

The Challenges Faced by Life Education of College Students in Higher Vocational Colleges

Yang Bo Tang & Mariano T. Bagasol

College of Teacher Education in the University of the Cordilleras /Doctor of Philosophy In
Education

Corresponding Authors: **Yang Bo Tang**

Abstract: *At present, vocational college students' life education has achieved certain results. As an important group, vocational college students' understanding and pursuit of life are positive on the whole, but there are also problems such as weak life safety consciousness, utilitarian life value concept, simple cognition of life existence and so on. Therefore, thinking about the current life education of college students in higher vocational colleges, exploring the challenges it faces and putting forward the solutions are helpful to enhance the effectiveness of life education of college students.*

Keywords: *Higher vocational colleges, Life education, Challenge, Countermeasure*

Introduction

The Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020 years) issued by the Ministry of Education of the People's Republic of China (2010) clearly puts forward "attaching importance to life education" and puts life education at the national level. Life Safety and Health Education into primary and secondary School Curriculum Textbooks Guide (2021) issued by the Ministry of Education of the People's Republic of China to adhere to the concept of "life first and health first", and fully integrate life safety and health education into primary and secondary school curriculum textbooks. This is the first special document on life education in China, which clarifies the relationship between life education, safety education and health education. "Notice on Strengthening the Management of

Students' Mental Health" (2021) proposes that colleges and universities should arrange various forms of life education to effectively cultivate students' psychological quality of cherishing life and loving life. Life education has once again been included in the important agenda. College students in higher vocational colleges have a wide range of knowledge and active thinking. They think they understand a lot of truth and can speak clearly. However, when they encounter real problems in life or face difficulties in life, they still lack practical experience in solving problems. According to Chen (2023), with the frequent occurrence of self-injury and suicide among higher vocational college students in recent years, the lack of life education in the growth process of teenagers has caused concern, and it is urgent to strengthen life education. According to Liu (2023), life education for higher vocational college students is urgent, because with the development of science and technology, higher vocational college students may come into contact with more information from the outside world at the same time, they may also come into contact with more bad information and negative emotions, which easily leads to the desertification of their value of life. Therefore, it is very important to attach importance to and advocate life education for higher vocational college students, help students to know the nature of life, understand the meaning of life and explore the value of life. In view of this, it is the proper meaning of life education for college students in higher vocational colleges to explore coping strategies to resolve challenges and make life shine in education.

Literature review

"In 1968, American scholar Jay Donnell Waters first explicitly proposed the idea of life education, and founded Ananda Village and Ananda School in California to advocate and practice life education. In western countries, the first "Life Education Center" (LEC for short) was established in 1979 in Australia, which has developed into an international organization. The British life education was founded in 1986, and the Japanese revised the Teaching Syllabus in 1989, emphasizing "respect for human spirit" and "reverence for life". Life education has attracted more and more attention from people and gradually set off a research boom in life education. This was the statement of Zhang (2021). This is the explanation of the origin and evolution of life education, which proves the necessity of carrying out the research on life education.

"From the literature analysis, life education was formally proposed and practiced by Jay Donnell Waters in the United States in 1968, and then expanded from Oceania and Europe to all over the world. The birth of life education has its profound social roots and historical background." This was the statement of Zhang (2021). Therefore, life education in higher vocational colleges should not only focus on thinking about phenomena, but also not only on the abstract world of symbolization and digitalization. It should return to life itself, to every specific person, and to the life position that education should have.

Li (2021) mentioned: "Schools should strengthen cooperation with families and society to promote the construction of a systematic and complete life education system. From the family's point of view, parents should pay attention to the development of adolescent life education. From the school level, school teachers should guide students to think deeply about the meaning of life and explore the true meaning of life by combining philosophical stories and real cases, so as to enhance young people's wisdom and life experience. From the perspective of society, we need to increase the effectiveness of life education for young people by influencing them through positive public opinions. Therefore, higher vocational colleges should take measures to strengthen the coordination and cooperation between schools, families and society, form educational forces, and carry out effective life education for students in combination with the environment of social development and individual development of students.

