

The cultivation of students' life motivation from the perspective of life education

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Abstract: *In the implementation of "life education", there is a problem of "the deviation between the specific purpose and the actual implementation". In view of the phenomenon of "younger onset of depression" and "difficult employment of college students", this paper analyzes it from the perspective of individual students. This paper analyzes macalenko's "prospect education" concept, Dewey's "education is life" theory, Professor Ye LAN's "life · practical education" concept and Confucianism, and aims to help students have the ability to build life goals and provide new ideas for the problems faced by "life education". This paper makes reasonable suggestions from three aspects: helping students build their world view, enriching their spiritual world and stimulating their construction purpose. It aims to help students have the ability to construct their life purpose to solve the problem of how students maintain long-term life motivation. At the same time, it provides a valuable supplement for the development of "life education".*

Keywords: *life education, the construction of life goals, life power*

1. Introduction

1.1. Research background and questions

"Life education" is an important issue of common concern to the current education scholars, which has a great impact on promoting the all-round development of the people and promoting the long-term development of the Chinese nation. However, due to the abstraction and complexity of "life education", it is difficult to implement it in the specific teaching process, which leads to the deviation between the actual education results and the specific purpose. For example, the incidence group of depression shows a trend of younger age. Therefore, from the perspective of "how to help students to construct their life goals independently", this paper provides theoretical suggestions to solve the problem of "how to maintain the long-term life motivation" by studying relevant theories, and provides new ideas for the difficult problems faced by "life education".

1.2. Research meaning

This paper analyzes the problem of "specific purpose and implementation deviation" in "life education" from the perspective of individual students. In this paper, macalenko's "prospect education" concept, Dewey's "education is life" theory, Professor Ye LAN's "life · practical education" concept and Confucianism are analyzed, discussing the current educational phenomenon and analyzing the methods to help students have the ability to build life goals. In order to effectively solve the problem of "how to maintain long-term life motivation", this paper puts forward specific measures from three aspects to help students establish the world outlook, enrich their spiritual world and stimulate their construction goals, which provides an important practical supplement for the development of "life education".

1.3. The paper framework

This paper first analyzes the background of "life education", "deviation" and the purpose of the problem, query related theory, analysis, to solve the problem of "how to maintain long-term life motivation", from help students build world outlook, enrich their spiritual world and stimulate the construction target three aspects of reasonable Suggestions, to supplement the development of "life education".

1.4. Research technique

This paper mainly adopts the literature research method. This paper collects the literature on "life education" through CNKI, xiu, VIP and other channels, and understands the existing research results. This paper analyzes the current educational purpose, combined with relevant theories to solve the problem of "how to maintain long-term vitality", and finally puts forward corresponding suggestions.

1.5. Innovation

From the new perspective of students, this paper thinks about the most important will in "life education", considers the delay and immediacy of education, and the stage of individual development, and concludes that it is most important for students to consciously shape their own life. Therefore, in order to promote the long-term vitality of individuals, according to relevant theories, from the objective understanding, values and internal motivation, theoretical suggestions are put forward to provide practical and theoretical supplement for the research and development of "life education".

2. Analysis of educational objectives and implementation results

2.1. Educational research analysis

2.1.1. Analysis of cultivation purpose

Since 1957, China has begun to emphasize the importance of moral education in the document "on correctly Handling the Contradictions among the People". In 1993, the Outline of China's Education Reform and Development further stated that "education must serve the socialist modernization drive, be combined with productive labor, and train builders and successors who develop morally, intellectually and physically." Subsequently, in June 1999, our country put forward the concept of "quality education". Finally, released in February 2019, "China education modernization 2035", we further clear the development direction of education, namely: "pay more attention to good first, pay more attention to comprehensive development, pay more attention to everyone oriented, pay more attention to lifelong learning, pay more attention to their aptitude, pay more attention to unity, pay more attention to integration development, pay more attention to sharing".[1]

Our country in the goal of education and training, has been emphasizing both integrity and ability. We aim to cultivate students who are not only talented, but also physically and mentally healthy.

2.1.2. Research status of life education and education

Under the international background of drug abuse, after the United States first introduced the concept of "life education", and now introduced "death education" to solve the problems existing in life education. Similarly, since Ted Norves first proposed the concept of "life education", specific educational guidelines have been set in accordance with the Implementation Guidelines of the Life Education Act in Schools, and requirements have been made for all schools under the Ministry of Education.

