

# Analysis on the Current Situation and Countermeasures of Teenagers' Life Education

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**Abstract:** *At present, school education in our country pays more and more attention to life education for young people. However, judging from the current situation of youth life education, there are still many shortcomings, which affect the effect of youth life education to varying degrees. In this regard, it is necessary to conduct an in-depth analysis of the current situation of youth life education, and based on practice, take effective countermeasures to strengthen youth life education. This article analyzes the current situation of youth life education, and explores the countermeasures of youth life education, in order to provide reference for youth life education.*

**Keywords:** *Youth, Life education, Countermeasures*

The core content of life education is life care, emphasizing that individual lives follow the essential principles and related laws of life, and achieve continuous progress in the spiritual, wisdom, and spiritual aspects. Then gradually mature, achieve a well-balanced internal development, and form a harmonious and harmonious relationship with nature, society, and others, thereby demonstrating the meaning and value of life. School teachers must deeply realize the significance of carrying out life education for young people, and actively explore effective countermeasures to strengthen young people's life education on the basis of analyzing the status quo of young people's life education.

## 1. The Status Quo of Youth Life Education

### 1.1. *There are Limitations in the Understanding of Life Education*

In recent years, young people have been plagued by various psychological problems, leading to suicides, crimes and other bad behaviors, resulting in cruel tragedies. In this context, schools are paying more and more attention to life education for young people. But from the starting point of life education, the school is mainly to curb the suicidal psychology and behavior of young people. Therefore, it focuses on the suicidal psychology of young people and emphasizes the prevention of suicidal behavior of young people. This reflects the limitations of the school's understanding of life education, failing to focus on stimulating students' life potential, cultivating students' emotional intelligence, and shaping students' personality. Schools have a one-sided understanding of life education from the level of biological bodies, but fail to understand life education from the level of spiritual life.

### 1.2. *Lack of Emotional Education to a Certain Extent*

At present, some schools still follow the concept of exam-oriented education, still use test scores as the only value standard for measuring students, fail to attach great importance to cultivating students' psychological and emotional, and fail to effectively guide students to establish correct values. In recent years, campus bullying and campus vicious cases have increased, which reflects that young people have certain psychological barriers and psychological problems, and lack a correct understanding and handling of interpersonal relationships. Research conducted by my country Mental Health Association shows that adolescents generally have psychological problems such as emotional distress, psychological pressure, and barriers to interpersonal communication to varying degrees. This highlights the lack of emotional education in schools to a certain extent.

### 1.3. *The Content of Life Education is Not Perfect*

The content of life education carried out by the school for young people is not perfect, which is

specifically reflected in the following aspects: 1. the related content of death education is missing. A small number of young people are under tremendous external pressure or encounter many unsatisfactory things, triggering the thought of suicide and even giving up their lives. In this regard, schools must attach great importance to and effectively cultivate a good sense of life for young people, especially strengthen the death education of young people, guide young people to treat death with a correct attitude, and eliminate young people's potential suicidal emotions. However, in reality, school teachers lack a correct understanding of death education, follow traditional concepts, and avoid talking about death. It is wrong to believe that only positive guidance is needed for young people, and death education is not required. This view is obviously biased. Adolescents have mature knowledge of death, even reaching the spiritual level, and they generally show various negative emotions such as anxiety and terror towards death. When a small number of young people encounter crises and setbacks, they may even develop suicidal thoughts, leading to suicide tragedies. Therefore, it is extremely necessary for schools to carry out death education for young people and guide young people to form a correct understanding of death. Second, the related content of sexual health education is missing. The physical development of adolescents gradually matures, and their sexual consciousness gradually sprouts. In order to guide young people to form a healthy sexual psychology, it is necessary for schools to strengthen sexual health education for young people. However, in practice, school teachers worry that carrying out sexual health education classes may stimulate young people to explore sexual knowledge, which will have counterproductive effects. Therefore, the school lacks the content of sexual health education for young people, and fails to carry out active sexual health education and guidance for young people. Third, the related content of career planning education is missing. School teachers generally believe that to carry out life education for young people, it is necessary to carry out career planning education. However, in reality, most schools one-sidedly pay attention to students' academic work and lack sufficient attention to student employment and career development. The various life education activities carried out mainly focus on natural life education, with relatively few spiritual life education involved. In particular, the related content of career planning education is missing. Analysis of the above problems shows that the school has failed to build a systematic and complete life education curriculum system. In the practical process of carrying out life education for young people, most schools mainly adopt subject infiltration methods or conduct miniature moral education courses. Teachers mostly interpret life education from the perspective of subjects. This causes young people to receive scattered and one-sided life education, and it is difficult to form in-depth exploration and scientific understanding of the nature and value of life.

