

# Research on the Current Situation and Countermeasures of Life Education for Chinese Primary School Students

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**Abstract.** In recent years, various problems in life education for primary school students have become increasingly prominent. There have been a number of tragic events involving minors that could have been prevented were students more aware of themselves and their physical and psychological connection to society as a whole and therefore other lives around them. This paper mainly discusses the life education of primary school students, which is of great significance for their physical and mental growth and overall development. For the purpose of this research, the author has used a literature analysis method and has drawn on previously published work to aid in the research for this paper. The author has discovered some problems through this research. The educational methods and environment of many families are not conducive to the development of life education. Schools do not pay enough attention to life education and lack resources. Poor social values in society and adverse factors in the network have a negative impact on life education for primary school students. The author also has put forward some suggestions. It is necessary to enhance the awareness of life education among educational subjects and create a good environment for life education. At the same time, it is also necessary to expand the content and form of life education, strengthen the training of teachers, and establish a complete teaching evaluation system.

**Keywords:** primary school students; life education; current situation of the problem; countermeasure.

## 1. Introduction

With the rapid development of society, while bringing convenience to people, it has caused increasing mental pressure on people, leading to serious social problems. In recent years, these problems often occur in primary school students; depression, low age, suicide, bullying on campus, maltreatment of small animals, and disregard for life have to arouse people's attention and reflection. Childhood is a critical period for the initial formation of cognitive abilities, as well as the initial establishment of a correct world outlook, outlook on life, and values. The outlook on life is an important and fundamental component of world outlook, outlook on life, and values. It is the cognition of oneself, others, and other species of life, which determines the basic behavior of treating all life. Primary school life education is the initial step in educating primary school students about their world outlook, outlook on life, and values, and has important significance for their growth. It can help primary school students form correct life cognition and correctly understand the value of life. It can help primary school students learn survival methods, improve survival awareness and anti-frustration ability the ability to deal with frustrations. It can help prove beneficial to primary school students to better experience life feelings on the basis of understanding the meaning of life, gain a better understanding of the value of life, correctly understand life, and then love and cherish life, successfully realizing the value of life. This article uses the literature research method to form a scientific understanding of things through the collection, collation, and screening of literature. Multiple resources will be used to access a wealth of information regarding life education.

## 2. The Connotation of Life Education

In the 1990s, with the deepening of reform and opening up, economic development accelerated, social transformation accelerated, and competitive pressures continued to increase. The ecological environment, living environment, and people's concepts have undergone dramatic changes. People's

psychology, especially those of adolescents, has undergone significant changes. Psychological problems such as uncontrolled emotions, weakened willpower, anger, anxiety, and depression seriously threaten the physical and mental health of adolescents, life education has attracted some attention.

## **2.1. Life Education**

At present, Chinese scholars have different definitions of the concept of life education [1]. Some scholars define life education from the perspective of its essence, believing that life education is a valuable pursuit paid for the happiness and freedom of the life subject, and is another form of education. A number of scholars define life education according to the perspective of its essence as a subject and posit that life education is, or at least should be an essential aspect of a complete education. Life education teaches students a number of invaluable skills such as the ability to realise and strive to attain the maximum value from life. Other scholars aim to define life education based on the academic and pedagogical goals therein, proposing that life education is a continuous process that is built upon and increased throughout a person's entire life. These scholars also argue that the aforementioned process should also be complemented by a clear set of goals and objectives to realise the true potential of life education. In summary, the above interpretations of the connotations of life education from different perspectives can be summarized into three different standpoints. The first is based on natural life, taking life education as a basic means to help people correctly understand natural life and master their survival ability, and achieving the goal of loving and cherishing life through understanding natural life. The second is based on social life, helping people understand their social roles, abide by social norms, assume social responsibilities, and establish harmonious relationships between people and society through life education. The third is based on spiritual life and regards life education as a way to enhance the spiritual value of life. It believes that life education is to educate and guide people to establish a correct outlook on life, understand the true meaning of life, and achieve life values that transcend life on the basis of obtaining good living conditions.