In China, scholars have achieved fruitful results in the field of "life education" in recent years. With Huang Kejian and Feng Jianjun, they put forward the view of "life education" as the core; Professor Ye Lan created the theory of "life and practical education"; Dr. Liu Tiefang used the concept of "enlightenment" to explain "life education"; in addition, many frontline teachers carried out educational practice.

In general, many scholars are trying to explore the effective implementation of "life education" from both theory and practice. This trend also reflects the importance of countries on "life education" and illustrates the concern for living individuals.

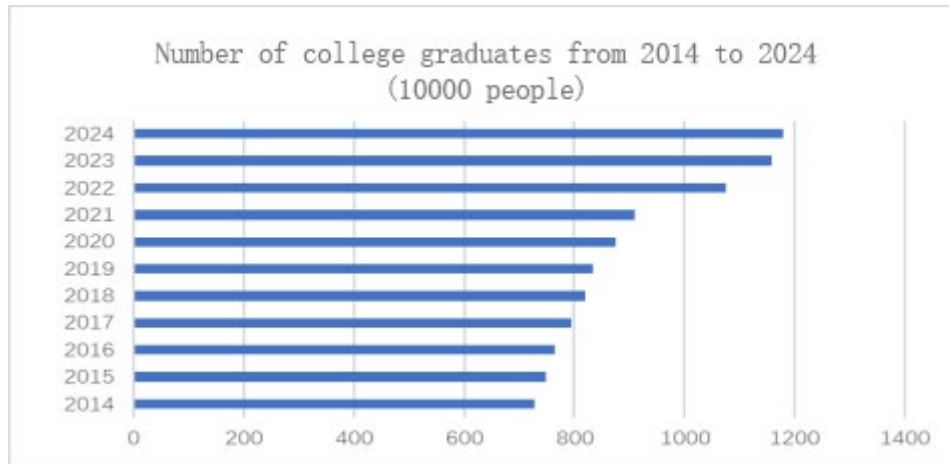
2.2. Education status quo

2.2.1. College graduates are difficulty to finding jobs

According to the changing trend of the number of college graduates of the Ministry of Education from 2014 to 2024 (as shown in Table 1), it can be analyzed that the number of college graduates nationwide has been increasing year by year since 2014. In just four years, the number of graduates has jumped from seven million graduates to eight million. Subsequently, it took increased from 8 million to 9 million, and then from 9 million to 10 million, in three years and one year, respectively. With the

increase of the total number of graduates, the employment difficulty coefficient is also increasing year by year.

Table 1: Number of college graduates from 2014 to 2024



Combined with the "Multi-dimensional Efforts to Solve the Employment Problem of Youth in the Era of Digital Intelligence" released by the Chinese Academy of Sciences, under the new situation of the era of digital intelligence, the employment problems faced by college students are mainly manifested in three phenomena: "slow employment", "difficult employment" and "no employment" [2]. Some of the reasons for slow and poor employment include a lack of skills to meet career requirements, disinterest in alternative careers, and confusion about their future careers.

2.2.2. Educational organization model

Because of the different ratio between teachers and students in China, there are some disadvantages of class teaching: restricting students' personality and ignoring students' innovation and critical thinking [3]. In order to solve this problem, as early as in the 1990s, China began to carry out small-class teaching experiments, the first from Shanghai, Beijing, Guangzhou, these developed areas began. The experiments in these pilot areas also show that small-class teaching has played an obvious effect on improving students' performance and personality development [4]. However, due to the economic impact, most schools fail to implement advanced teaching methods such as small-class teaching and research teaching, and it is difficult to provide students with sufficient learning and practice opportunities.

2.2.3. Mental disposition

According to the 2022 National Mental Health Survey: Status, Affected Factors and Service Status, young people are at high risk of depression [5]. At the same time, the Survey Report on the Mental Health Status of Chinese College Students also points out that the mental health status of key universities and undergraduates is relatively poor [6]. In the 2022 report of the Chinese Academy of Sciences, the three main pressures for contemporary college students are the heavy academic burden, missing their families and being unsure of what the job is suitable for them. It can be seen that the confusion of life stage causes depression to college students, and it also fails to achieve the purpose of physical and mental health in education.