"Because the lack of life care will lead to people's disregard and disrespect for life, bring about the meaning of life and life goal setting confusion, even lead to violent attacks and suicide. Therefore, life education, which guides people to correctly understand life, reveres life, and strengthens the sense of meaning and value of life, is exactly the response of the educational circle to the call of The Times." This was the statement of Kang (2020). Therefore, higher vocational colleges should correctly grasp the development opportunity of life education and guide college students to re-examine the responsibility, significance and value of life.

Theoretical/Conceptual Framework

Life education

According to Jiao (1968), life education is an educational idea that advocates the pursuit of understanding life, cherishing life, caring for life, transcending life, improving the quality of life and creating the value of life. According to Ye (2020), values are the starting point of all education and teaching reform, and the crisis of values is the fundamental crisis of Chinese education, and education transformation should start from the transformation of values. The biggest root cause of Chinese education is that "getting things done" replaces "becoming an adult". In schools, it can be seen everywhere that teachers work hard for affairs and pay attention to explicit results such as students' test scores, evaluation and awards. What they ignore and ignore is precisely the improvement of students' and teachers' living conditions and life quality in schools. And life education is to return the classroom to the students, make the classroom full of life vitality; Give the initiative of spiritual development back to teachers and students, so that the school is full of vitality. According to Fang (2012), life education is a science-humanism education, which refers to the education of returning to life, following the way of life, caring for life and having love in life. It is a social practice activity with infinite significance that faces the meaning of life and the true meaning of life, and a value activity that instructs students to understand,

experience and practice loving themselves and respecting others. It embodies the process of self-realization from the animal desire and survival instinct of human nature to the pursuit of truth, goodness and beauty. Based on the above, this paper defines life education as: education centering on human's natural life, social life and spiritual life, guiding people to respect the uniqueness and diversity of life, understand the preciousness of life, learn to be grateful, and live an active life.

Life education for college students

According to Ou (2009), the connotation of life education for college students mainly includes three points: first, to guide students to understand life, and then to value and cherish life; The second is to educate the students to understand the death correctly and cultivate the rational death attitude and effective behavior; The third is to explore the value and significance of life, enhance the respect and care for life, and finally cultivate humanistic spiritual care, cultivate sound personality quality. According to Ye (2011), the connotation of college students' life education includes three aspects: education of life knowledge, education of life relationship and education of life value. According to Zhang (2021), life education for college students takes life as the core and education as the medium to enhance students' self-protection ability, enjoy the life process and experience the meaning of life, so as to obtain the value of life, improve the quality of life and promote the all-round development of human beings. According to Wang (2022), life education for college students is to help students correctly understand the meaning of life, form scientific life values, and learn to respect and cherish life. To sum up, this paper defines the life education field of college students as: To educate students to understand the three attributes of life -- natural life, social life and spiritual life, to understand the length, width and height of life, to think about the relationship between themselves, their families and society, to correctly understand life and death, to establish a positive outlook on life, to deeply understand the meaning and responsibility of life, and to establish a sense of community of human destiny. This will provide inexhaustible impetus for building a community with a shared future for mankind.

The research paradigm consists of four parts: the input is about the research questions of the paper, with a total of four questions; The process is about data processing and analysis, quantitative and qualitative research methods are mixed, weighted average and thematic analysis methods are used to summarize and analyze the survey data; The output tells the conclusion of 4 research questions obtained by induction and analysis; The outcome will finally elaborate the action plan to strengthen the life education of college students in vocational colleges.

Marxist view of life

According to Chen (2018), the Marxist view of life is mainly summarized as follows: Firstly, human life exists as a matter of nature; secondly, life is a whole composed not only of body,

knowledge and intelligence, but also, more importantly, the obligations and responsibilities of a family member, a collective member and a member of society. Finally, although man's natural life is a limited and transient existence, man can seek the eternal meaning of life beyond the real life through spiritual pursuit. According to Liu (2022), Marxist discourse on life values is mainly embodied in Marxist elaboration on the free and comprehensive development of human beings (living individuals should connect their own lives with social development) and Marxist elaboration on human's class characteristics (free and conscious life activities), which together constitute Marxist views on the value of life. To sum up, this paper summarizes the Marxist view of life as life means feeling, growth and creation, which represents the present, but also predicts the future. Facing the unpredictable life, we should grasp it in practice and dynamics, comprehend life in the changing world from the perspective of connection and development thinking, and pursue the spiritual life beyond the natural life under the premise of satisfying the life instinct, strive to transcend the finite nature of natural life and constantly create and finally go to eternity.