It can be seen that from different perspectives or cultural backgrounds, the understanding of the connotation of life education will be different. This article believes that the understanding of the connotation of life education should comprehensively consider multiple perspectives and factors, and comprehensively and completely define the connotation of life education. Life education is an educational process that aims to inform people how to better understand all aspects of life, whether that be human life or the natural world. Aided by this improved understanding, students will therefore be more well-equipped to improve all aspects of their lives.

## **2.2. Life Education for Primary School Students**

This article mainly discusses the life education of primary school students. Primary school students generally refer to children aged 6-12. This period is a critical stage of physical and psychological development, as well as a critical period of life education [2]. Correct intervention and guidance must be given to their psychological development to help them establish a correct outlook on life, outlook on life, and values, providing direction and laying the foundation for achieving their life goals.

The main purpose of life education in the context of a primary school education is primarily to enhance the student's understanding of the meaning of life and how to become a better, more rounded individual. It also serves as a tool to improve the student's general outlook on life.

## **3. Analysis of the Problems of Life Education for Primary School Students in China**

With increasing attention paid to life education, various parts of the country have begun to incorporate life education for primary school students into their educational content(curriculum). As early as 2000, some provinces and cities have successively promulgated an implementation outline or plan for life education in primary and secondary schools, and began to promote life education in

primary and secondary schools. Since then, the country has repeatedly reiterated the need to strengthen life education for primary and secondary school students and continuously increase investment in educational elements. Through decades of efforts, China's primary school students have made certain achievements in life education, but there are also many difficulties and problems that need to be carefully planned and gradually resolved.

### **3.1. Inadequate Understanding of Primary School Students' Life Education in Schools**

Schools are the executors and implementers of student life education policies, plans, and programs, as well as the main body of student life education. Since the beginning of this century, life education for primary and secondary school students in China has gradually been popularized in primary and secondary schools across the country, playing a positive guiding role in the normal growth of primary and secondary students. However, in general, the current understanding of the importance of life education for primary school students in schools is not deep enough [3]. Some schools do not have a clear understanding of the main responsibility of life education, believing that the main body responsible for life education is the family, with parents and other family members bearing the main responsibility, and schools playing an auxiliary role; Some schools do not have a clear understanding of the implementation stage of life education, believing that primary school students have low cognitive abilities and are not suitable for life education. In short, some primary schools still have misconceptions about life education and do not pay enough attention to it. They believe that life education is optional, and there is a great deal of randomness in the curriculum arrangement. Sometimes it is just a formality, with poor results, and does not play a substantive role in the physical and mental growth of primary school students.

### **3.2. Primary School Students Have a Weak Sense of Life**

The lack of awareness of life education in schools has led to a lack of awareness among parents. The lack of life education in schools and families has resulted in a relatively weak awareness of life among primary school students [4]. In the understanding of natural life, many primary school students are not very clear about the uniqueness and irreversibility of life. In terms of understanding spiritual and social life, some primary school students seem very confused and do not understand why they exist or what they should do for themselves and others in the process of life. In particular, left-behind children among rural primary school students, who have been lacking in paternal and maternal love for a long time, are prone to feelings of inferiority, confusion, and helplessness in their hearts. Due to the lack of timely and correct education and guidance, they are prone to autism or extremes, ignoring the existence of natural life.

### **3.3. The Content of Life Education in Primary Schools Is Not Professional and Comprehensive Enough**

Due to the short promotion period of life education in primary and secondary schools, which is still in the stage of exploring and accumulating experience, and the insufficient attention paid by schools, the curriculum system of life education in primary schools in China is not yet perfect, and the educational content is not professional and comprehensive enough. The main purpose is to infiltrate life education into ideological and moral education, science, labor, society, and other educational content. Sometimes, the content related to life safety mainly focuses on traffic safety, food safety Health and safety, fire and earthquake prevention, accidents and other aspects of natural life safety rarely involve spiritual and social life.