All the above problems show the inconsistency between the current educational results and the appropriate purpose

3. The embodiment of theory in life education

3.1. Prospect education

Makarenko created the principle of prospect education in the collective education. Makarenko once said, "The real stimulation of people's life is the joy of tomorrow," and the "happiness of tomorrow" here actually refers to the good expectation for the future.[7] Therefore, the pursuit of good goals plays an important role in the process of discovering the value of life and experiencing the beauty of life. Therefore, in the process of education, guiding students to set good goals by themselves is conducive to students constantly moving forward in the long way of life.

3.2. Dewey's "life education philosophy"

Dewey's concept of "education is life" emphasizes that "the process of education is the process of life, and education and life start, continue and end together" [8]. For students, school education and family education constitute almost all of their lives. Therefore, it is very necessary to provide rich material and emotional experiences in the process of student education. If students' daily life is filled with a large amount of declarative knowledge and lack of other practical scientific knowledge experience, it is not only not conducive to the improvement of students' comprehensive quality, but also does not meet the requirements for the future development of high-quality talents.

3.3. CAI Yuanpei's "world view education"

"World view education" can be explained as: "cultivating people's concept and spirit based on the phenomenon world is detached from the phenomenon world and close to the real world", which can see "world outlook education" as both physical and spiritual education [9-10]. Mr. CAI Yuanpei believes that in the "five education", "world view education" is the highest level of education. Therefore, in the process of education, in addition to the transmission of knowledge, attention should also be paid to the physical health and the establishment of the spiritual world.

3.4. Professor Ye LAN's "Life · Practical Education"

In Professor Ye LAN's theory of "life · practical education", she pointed out that "life is the origin of educational thinking" [11]. Therefore, it is more important to pay more attention to the students' current life state than to pay too much attention to their performance in one aspect. In addition, many parents often have a sense of anxiety when planning their children's future, that is, that the current results are likely to determine their children's future, thus ignoring the potential of individual development and the diversity of life. It is inappropriate to ignore the present and focus too much on the future, because the present is the most important part of life. If the beginning of life is unsound, then the subsequent development may be really difficult.

4. Propose

4.1. World view establishment

The world view in this paper mainly emphasizes the understanding and feeling of the world. According to the idea pointed out by Professor Ye LAN in "life · Practical education", in the implementation of education, students should transition from "cognitive body" to "complete life body", and gain the increase of knowledge with the growth of life. The following suggestions are put forward to help students establish the world view.

4.2. Cultural understanding

4.2.1. Understanding of material culture

First of all, students should be familiar with the learning and living environment around them. This includes understanding the map of the city and knowing the main buildings and cultural features of the city. In these ways, students are more likely to have a sense of identity and belonging to their cities. In addition, students should also introduce to the famous cultures and outstanding heroes in different periods, which is one of the important ways to cultivate their sense of home and country. Secondly, introducing them to the different customs and cultures of different countries around the world is also conducive to international cultural exchanges and understanding.

In daily life, these perceptions are transmitted to the students through listening, practice, and observation. They can inspire students to feel the beauty of real life, and lay a material foundation for their spiritual world, so as to avoid making them becoming empty and poor.

4.2.2. Sociocultural environment

In Jin Yule's Modern Education, he mentioned: "Individual socialization is also that the social needs various social life and social behavior norms. Establishing a clear task is to master basic life skills, and accept and recognize to lay a good foundation for adapting to social life."Therefore, the guidance in the

process of student socialization is crucial.

In the social guidance, we should first let the students understand that they are the subjects of social interaction. Socialization should meet their needs, and guide them to understand the different ways of communication applicable in various scenarios, helping them to have the ability to socialize. Then, we should provide students with opportunities to explore and learn what they are interested in, which is conducive to the improvement of students' comprehensive quality. In addition, we should guide students to pay attention to the changes in the world and provide guidance for their future development. Finally, we need to increase students' sense of participation in the society, cultivate their awareness of serving the society, and help them realize the value of their social roles.

4.3. Personal experience

4.3.1. The experience of natural labor

In the current development of science and technology for the trend, providing students with opportunities to feel the nature, is conducive to students to better experience the real life appearance, is conducive to students personally feel the charm of life. Working in nature is not only conducive to the health of students, but also conducive to students' perception of themselves. Students' exploration in the natural environment can develop students' self-emotional regulation ability and the awareness of observing the social order, and cultivate their healthy body and hard-working spirit.