The content of the research pattern chart includes input, process, output and achievement. The input box describes four research questions, the process box describes the research methods used, the output box describes the research results of three research questions, and the outcome box describes the action plan.

Significance of the Study

Student Perspective

Inspire students to respect and cherish life, lead students to construct a profound view of life and death, internalize students' outlook on life and values, improve the level of life existence, cultivate students on the basis of thinking and exploring the meaning of life, to form a complete, harmonious and able to cope with life crisis personality structure.

Teacher Perspective

Awaken teachers' life consciousness, rethink the true meaning of education, renew the concept of life education, respect the uniqueness and diversity of students' life, attach importance to the growth of students' life, the improvement of life quality and the realization of life value, and help students get out of the narrow and difficult life cognition.

School Perspective

Expand the connotation of school education with the concept of life education, give full play to the characteristics of the school, design life education model, establish partnership with

alumni, parents and society, gather the consensus of life community, and strive to promote the high-quality development of school education.

Family Perspective

Home is the root of life, love is the way home, a harmonious family is the starting point of a happy life. Use life education to influence life growth, help family life education, wake up children's life consciousness, open the spiritual world of children's life, shape children's beautiful mind and rich spiritual personality, cultivate children's sense of responsibility, create a harmonious family.

National perspective

Analyze the life issues in the growth of college students in higher vocational colleges, in order to explore the life education model that meets the development needs of college students in Chinese higher vocational colleges, cultivate more students in the new era who understand the meaning and responsibility of life, and make greater contributions to the comprehensive construction of a modern socialist country and the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

International Perspective

The research of this subject is committed to making the life education in higher vocational colleges the driving force for sustainable development and the key to building a better world, promoting the recognition of the life value of higher vocational students, and promoting the construction of a "community of human destiny".

Methodology

Study Design

The study used qualitative research methods. The in-depth interview method was adopted in the specific implementation process to obtain information and data of research questions from teachers and students, and then the topic analysis method was used to transcribe and extract the obtained data, and finally form valuable conclusions related to the research objectives.

Sample/Population of the Study

This study selected Zhengzhou Tourism College, Zhengzhou Railway Vocational and Technical College, Zhengzhou Technical College as the research sites, and selected student representatives and teachers of three different types of vocational colleges as the interview objects. A total of 12 students were interviewed, 2 boys and 2 girls were selected from each

school. A total of 15 teachers were interviewed, and each school selected 2 ideological and political educators, 2 professional teachers and 1 teacher in charge of mental health education center.

Data Gathering Tools

The data collection tool was based on an interview outline designed with two questions: First, what are the challenges facing life education in higher vocational colleges? Second, what countermeasures should higher vocational colleges take to cope with the challenges they face? The formulation of the interview outline and the arrangement of the interview process were strictly in accordance with the qualitative research method to ensure that the research was scientific and effective.

Data Gathering Procedures

Saturation sampling method was adopted to obtain the number of subjects in the interview data. After obtaining the consent of the interviewees, online face-to-face interviews were conducted with the students and teachers who were interviewed through online video. The data information obtained from the interview was identified, analyzed and summarized by the topic analysis method to accurately analyze the challenges and coping strategies faced by the life education of college students in higher vocational colleges.

Results and Discussion

Life education of college students in higher vocational colleges

Life Education Content Penetration Is Insufficient:Life education is not a national curriculum, and there is no unified national curriculum standard. Therefore, the development of life education courses in higher vocational colleges is relatively random. We mainly explore the spiritual elements of life education in various existing disciplines from the perspective of life education, and strive to make the classroom full of feelings and rhythms of life. However, in order to cultivate professional talents in social demand, higher vocational colleges adhere to the measures of "industry orientation", "application oriented" and "practice-oriented" in the process of education and teaching, pay attention to knowledge and skill education, lack a perfect life education system, and despise the implementation of life education. As a result, teachers lack the awareness and strength to penetrate the content of life education in the process of education and teaching, and can not well undertake the function and mission of promoting the complete and harmonious development of college students' life.