### **3.4. Lack of Life Education Teachers**

Due to many of the above reasons, there are currently few schools specialized in offering life education courses in primary schools, and there are few full-time teachers for life education. Generally, teachers in relevant disciplines involved in relevant knowledge undertake the tasks of life education courses. These teachers generally do not have a professional background in life education,

most of them have not received specialized training, and do not have qualifications for life education teaching.

### **3.5. The Teaching Form Is Single and the Effect Is Not Good**

Primary school students' cognitive abilities are relatively low, and life education should adopt more diverse forms of practical education, requiring schools to connect with families, teachers to cooperate with parents, and extensive participation and support from society. However, at present, many primary schools in China have a relatively single form of life education, most of which still remain in the teaching of classroom knowledge and theoretical preaching, lacking the interaction between extracurricular practical education forms and schools, families, and society, resulting in unsatisfactory results.

### **3.6. Incomplete Evaluation System for Primary School Life Education**

At present, primary education in China is still dominated by exam-oriented education, and teaching evaluation is also dominated by exam-oriented education, which mainly evaluates teachers' performance based on students' exam scores and class progression rates. In the field of life education, a scientific and complete evaluation system has not been truly established [5]. It is impossible to measure how well teachers teach and how students learn, resulting in low teaching enthusiasm among teachers of life education courses and inability to improve students' learning enthusiasm.

## **4. Cause Analysis**

At present, many problems existing in life education for primary school students in China are the result of a combination of multiple factors, including family factors, school factors, and social factors [6]. Especially since the reform and opening up, the economy has developed rapidly, and society is undergoing rapid transformation. People's ideological concepts have undergone significant changes. Some negative things, such as individualism and egoism, have had varying degrees of impact on primary school students, bringing a significant impact on the formation of their correct outlook on life.

### **4.1. Family Factors**

Firstly, there is also a phenomenon of valuing intelligence over morality in family education. Currently, under the influence of the exam-oriented education system, family education in China mainly focuses on intellectual education [7]. While moral education, including life education, is still in a subordinate position. Due to the fact that academic attainment often takes precedence over moral development, families tend to pay more attention to grades than children's awareness of other aspects of life that are equally as important.

Secondly, parents coddle their children too much. Nowadays, most Chinese families are one child families, and all family members focus on their children, devoting all their love and energy to them, and taking over the tasks that should be undertaken by them. Overindulgence in children deprives them of opportunities to exercise, grow, and experience the joys of life, resulting in a lack of independence, cooperation, gratitude, and responsibility, as well as being unable to withstand any difficulties, and can have a tendency to lack a sense of moderation to go to extremes.

Thirdly, parents' divorce and going out to work have a significant impact on children's psychology. Nowadays, the divorce rate is increasing, and many children live in single parent families. Lack of care, family disharmony, and social discrimination have brought significant psychological trauma to children. In rural areas, many children's parents leave their hometown to work in cities, and their children become left-behind children. The long-term lack of parental care has seriously affected their physical and mental health.

## 4.2. School Factors

Firstly, schools do not attach high importance to life education. At present, the concept and practice of exam-oriented education in schools have not been fundamentally changed, and the main focus is still on students' exam scores, with little attention paid to life education. Due to the pressure of taking the exam, students have to focus on the study of the exam subjects. Secondly, the form of life education is single. At present, the content of life education in primary schools in China is relatively single, mostly focusing on hygiene, diet, traffic safety, etc., and rarely involving education on frustration awareness, responsibility awareness, gratitude awareness, and sexual safety. At the same time, the form of education is relatively narrow and the evaluation system is not yet sound.

Thirdly, the time and space of life education are crowded out. Insufficient time and resources are allocated to the provision of life education as the majority of these resources are often taken by subjects with a higher status in the Chinese education system.

