

The path of integrating life-death education into mental health education of college students in the new era

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Abstract: In the new era, the psychological problems of college students have attracted extensive attention from all walks of life. The mental health status of college students is not optimistic, and the students are lack of a correct view of life and death. Now the difficulties of integrating life-death education into mental health education in colleges are as follows: insufficient teachers, courses to be improved, and educational methods to be innovated. Therefore, this text put forward the path of integrating life-death education into mental health education: Strengthen publicity and education through multiple channels and promote the concept of life-death education; Build a teacher team and improve the professional level of teachers; Perfect the course system and guarantee the teaching quality of the course; Continue to innovate working methods and carry out colorful educational activities.

Keywords: Life-death education, mental health education, the new era, college students

1. Introduction

With the rapid development of science and technology, mankind has entered the information age. Uncertainty is the most significant characteristic of the new era, and the ensuing psychological problems are increasingly prominent, such as self-harm, suicide, wounding and other incidents are common. According to Frankel's meaning therapy theory, the reason is the loss of individual's sense of life meaning. The period of college students' physical and mental development is a period of drastic changes, is the golden period of life growth. It is urgent for colleges to integrate life-death education into mental health education, in order to promote the concept of life-death education and improve the effectiveness of mental health work.

2. Analysis of mental health status of college students

2.1 The mental health of college students is not optimistic

As the era of rapid development, rich material life and the value of diversity, college students have their unique characteristics of the new era, characterized by psychological tend to be precocious, active thinking, strong sense of self, advocating freedom and equality, and dare to express their ideas, not good at listening to the opinions of others, which brings the psychological problems of generalization, complicate, novelty, etc. In recent years, especially since the outbreak of COVID-19, psychological problem is becoming more and more intense. A large number of students with psychological problems are detected in the annual college psychological survey, and negative incidents such as self-harm, suicide and wounding frequently occur in college students. According to research findings, the detection rate of suicidal ideation among College students in China is up to 40%, suicidal ideation has become an important factor of suicide, and suicide has become a common cause of death among college students^[1]. Life for everyone is only once and precious, so everyone should love and cherish life. Internet is closely related to people's lives, College students are the main Internet users, Online games are one of the main ways for college students to relax themselves. College students with a weak sense of life meaning tend to be addicted to online games. The problem of online game addiction among college students is becoming increasingly serious. In 2019, the World Health Organization (WHO) has classified "online game addiction" as a mental disease. All kinds of phenomena can be seen, the mental health of college students is not optimistic.

2.2 College students lack a correct view of life-death

Kai-wen xu at Beijing university for the first time in the book "era of hollow disease and anxiety economics" put forward the "hollow disease", also known as "Psychological disorder caused by defective values". The main manifestations of hollow disease are: low self-identity, meaningless sense of life, lack of goals, strong sense of loneliness, and loss of heroism^[2-3]. The main cause of "hollow disease" is the loss of meaning in life. With the development of social economy and unceasingly rich material life, the spirit of college students is more and more empty, get lost, can not find the meaning and value of life, without good fighting spirit, psychological compressive ability weak. In the face of setbacks, they have a negative attitude towards their own life or the lives of others. They have negative emotional experiences such as fear, helplessness, anxiety and depression. They do not cherish life and ignore life, and often choose to hurt themselves or others, leading to tragedy. Influenced by traditional culture and feudal thoughts, most people avoid talking about death and turn pale when talking about "death". People think of death as a terrible, dark, unlucky thing. But since the global outbreak of COVID-19, death has become an unavoidable topic. Investigations have shown that quite a number of college students do not have a clear sense of life meaning^[4], have an incorrect attitude towards death such as fear of death and avoidance of accepting death, had stronger suicidal ideation when college students with incorrect attitudes towards death^[5].

3. Dilemma of integrating life-death education into mental health education in colleges

3.1 Insufficient teachers

The quality of teachers affects the development of education. Excellent teachers are the basic condition to guarantee the quality of education^[6]. Now there is an obvious shortage of teachers for integrating life-death education into mental health education, which is manifested in the following two aspects. One is the shortage of mental health education teachers. According to the requirements of the Ministry of Education, the ratio of full-time teachers to students in mental health education should not be less than 1:4000, but many colleges do not meet the requirements of the document, there is a shortage of teachers. At present, the focus of mental health education is on the prevention and intervention of psychological crisis intervention. The full-time personnel are busy with solving the prominent students' psychological problems to ensure the smooth graduation of students, and often tend to ignore the developmental function of mental health. Second is the lack of teacher training mechanism. Now China's life-death education is in the research and exploration stage, and there is no perfect life-death education and systematic knowledge training system. The teachers of mental health education often feel powerless due to the lack of professional knowledge. The education level and effect of life-death education need to be further improved.

3.2 Courses to be improved

Life-death education in western countries started earlier and has a relatively complete knowledge system, while China's life-death education started late and were first offered in medical colleges, and most colleges have not yet independently offered life-death education courses. As the mental health education courses have been incorporated into the national education system in the form of courses, most colleges have opened the mental health education courses for college students in accordance with the requirements of the Ministry of Education, but in the mental health education courses, there are few contents involving life-death education. Through reviewing the textbooks in recent years, it is found that there are the following problems concerning life-death education in textbooks: One is that some textbooks have no content about life-death education at all. Second is that most textbooks which involve life-death education is mainly about suicide and crisis intervention, and basically do not involve death education^[7]. Teaching materials are the main basis of teaching. Because the content of teaching materials is not much about life-death education, the teaching of life-death education in the actual teaching process is usually about 2 credit hours, with less time and less teaching content. Due to the lack of teachers, mental health education courses are often taught in large classes, and the teaching effect of traditional theory is not ideal.