The Coverage Of Life Education Activities Is Not High: In order to help students better understand the meaning of life, discover the value of life and experience the colorful life,

vocational colleges attach importance to the development of colorful and diversified life education theme activities. However, in the planning and organization of the activity, the school takes the lead and the students participate passively. As a result, the students cannot really participate in the links such as theme selection and form planning. In terms of the time arrangement of activities, they are carried out in a short time, which leads to the low participation of students. In terms of the selection of the object of the activity, due to the lack of funds, venues and teachers, the activity is not open enough and the audience is not wide enough. Therefore, life education cannot be integrated into the extracurricular life of all students. As a result, some students cannot deeply experience and feel the value of life in life education activities.

Life Education Topic Research Degree Is Not Enough : In recent years, due to frequent incidents of self-injury, suicide and mutilation of others in colleges and universities, higher vocational colleges, based on the needs of "respecting life and developing life" in the nature of education, the needs of the current lack of life education teaching, the current situation of adolescent students' psychological development in the new era and the needs of new contradictions in practical education, have attached importance to carrying out research on life education topics and exploring effective ways and methods of life education. For example, the comparative study of life education, the theoretical study of life education, and the integration of life education into discipline research will integrate life education with the national curriculum and labor base, so as to enhance the effectiveness of life education, cultivate students' feelings of respecting life and loving life, and enhance students' actions to practice the meaning and value of life. However, the research is still in the initial stage, staying at the level of theoretical discussion, and there are few experiences and achievements for reference.

The challenges of life education for college students in higher vocational colleges

Life Education Object Cognitive Fragmentation : According to Sun (2018), in the era of Internet popularity and information explosion, cognitive fragmentation is mainly characterized by lack of logical relevance, weak scientific evidence, no debate on the truth or falseness of descriptive learning, and inconsistent diversity of interpretation. According to Liu (2022), currently, vocational college students are 5G surfers, and the amount of information they are exposed to is far greater than our imagination, especially a lot of negative information is artificially amplified in the era of traffic. Under the effect of "information cocoon", higher vocational college students can not identify truth and falsehood in a timely and effective manner, presenting fragmented cognition, which is not conducive to establishing a correct and rational view of life. For example, killing monsters and virtual characters in many online games, as well as offline chat groups and short video messages derived from games are full of violence and bad information. "These invisible security risks" are easy to lead students to apply their behaviors in

virtual games to real interpersonal conflicts in real life, resulting in extreme behaviors that harm their lives.

Life Education Supply And Demand Structure Does Not Match : According to Wang (2022), the characteristics of life education make it necessary to adopt vivid and flexible education forms and educational contents close to students' actual needs, so as to truly play the role of laying the foundation for students' lifelong happiness and development. However, life education in higher vocational colleges presents the status quo of fragmented content, immobilized mode and insufficient resources, which cannot meet the needs of students' life development at all. For example, some higher vocational colleges widely carry out emergency knowledge publicity, fire escape training, self-rescue and mutual rescue common sense education through classes, speeches, display activities and other forms, ignoring students' needs for death education, emotional communication education, sex education, survival education, safety education and so on.

Life Education Teacher Strength Is Not Balanced : At present, the teachers of life education in higher vocational colleges are basically composed of counselors, class teachers, mental health educators and student cadres of the Department of psychological safety. There is a lack of life education teachers and professional life education training, and they cannot deeply understand the connotation of life education. There are difficulties such as the lack of basic theory of life education, insufficient knowledge reserve of life education and insufficient practical experience of life education, which make life education become a mere form. The indifference and blindness of life replace the gaze and fixation of life, deviate from the essence of life education, and make it difficult to realize the highest pursuit of accompanying life with life, influencing life with life, and awakening life with life.