#### ***1.4. Failure To Build a Complete Life Education System***

The development of life education for young people needs to be more systematic, which requires the school level to strengthen cooperation and cooperation with the family level and the social level to jointly build a complete life education system. However, in reality, the school lacks communication with the family and the society, and has failed to build a complete life education system. The school's current life education for adolescents has a relatively single specific content, mainly in the classroom teaching methods to teach students relevant theoretical knowledge, lack of good practical teaching, and fail to implement operational guidance for young people. Schools fail to absorb and integrate life education resources at the family and social levels, and it is difficult for young people to effectively transform the theoretical knowledge involved in life education into intrinsic value orientation, which makes it difficult for life education to effectively guide young people's daily lives. The life education carried out at the family level presents the characteristics of fragmentation and randomness. Parents fail to comprehensively consider the physical and mental characteristics and emotional needs of young children and adopt effective methods to educate them. From a social perspective, the community has failed to carry out efficient and good life education for young people, leading to the formation of a vacuum in life education at the social level.

## **2. Countermeasures for Youth Life Education**

### ***2.1. Adhere to the Positive Value Orientation of Life Education***

To carry out life education for young people, we must adhere to the positive value orientation of life education, pay attention to improving the quality of life of young people, and guide young people to create life value. To break through the cognitive limitations of life education, we must not only focus on effectively eliminating young people's psychological anxiety, depression, and suicidal behavior. It

should also emphasize the cultivation of adolescents' positive quality of life, relying on various resources to effectively stimulate the life potential of adolescents, and guide them to achieve good growth of self-ethics.

### ***2.2. Strengthen the Emotional Education of Young People***

It is necessary to fully consider the particularity of the youth group, comprehensively analyze the physical and mental characteristics of the youth, strengthen the emotional education of the youth, and enhance the self-control ability of the youth. It is necessary to strengthen emotional education to guide young people to form correct self-cognition, enhance their self-control ability, cultivate their habit of empathy and compassion, and guide them to correctly understand and handle interpersonal relationships. Promote young people to gradually grow into complete life individuals, help them correctly understand the value and meaning of life, guide them to form awe and respect for life, and achieve effective optimization of the quality of life. It is necessary to strengthen emotional education to guide young people to form healthy psychological and emotional goals, stimulate their own potential, and achieve healthy growth. It is necessary to guide young people to have a clear and objective understanding and accurate grasp of their own state, and adjust their thoughts, words and deeds in real time, strengthen empathy, maintain themselves, and consciously think deeply about the meaning of life. It is necessary to strengthen emotional education to guide young people to form a good personality, to achieve self-reliance, and to bloom their spiritual flowers. In addition, it is necessary to strengthen emotional education to cultivate young people's life emotions, guide them to pursue the meaning of life and realize their self-worth.

### ***2.3. Construct a Comprehensive School-Based Curriculum System for Life Education***

Schools should thoroughly explore the essential connotation of life education, and build a complete life education curriculum system accordingly. First of all, the school should form a clear and clear understanding of the specific nature of the school-based curriculum of life education. Inspecting the current status of life education for young people in schools, it can be seen that most schools do not offer special courses related to life education. It is not advisable for most schools to combine safety education with mental health education, which is equivalent to life education. Schools should analyze the essential differences between life education, mental health education, and safety education, and make it clear that the specific nature of life education is to guide students to start from natural life and build and improve their own personality. Secondly, schools should set up scientific curriculum goals for life education. Schools should comprehensively consider the physical and mental characteristics and cognitive level of young people, emphasize the value of life, and closely follow the essential connotation of life education. From the three life dimensions of nature, society, and spirit, scientifically determine the teaching objectives of school-based life education courses, and guide young people to love life and treat life with a positive and optimistic attitude. Third, make reasonable settings for the teaching content of school-based courses of life education. Schools should comprehensively consider the physical and mental characteristics, cognitive abilities, hobbies and hobbies of young people, meet the needs of social development, closely follow the essential connotation of life education, and set up the teaching content of life education school-based courses. (1) Natural life education, which mainly includes campus safety, social safety, home safety, physical health, mental health, and gender health. Through the teaching content of this module, young people are guided to fully understand and master the general knowledge of campus, society and home safety, and strengthen the young people's ability to deal with unexpected situations and protect their own safety. Carry out physical health education for young people, guide them to understand the common sense of body organs, physical development and various diseases, and enhance the awareness of young people to exercise and strengthen their physique. Carry out mental health education for young people, guide them to relieve their psychological pressure, send distressed emotions, enhance their emotional management capabilities, and protect their mental health. Carry out gender health education for young people, guide them to understand the difference between the sexes, form a healthy sexual psychology, and master the correct way to communicate with the opposite sex. (2) Social life education mainly includes habit formation, social interaction, and getting along with nature. Carry out habit formation education for young people, guide young people to cultivate good habits such as serious study, active exercise, love of labor, and pay attention to hygiene, and enhance their independent thinking ability and self-management ability. Carry out social communication education for young people, guide young people to learn to respect and be grateful, and strengthen their sense of responsibility and social skills. Carry out education for young people to get along with nature, guide young people to understand

