is an educational activity that aims to improve the quality of students' lives by intervening in the prevention of problems that may be encountered in life, such as substance abuse or AIDS; in Taiwan, education for life is an educational activity that aims to promote the balanced and comprehensive development of students' physical, psychological, and social aspects by concerning the overall development of human beings.^[3] The research on life education in China's academia originates from learning from Western educational experiences and localizing and improving them in the process of carrying out practice. With the development of China's education modernization, parents and students' needs for life education are increasing, and the problems in the process of life education are also highlighted. This paper hopes to give life education a new connotation through the educational concept of "making people with love"¹, and to combine the educational cooperation of multiple subjects, such as families, schools, and communities, to construct a positive force for life education in China. The paper hopes to give a new meaning to life education through the educational concept of "transforming people with love.

2. THE MODERNITY DILEMMA FACING LIFE EDUCATION IN CHINA

2.1 Watering down the essence of life education

In China, life education is often diluted as "safety education", and the safety education in schools is only limited to the prevention of crisis events, lacking care for students' life essence. Some schools confuse life education with mental health education, and often intervene after students' psychological problems arise, lacking early prevention of students' psychological problems.^[4] Even some colleges and universities include life education courses in students' process and summative assessments, and the original purpose of carrying out life education is lost if the subject of life education is simply fractionalized, tested and quantified. Students' physical and mental health needs to be considered in multiple dimensions, and anything that is incorporated into the score system will deviate from its essence. Rather than being a discipline, life education may be a practical activity.

2.2 Inadequate design of life education curriculum

¹Quoted from Wang Shaoan.Insisting on "love" to transform people and building a harmonious university culture—The current situation of university culture construction under the guidance of the spirit of great love in the new era[J].School Party building and ideological education,2009

Life education in China is still in its infancy, and some aspects are limited to copying Western or Taiwanese models, and it has not yet formed its own life education system. The mainland strives to build a life education curriculum with Chinese characteristics, but the curriculum lacks systematization and relevance, and there are very few life education courses suitable for Chinese conditions. [5] Coupled with the influence of exam-oriented education, life education in China is carried out in a formal way, and the lack of life education curriculum design in China is mainly reflected in the following two aspects.

2.2.1 Course content is knowledge-oriented and lack of experience

Life education in China is usually based on case teaching and story teaching, and questions are raised around its theme to trigger students' thinking. Such a curriculum design explores "life" in terms of "problems" rather than experiencing "life" in terms of "life". The curriculum is designed to explore "life" in terms of "issues" rather than experiencing "life" in terms of "life". [6] Schools in developed countries in Europe and the United States focus more on the overall development of students, pay more attention to the practical aspects of teaching, and conduct interest classes according to the needs of students; while China seems to place more emphasis on student achievement, and the hardware required for practice is insufficient. [7] If students only gain theoretical knowledge and do not participate in life activity experience, then the meaning of life education is lost.

2.2.2 Vague curriculum goal setting and lack of relevance

The curriculum objectives of life education in mainland schools are set vaguely, lacking multi-level consideration of life education practices, and failing to consider students' learning conditions and adopt a unified form of education. Some schools ignore students as individuals of life in order to respond to the call of the Ministry of Education for life education. [8] The life education classrooms in Hong Kong pay more attention to students' individuality, highlighting the individual, facing "life itself", and cultivating students' uniqueness and creativity. In the face of different levels of students, different teaching standards, teaching forms and teaching priorities should be adopted to ensure the embodiment of the nurturing nature of life education.

2.3 Inadequate construction of life education in collaboration with multiple parties

At this stage, life education in China is mainly carried out in schools, but few schools adopt the multi-party approach. The role of family relations on individual students cannot be ignored, and the resistance to life education caused by the lack of family education cannot be underestimated. Some of the life crises caused by family factors also require community participation to form a closed loop of life crisis monitoring because their source is out of school time and space. Looking at the issue of life education from a systemic viewpoint, the micro-systems within various relationships form a macro-system of multiple relationships, in which the systems are interconnected and ultimately influence the effectiveness of life education through the interactions between systems and systems and between systems and individuals. [9]

3. THE OPTIMIZATION PATH OF LIFE EDUCATION IN CHINA

3.1 Practicing the education concept of "transforming people with love"

The process of education is the process of improving the quality of students' lives, and life education should be the eternal theme of education. Schools should follow the historical development of life education, encourage teachers to participate in curriculum development and design, and open and promote systematic, relevant and experiential life education classes on the premise of fully understanding the essence of life education. [10] Life education in schools should not be limited to the transmission of knowledge, but should return to the real life education practice activities. The whole ethics of education lies in taking care of life and caring for life. If the purpose and method of education are not life-giving, education is anti-value and anti-ethical, and ultimately education should return to the essence of nurturing people. [11] A good education is an education that cherishes life, makes people know life, understand life, love life, and take care of life, so that everyone can live their own life, live a spontaneous and happy life. "In the school system, teachers, the main body of life education, should start from the essence of nurturing people, and use love to touch students and care for them, so that teachers and students can understand the beauty of life and challenge the possibilities of life, so that the limited life can achieve the maximum value.

3.2 Promote the positive power of home-school-society synergy construction

Promoting the effective operation of the Coupling Induction effect of home-school-society collaboration has become an urgent task in the development of life education today. Ma Chao used Epstein's overlapping influence domains as the theoretical basis to build a life education system for the collaborative development of the home-school community, and proposed to realize the coupling effect of home-school-society collaboration under the coordination of nurturing consensus, equal collaboration, and developmental thinking. [12] Taking the synergistic parenting model of home school community at the basic education stage in the United States as an example, based on the research and analysis of three synergistic models of school, family and community, it also shows that the synergistic force of the three can better promote the overall development of students. [13] Life education is a systematic project, and the synergistic construction of multiple subjects is crucial. Schools should play the role of educational subjects, use professional resources to take advantage of the situation, encourage all subject teachers to deepen their understanding

of life, and conduct sufficient research and practice on life education curriculum. Families should provide sufficient emotional support for their children, parents should communicate with their children through empathy, have a deep emotional connection with their children, maintain sufficient patience for life education, and accompany their children in the whole process of growth; social groups should cooperate to provide students with a high level of social support, and regularly conduct life education themed activities for young people. The society will cooperate to provide students with high social support and conduct regular life education activities for young people so that they can understand the meaning of life.

4. CONCLUSION

From the research of this paper, we can see that the modern dilemma of life education in China needs to be adjusted and improved in new ways. Practicing the educational concept of "making people with love" and promoting the collaboration of home, school and society to build positive power can cultivate students' life ideals and ultimate care. In the contemporary society where life health and safety issues are frequent, the practice of life education in China needs to be strengthened. Future research can take the form of tracking studies to explore students' understanding of life after life education has been carried out. Education will eventually return to the essence of nurturing people, which will maximize students' inner potential, fully mobilize their motivation and initiative, and thus realize the value of individual life. The systemic project of life education will be embodied by the collaborative construction of multiple subjects from home, school and society, and the educational concept of "transforming people with love" will eventually move the passion of life and sprout the ideal of life.

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