4.3.2. Career position experience

In Mr.Huang Yanpei's vocational education philosophy, he stressed that the status of vocational education should be "consistent, whole and orthodox", and pursued the goal of "those with no industry have industry, and those with industry". This suggests that for workers, changing attitudes towards vocational education is crucial to finding fun in their careers. However, in order to cultivate the concept of "no noble or low occupation", parents and teachers must have a correct attitude towards the profession, which requires parents to increase their understanding of various professions. At the same time, in order to cultivate students' "happy" spirit, they should choose a career that they are both competent and interested in. Therefore, it is very important for parents and schools to provide introductions to different occupations and opportunities for career experiences.

4.4. Spiritual guidance

4.4.1. Experience of aesthetic education

Mr.CAI Yuanpei believes that aesthetic education is the main way to develop the world outlook. In China, the status of aesthetic education is comparable to that of western religion, and it is the spiritual nourishment. Therefore, whether it is the beauty of nature or society, we all begin to appreciate from the feeling. Show students various forms of beauty, provides them with opportunities to feel beauty, which is conducive to stimulating their pursuit of beauty. When people have the pursuit, they will not easily feel confused. Because, due to the difference of individual ability, the feeling of beauty and expression ability are also different. Therefore, in the process of education implementation, we must pay attention to teaching students in accordance with their aptitude, and pay attention to the values between different groups, so as to avoid unnecessary value intervals.

4.4.2. Draw on the essence of traditional culture

In the course of the development of Chinese history, Confucian culture constantly absorbed other cultural elements and adjusted its own structure with the addition of new culture. For the Chinese people, the core essence of Confucian culture is reflected in the behavior guidance of "propriety" externally, and in the value guidance of "benevolence" internally. Chinese education should inherit the spirit of inclusiveness of Confucian culture, and accept and integrate different cultures.

When students first contact Chinese culture, it is best to attract their interest through simple stories. Then, according to the different levels of students, we can explain the content of the story in depth, whether it is in the understanding of the characters, or involves the values of "loyalty, filial piety, courtesy, righteousness, faith", it is feasible. Next, guide the students to remember the classic work, without forcing them to understand immediately. The process of memory can exercise students' memory, and remember the content will play a role in their source.

4.4.3. Stimulate the initiative generation

When students have formed their own values, they need to stimulate their life initiative. In order to stimulate the initiative of students' life, educators need to understand their psychological characteristics, and patiently guide them with extensive knowledge to help students establish personal value system, and guide them to set goals in different stages and aspects according to their own characteristics

4.5. Cultivation of healthy competition consciousness

Competition is a common phenomenon existing in nature and human society. Human beings are in competition, competition has promoted the progress of human society. Without the pressure of competition, there will be no motivation to strive to win [12]. At the same time, the vicious competition caused by bad competition will intensify the contradictions between students and the outside world. Therefore, it is very important for students to have the quality of victory and grace in defeat in the benign competition.

However, having a high sense of healthy competition requires teachers —— which requires teachers to observe and understand students, and requires teachers to take appropriate ways to deal with different situations, and at the same time requires teachers to take good care of the class and students. Therefore, in order to make the specific measures effectively implemented to the students, and reduce the burden of teachers, the effective participation of parents is very important.

4.6. Delayed gratification happy experience

Michelle's "delay meet experiment" [13] shows that delay satisfaction ability is to achieve a goal of ability to ensure that the students in self request, can achieve the goal in self-assessment, teachers or parents should be in daily education, through language, behavior or external stimulation (such as peer competition, empathy, etc.) to guide students to feel the joy of delay satisfaction. However, it is not recommended to use external induction frequently, because it is not conducive to the cultivation of students' internal ability, and once the external stimulus disappears, students' behavior may not continue.

In order to better promote students to maintain their own life, it is suggested that parents and teachers make full use of the resources around them to infiltrate education into students' lives together.

5. Conclusions

This paper uses the literature research method, deeply analyzes the current research situation of "life education", and further clarifies the common problems of "life education" and the personality problems involved in the research topic of this paper. This paper analyzes the reasons of "specific purpose and implementation deviation", and provides corresponding strategy suggestions accordingly. From the perspective of individual students, combined with the current educational results and theories, this paper puts forward theoretical suggestions for the problem of "how to maintain the long-term life motivation", so as to provide innovative new ideas for the development of "life education".

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