nature and life phenomena, increase their awe of nature and life, and enhance awareness of ecological and environmental protection and green life. (3) Spiritual life education, which mainly includes content such as career planning, value belief and wisdom of life and death. Carry out career planning education for young people, guide young people to plan their careers reasonably according to their own interests, hobbies and specialties, and enhance their professional qualities. Carry out value belief education for young people, guide young people to understand the truth, goodness and beauty, and expand the spiritual life space, and form the correct value key and emotional attitude. Carry out life and death wisdom education for young people, guide young people to understand the natural phenomena involved in life and death, and guide young people to explore the value of life in essence, and enhance their life care and life experience.

#### ***2.4. Build a Systematic and Complete Life Education System***

Schools should strengthen cooperation and cooperation with the family and society, and promote the construction of a systematic and complete life education system. From the perspective of the family, parents should pay attention to the development of life education for young people. Parents should engage in dialogue with young people in an equal and respectful manner in daily life to create a warm family atmosphere. To convey correct values and life perceptions to young children by precepts and deeds, and influence young children to enhance their life emotions in a subtle way. From the school level, school teachers should abandon the traditional lagging simple preaching, based on their own life feelings and perceptions, combined with philosophical stories, real cases, etc. to explain the content of life education to students in simple and simple terms. To guide students to think deeply about the meaning of life, it is necessary to build a new type of teacher-student relationship of equality and democracy, strengthen teacher-student exchanges, discuss the true meaning of life together, and enhance the wisdom and life experience of young people. From a social perspective, society must attach great importance to strengthening life education for young people, vigorously promote excellent culture, and curb the spread of bad values. It is necessary to influence young people in a subtle way through positive public opinion and guide them to form a positive and healthy outlook on life. Various social institutions, such as children's activity centers, youth service centers, and community psychological counseling rooms, must rely on their own resources to carry out life education for young people within their capabilities, form a joint force within the whole society, and enhance the effectiveness of young people's life education. As the main institution for educating young people, schools must play a leading role in the practice of life education. Schools should conform to their own actual conditions, rely on existing resources, carry out in-depth life education penetration in subject teaching, and carry out diversified life education activities to enhance the effectiveness of life education. Teachers in various disciplines of the school should fit the specific content of the subject teaching, closely follow the essential connotation of life education, and deeply penetrate the relevant content of life education into the various links and specific content of subject teaching. And in-depth excavation of life education-related resources contained in the subject teaching content, forming a useful supplement to the school-based curriculum of life education. Subject teachers should comprehensively consider the physical and mental characteristics of young people, and cleverly integrate life education-related content in various teaching links. At the same time, schools should rely on existing resources to carry out diversified activities with life education as the theme. For example, organize young people to conduct regular outdoor inspections, investigate ecological and environmental protection, and guide students to enhance ecological and environmental protection concepts and enhance life experience in a subtle way. The school can organize various classes to carry out thematic class meetings with the theme of life education to guide students to relieve their psychological pressure. Strengthen communication and enhance the social skills of young people. Schools can use publicity display boards, publicity columns, campus broadcasts and other forms to create a good life education atmosphere within the campus to achieve effective enhancement of youth life education. Schools should strengthen communication with young parents, guide young parents to raise their awareness of life education, and guide them to broaden the channels for carrying out life education for their children. School teachers can use new media methods to create WeChat public accounts, build parent schools, etc., to guide young parents to realize the transformation of learning parents. School teachers can build a WeChat group to draw young parents into it, conduct real-time online communication, form a home-school synergy, and enhance the effect of life education for young people.

### 3. Conclusion

In summary, the current situation of youth life education is reflected in the limitations in understanding life education, the lack of emotional education to a certain extent, the imperfect content of life education, and the failure to construct a complete life education system. In this regard, it is necessary to effectively strengthen the life education of young people by adhering to the positive value orientation of life education, strengthening the emotional education of young people, building a complete school-based curriculum system for life education, and building a systematic and complete life education system.

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