The Four-way Cooperative Education Mechanism Is Not Sound : According to Liu (2022), the four-way collaborative education mechanism refers to the linkage education mechanism led by the government, the primary responsibility of the school, the social support and the participation of the family, which can gather the joint efforts of education, jointly complement the shortcomings of school life education and promote the implementation of life education. However, at present, regarding the implementation of life education in higher vocational colleges, education authorities have not issued specialized guidance documents on life education, lack of supervision and guarantee for the effective implementation of life education in higher vocational colleges, lack of family life education guidance services for parents of students in higher vocational colleges, and lack of operation mechanism for integrating diversified social life education resources. It leads to passive and lagging life education in higher vocational colleges and fails to normalize, refine and diversify life education.

Conclusions and Recommendations

The research on life education of college students in higher vocational colleges is still in the rising stage of continuous development and perfection. It still needs long-term efforts to solve the "difficulty" of life and develop the "new" of life education of college students in higher vocational colleges. The researchers hope that this paper can draw the attention of the whole society to the life education in higher vocational college students, improve the systematicness, coordination and professionalism of life education in higher vocational college from multiple dimensions, empower the life growth of higher vocational college students, help students to think deeply between the length of life and the quality of life, and let the "light of life" shine all the way and keep moving forward.

The countermeasures for higher vocational colleges to cope with the challenges of life education of college students

Innovate The Carrier Of Life Education And Education In The Digital Age : With the Internet occupying the dominant position of information dissemination today, how to innovate the carrier of life education is the proposition of The Times in front of higher vocational colleges. Life educators in higher vocational colleges must adhere to the idea of "extending to where the education object is and where the working position is", further realize the characteristics of The Times of the current life education work, innovate the carrier of life education, grasp the characteristics of students' thoughts and development needs in the network context, dig the life elements in the network hot spots and materials, and make full use of the new field of the network space. Occupy and build the network life education main position. With the goal of building network famous stations, selecting network famous articles, opening up network famous columns and cultivating network famous teachers, we will improve the education effect of "Internet + life", establish a brand of network life education with higher vocational characteristics, find and support excellent teachers and students "we media" who are "for my use", and promote the active and multi-directional voice in one. To realize the optimal utilization of educational resources and the most effective dissemination of life education information, so that life education is truly "refreshing" and "lasting fragrance". In particular, it is necessary to strengthen the cultivation of network cultural achievements and the construction of campus theme media. For example, with the help of the influence of new media platforms such as Weibo, wechat, Douyin and websites of the university, a university-level authoritative information publishing platform is built to create a good life education atmosphere for expanding the "length, width and height" of college students' lives.

Construction Of Vocational Education Navigation Life Education Working Platform :

According to the famous educator Gu (2023), the essence of education is life education, and improving the quality of life means that a person can improve the quality of life after obtaining education, live a happy and dignified life, and make life more valuable. Therefore, in order to comprehensively promote the development of life and health education for college students in higher vocational colleges to connotation construction, higher vocational colleges should learn from advanced life education concepts and successful experience at home and abroad, take experts as the guide, research projects and topics as the link, and life education studio as the carrier. Based on the curriculum construction, resource development, classroom teaching, activity design, student development, teacher training, project research and other aspects of life education, focus on the problem solving and achievement research of life education, promote the innovative approach of life education work, build, share and win-win multi-point integration, explore the development of specialized courses. The organic combination of discipline penetration, theme education, class and group activities and comprehensive practice, the integration of family, school and community, and the integration of online and offline life education mechanism forms a life education ecosystem that is "people-oriented, diversified participation, in and out of class, online and offline, and coordinated development", so as to make life education sound. Life education studios can take three years as a working cycle, and carry out a combination of annual process evaluation and final evaluation. Studios with outstanding work can promote their achievements and continue to be named, and provide construction funds according to the policy. Those who are not competent for the work or do not make outstanding work achievements will not be named and awarded.

