

Thoughts on the Implementation Methods of University Life Education from the Perspective of Core Accomplishment

Tao WANG

Liaodong University, Dandong, Liaoning 118003, China

9688851@qq.com

Keywords: Core literacy, Life education, Implementation method

Abstract: The development of life education in universities can help students correctly understand the meaning of life, form scientific life values, and learn to respect and cherish their lives. In particular, in the context of core literacy, the penetration of life education can promote the overall development of students' physical and mental health. However, the current status of life education in some universities is not ideal, there are many problems, and it is often just a mere formality. In response to this, this article analyzes a series of problems in the implementation of life education in colleges and universities, and proposes corresponding effective solutions to promote college students to form correct life values.

1. Introduction

With the development of The Times, college students' life consciousness is weak, and the weak concept of life leads to the occurrence of vicious wounding events. These social problems also allude to a series of problems such as poor life consciousness of college students and insufficient life education in colleges and universities. In response to this phenomenon, colleges and universities need to increase their attention, learn from previous cases, update the concept of life education, and improve the educational mechanism. At the same time, life education is implemented in various professional courses, and practical activities are carried out on a regular basis. Through this series of measures to help college students correctly understand life and gain new insights.

In the daily education and management work, colleges and universities pay more attention to the training of professional talents, but they lack a long-term planning work. Colleges and universities attach importance to the training of professional knowledge and skills, but ignore some spiritual training. Especially in the aspect of life education, the current input from colleges and universities is insufficient. In addition, the teachers who carry out education work are relatively lagging behind in the concept of life education. They did not thoroughly analyze some of the psychological problems and influencing factors of current college students, but still adopted traditional education programs and social cases.

2. The Construction of Educational Mechanism is Not Sound

Educational mechanism is a prerequisite to ensure the smooth development of educational activities. At present, most colleges and universities' life education have not yet formed a systematic curriculum system, and have not incorporated life education into professional courses, but simply incorporated it into ideological and political education or mental health education. Besides, colleges and universities are not paying enough attention, lacking sufficient human^[1], material and financial support, and the management system built is not perfect, not in line with the current development of college students, divorced from reality, and thus affecting the operation of the life education mechanism.

2.1 Lack of Connection with Other Courses

Colleges and universities offer undergraduate mental health courses, but the course hours are few, and the semester is only one semester, and there is no continuous and follow-up related courses. At

the same time, life education has not been implemented in other professional courses, and the lack of connection with other courses has affected the continuity of life education. After listening to the lecture, some students left the content of life education behind, which affected the purpose of life education. And when students have psychological problems, there is no professional psychologist or psychological teacher's intervention. Many students do not want to seek help and social psychological counseling institutions because of face, so that their psychological problems have not been solved in an effective way, and eventually lead to the students taking extreme measures to end their lives^[2].

2.2 Weak Links in Practice

The life course education offered by some colleges and universities has a certain singleness. It is mainly explained by teachers, not connected with the actual life of students, and lacks some practical activities. Life education practice links are relatively weak, and boring theoretical knowledge is not only difficult to improve students' understanding, but also reduces students' interest in learning.

3. Implementation Methods of Life Education in Colleges and Universities under Core Literacy

3.1 Give Full Play to the Role of Cultural Deposits and Increase students' Attention

In the context of core literacy, the development of life education in colleges and universities can give full play to the importance of the core literacy content of humanities. Taking students as the center, formulating various education and teaching activities and plans, which fully reflects the humanistic sentiments of colleges and universities, plays the role of educational positions, and thus comprehensively promotes life education. Colleges and universities need to introduce some new educational concepts and attach importance to the construction of life education. At the same time, the course content is designed according to the development characteristics of the students, and special teaching materials are equipped. Schools must do a good job in publicity and education, create a good educational atmosphere, and guide students to experience the school's humanistic feelings in a subtle way. In addition, it is necessary to increase the importance of teachers and students on life education and provide certain support to life education work. For colleges and universities with sufficient educational resources, various resources can be integrated to enrich the content and form of life education and stimulate students' interest. In the process of learning, students need to use existing experience to absorb knowledge and reflect their self-worth orientation. Teachers can combine the performance of students, adjust human activities, guide students' values, and help students fully understand the values of life^[3].

3.2 Strengthen the Construction of Education Mechanism

The core literacy of learning to learn is mainly to guide students to form learning awareness, master the learning methods that suit them, and be good at reflection, so as to gain more knowledge in learning activities and learning reflection. Therefore, colleges and universities can strengthen the construction of life education mechanisms, optimize curriculum settings and select appropriate teaching content according to the requirements of learning to learn. In the teaching process, teachers need to leave enough time for students to think, discuss and analyze, so that they can form their own understanding and cognition of the knowledge of life education, and ask the teacher various questions. At the same time, establish a complete management system for life education to clarify the main teaching goals and standardize the behavior of teachers. In this way, teachers are urged to attach importance to life education, strengthen learning, and have a comprehensive understanding of life education. With the support of the management system, the status of life education has been improved, and special courses have been set up to integrate into students' daily study and strengthen the education and guidance of students.

3.3 Combining with Other Courses to Give Full Play to the Advantages of Scientific Spirit

Scientific spirit is an important part of core literacy, and the focus is on cultivating students' literacy such as rational thinking, critical thinking and the courage to explore. Universities can take advantage of the scientific spirit to guide students to actively explore. Through a series of activities such as research and discussion, debate and criticism, students can fully understand life education, use rational thinking, analyze the relevant knowledge of life education, and rationally view the value and meaning of life. For example, teachers can combine life education with other courses to guide students to absorb theoretical knowledge of life education while learning knowledge of other professional courses. For example, in English classroom teaching, teachers can choose articles on life education, lead students to read and analyze, and experience the connotation of the articles. In ideological and political education classrooms, teachers can also hold debate competitions to lead students to look at life in a dialectical way. Through the effective connection between various disciplines, a good education unit has been created, the quality of life education has been improved, and the students' views have been gradually changed^[4].

3.4 Carry out Practical Activities and Guide Practical Innovation

The core literacy content of practical innovation refers to the ability to help students form a certain degree of practical ability, innovative awareness, master various technologies, and solve various problems in practical activities. Therefore, in the context of core literacy, colleges and universities can carry out some practical activities in carrying out life education. In practical activities, by cultivating students' practical and innovative literacy, helping students to master theoretical knowledge, thus forming a certain sense of problem and innovation, and improving the efficiency of life education^[5].

For example, colleges and universities can contact social welfare organizations and participate in hospice care services. Students can chat with patients, perform shows for them, and hold various activities. In this process, students can understand the patient's understanding of life, and think about life from their perspective. In these practical activities, students have formed a certain sense of questions, constantly asking themselves about the meaning of life, and finding answers through the content of practice.

4. Conclusion

In summary, colleges and universities need to increase the importance of life education, update educational concepts, improve the construction of educational mechanisms, and ensure the independence of life education. At the same time, relevant courses should be opened to increase the proportion of life education. In addition, it can also be integrated into other courses to create a good educational atmosphere, so as to achieve subtle completion of training. Colleges and universities can also carry out some practical activities on a regular basis to deepen students' understanding and cognition through practice. The application of this series of measures, on the one hand, changed the traditional problems of life education and realized the innovation of life education. On the other hand, it can also correct some ideological concepts of college students, eliminate psychological barriers, and guide them to love life, cherish life, respect life, work hard, and win a better future.

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