3.3 Education methods to be innovated

At present, the main force responsible for mental health education is the full-time teachers of

mental health education and counselors, but there are fewer full-time teachers of mental health education. There are few contents specifically for life-death education, often interspersed with other themes such as safety education. The methods of teaching are often given priority to by traditional instillation, which is traditional and single, and often becomes a mere formality, so the teaching effect is not ideal. With the arrival of the information age, the network information is very developed. Most of the college students are after zero, they master the new technology ability strongly, search for information quickly, have outstanding personality, have strong self-esteem, and pay more attention to personal psychological experience. The traditional mental health education is difficult to meet the psychological needs of students, so it is necessary to diversify the mental health education, enrich the content of life-death education, and innovate the way of education.

4. The path of integrating life-death education into mental health education in colleges

4.1 Strengthen publicity and education through multiple channels and promote the concept of life-death education

Life-death education is a systematic project, which not only requires the participation of all staff, but also runs through each stage of individual life growth. First of all, colleges should strengthen propaganda and education through multiple channels to popularize knowledge of life-death education and help college students establish a correct view of life-death. We can use the carrier as psychological lectures, mental health theme class meetings, psychological salons, psychological group counseling activities, psychological movies, mental health education month, mental health day and other activities, through books, board newspapers, websites, wechat public number, radio and other channels, to popularize the knowledge of life-death in all stages of college students. Secondly, college leaders attach importance to the integration of life-death education into mental health education, and promote the participation of all faculty and staff in mental health education to create a positive and healthy educational atmosphere. The teaching staff is the main body of mental health education, and their daily education idea, education method and education idea of life-death are very important, which affect the healthy growth of students. If the teaching staff treat life-death education is evasive or even contemptuous, when students have confusion, they can not be positively guided and timely reported, so the result is tragedy. Therefore, It need to strengthen the guidance and training of all the staff, so that the staff have mastered the knowledge of mental health and the correct view of life-death, promote the growth of students and improve the effectiveness of mental health education.

4.2 Build a teacher team and improve the professional level of teachers

Teachers play a vital role in deepening the process of integrating life-death education into mental health education. First of all, mental health teachers should be provided to ensure the smooth progress of mental health work. Mental health education teachers shall be allocated according to the requirement of 1:4000 teacher-student ratio in the document to solve the "clever housewife without rice" dilemma and to do a good job of life-death education into mental health education. Now the mental health education team mainly includes full-time psychological teachers in charge of teaching, full-time psychological consultants specializing in psychological counseling at the front line, and counselors with psychological professional or training background. They have their own strengths and form a joint force to ensure the quality of mental health education and teaching. School psychology consultation center is responsible for the overall management, called the teacher seminars on a regular basis, learn the advanced education teaching idea and method, discuss education teaching content especially the content of the life-death education to perfect the education content, and to improve the teachers' education teaching ability. Finally, we can strengthen the training of mental health teachers to promote the professionalization of teachers' life-death education. Teachers continue to learn and use the mature teaching experience of life-death education of their peers, update the teaching idea and education method, by Online and offline methods, through teaching salons, training lectures, visiting learning, further training and other platforms.

4.3 Perfect the course system and guarantee the teaching quality of the course

When constructing the curriculum system, colleges cannot copy foreign experience completely, but should consider China's national conditions and the characteristics of traditional culture. Colleges seek suitable ideas, contents and methods of life-death education, learn from mature life-death education

experience especially the experience of death education, and improve the teaching materials of mental health education. Mental health education curriculum is the major way to mental health education. The education of life-death should be integrated into the mental health curriculum, and the system and content of the education should be improved so as to achieve the teaching objectives. The practical experience of Western countries, Hong Kong and Taiwan suggests that special life-death education courses and the promotion of the concept of life-death education can effectively help college students understand the connotation of life-death and form a correct view of life-death^[8]. Qualified colleges can independently set up elective courses on life-death education to help college students systematically learn life-death knowledge and meet their needs for such knowledge. Some universities have set up special life-death education courses. For example, Professor Hu Yian of Guangzhou University opened the elective course "Life and Death", which is favored by students. In addition, colleges have found an experiential teaching mode in the course practice of mental health education. Therefore, we should pay attention to the experiential teaching of life-death education courses to promote the internalization and deepening of knowledge.

4.4 Continue to innovate working methods and carry out colorful educational activities

Colleges can carry out colorful life-death education activities according to the psychological needs of college students, and guide students to pursue positive emotional experience, solve life problems, transcend the confusion of death, and seek the value of life. For example, experts are invited to the school to carry out special lectures on life and death education, regularly carry out class meetings with the theme of "Make Life more Gorgeous" life-death education, carry out psychological salons and group psychological counseling activities with the theme of life-death education, watch documentaries on life-death education, carry out psychodrama competitions and volunteer activities, etc.

With the help of new media, the work form of life and death education is constantly innovated and the level of life-death education is improved. College students are in the age of developed network, who have prominent personality, strong self-consciousness and easy to accept new things. Universities use new media platforms which are popular with students, such as wechat official account, video account and Douyin, to innovate the work methods of life-death education. On the basis of the original offline work mode, colleges combine the online work mode to popularize the knowledge of life-death education, comprehensively improve the psychological quality of students, and improve the effectiveness of life-death education.

5. Conclusion

In the new era of network development, psychological problems of College students can not be underestimated. Integrating life-death education into mental health education is conducive to students' physical and mental development, to meet the needs of The Times and educational development.

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