Broaden The Curriculum Resources Of Life - based Education : Life education is concerned with students' survival and life, growth and development, nature and value, and is committed to achieving the goal of integrating knowledge and practice after learning. Therefore, in the course design of life education, vocational colleges should take the difficulties that students may encounter in the growth of life as the purpose, guide students to face the problems in the growth of life, find solutions and methods, face various setbacks calmly, actively, actively and healthily develop life, and realize the meaning and value of life. For example, according to Zheng (2023), life education courses can be divided into special topics to help students' healthy growth with systematic, scientific and in-depth life education courses: 1. Flying against the wind -- about setbacks; 2. Great love, make life beautiful -- about gratitude; 3. Life is wonderful because of responsibility -- about responsibility; 4. The pursuit of the sanctity and sublimity of life -- about faith; 5. Happiness begins from the heart -- about happiness; 6. The flower of life is beautiful there -- about the value of life; 7. The Internet world and the real world -- about Internet addiction; 8. Friendship and love -- about emotional issues; 9. Life is beautiful like summer flowers and death like autumn leaves -- about life and death. In addition, in the process of

carrying out life education, higher vocational colleges should consciously excavate the connotation of life education in all courses and activities, activate the content of life education contained in subject education and theme activities, and realize the harmony and unity of knowledge imparting and humanistic care.

Improve The Four-in-one Linkage Mechanism For Life Education : According to Tian & Zhou (2021), as a systematic project, life education should run through the whole process of school education, family education and social activities under the guidance of the government to lay a solid foundation for students' healthy growth and lifelong happiness. Therefore, in order to promote the life education of college students in higher vocational colleges to take root and achieve practical results, we need to start from four aspects: first, we need the government to actively perform its own duties, give full play to the core strength, provide the strongest policy support, and improve the government-led "four in one" life education linkage mechanism with the participation of school, society, family and individuals; Second, schools should improve the life education system, promote the combination of practical teaching with students' social practice activities and voluntary service activities, focus on the small class of life education and activate the large class of society; Third, it is necessary to tap the potential of family life education, let life education into the family, guide parents to become the mentors to cultivate college students' life consciousness, and give them the strength to grow up healthily; Fourth, it is necessary to obtain social support to establish a group of themed practice bases with educational pertinence, in line with The Times and strong humanistic care, so as to create conditions for college students to participate in voluntary service, practice training and practical activities. Through the form of scene simulation, role experience, field training and voluntary service, it can enhance the experience and effectiveness of life education.

References

Chen W. (2023). Compulsory course for strengthening teenagers life education is life.
www.sohu.com

Gu M.Y. (2023). From a personal perspective, the essence of education is to improve the quality and value of life.
finance.sina.com.cn

Kang L.L. (2020). A study on the ecological turn of college students' life education. Nanjing University of Science and Technology, Nanjing city.

Life Safety and Health Education into primary and secondary School Curriculum Guide. (2021).
www.moe.gov.cn

- Liu D.N. (2022). The influence, causes and countermeasures of group polarization of college students under the "information cocoon" effect. *Journal of Hubei Polytechnic* (02),52-55+72.
- Liu M.Y. (2022). Research on the realistic dilemma and countermeasures of college students' life education in the new era. Chongqing Jiaotong University, Chongqing Municipality.
- Liu Y.Y. (2023). How to let children know how to cherish life? It should not be neglected. new.qq.com
- Notice on Strengthening the Management of Student Mental Health.(2021). www.moe.gov.cn
- Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020 years). (2010). www.moe.gov.cn
- Sun L.L. (2018). Research on the realistic situation and optimization of life education for college students in Micro-era. Jiangnan University, Wuxi City.
- Tian X.H. & Zhou H. (2021). "after the outbreak era" college life and the path of ascension. The education of college counselor (03), vol. 39-43.
- Wang B. (2022). Study on life education problems and optimization strategies for college students in the New era. Northeast Normal University. Changchun City.
- Ye L. (2020). Values are the starting point of all educational and teaching reforms. mp.weixin.qq.com.
- Zheng X.J. (2023). Reflections on the development course and prospect of life education in China. mp.weixin.qq.com
- Zou T.L. (2020). Life Education under public crisis events: Reflection and Reconstruction. *Ideological and Political Teaching* (03),8-12. d.wanfangdata.com.cn
- Zhang Y. (2021). The Modernity Dilemma of College students' Life Education and its Return to Authenticity. Nanjing University of Science and Technology, Nanjing city.