## 4.3. Social Factors

Firstly, negative values in society have a negative impact on primary school students. Since the reform and opening up, with the in-depth development of the market economy, profound changes have taken place in the social structure and human concepts, which have also bred some negative factors that affect primary school students, such as individualism, hedonism, money worship, and utilitarianism [8]. The phenomenon of ignoring life, lacking integrity, and downplaying family and friendship exists within a certain range, which has had a negative impact on the establishment of correct values and outlook on life for primary school students.

Secondly, negative content on social media has a negative impact on primary school students. With the rapid development of modern media, children are more exposed to harmful material online which can have a negative impact on their overall development. This can also lead to children being unable to differentiate between fiction and reality. When faced with difficulties and setbacks in reality, they often escape from reality, are prone to cognitive biases, resulting in emotional apathy, weak willpower, and psychological fragility [9].

## 5. Measures to Improve the Quality of Life Education for Primary School Students

Primary school life education is related to the physical and mental health of primary school students, is an important foundation for the healthy growth of primary school students, and takes a good life path. It is related to the future of the country and the hope of the nation. Great importance must be attached to it, comprehensive policies must be implemented, and continuously improve the quality of primary school life education.

### 5.1. Continuously Improve the Life Education Consciousness of Education Subjects

Since entering the 21st century, the country has paid more and more attention to life education for primary school students, and has formulated a series of policies to guide and promote this work. However, there are still many problems in various schools. The fundamental reason is that some educational departments, schools, and teachers, as educational subjects, do not have a good understanding, a strong awareness of education, and a low degree of attention. Therefore, in order to improve the quality-of-life education for primary school students, the first step is for the education subject to improve their understanding, recognize the significance of life education for primary school students, and continuously strengthen their awareness of life education. More importance should be placed on life education as it has the potential to affect not only the future of the students concerned but also the future of Chinese society as a whole.

## **5.2. Vigorously Creating a Good Life Education Environment**

The life education environment for primary school students is divided into two aspects: campus environment and interpersonal relationships. It is necessary to combine the psychological growth characteristics of primary school students and strive to create a campus environment and good interpersonal relationships that can promote the physical and mental health of primary school students, so as to provide appropriate environmental conditions for improving the quality-of-life education for primary school students.

## **5.3. Creating a Campus Environment Suitable for the Healthy Growth of Primary School Students**

A good campus environment can promote the physical and mental health of primary school students. Schools can start with creating a campus environment and make it an indispensable carrier of life education for primary school students. Firstly, it is necessary to create a clean and pleasant campus environment. It is necessary to do a good job in campus environmental sanitation, greening and beautifying the campus, especially by planting a variety of small trees, flowers, and grasses on the campus. It is best to mobilize primary school students to plant them by themselves, and arrange promotional and educational pictures, slogans, or sculptures that reflect the value of life in appropriate locations on the campus, so that students can feel the breath of life everywhere, and always experience the value of life. Moreover, it is necessary to open up relatively relaxed venues for activities, and appropriately add physical exercise and rest facilities to enable students to exercise and rest in a relatively relaxed environment. Thirdly, it is necessary to create a good classroom environment. Classes often carry out various forms of life education activities, such as educating and guiding students to carry out activities to care for small animals, carrying out green activities, and so on.

## **5.4. Constructing Interpersonal Relationships Suitable for the Healthy Growth of Primary School Students**

Harmonious and friendly interpersonal relationships on campus can well promote the physical and mental health of primary school students, and can play a subtle role in promoting life education. Firstly, it is necessary to build a harmonious teacher-student relationship. Teachers should act as role models, be strict with themselves, set an example everywhere, and set a good example in front of students; It is necessary to approach and be close to students as much as possible, always care for them, have heart-to-heart conversations with them, master their psychology, understand their feelings, actively help them resolve difficulties in life, psychological obstacles, and learning pressures, help them establish their outlook on life and values, and be their close friends. Moreover, it is necessary to establish good peer relationships. It is necessary to strengthen communication, exchange, cooperation, and interaction between students, vigorously promote mutual understanding, trust, and assistance among students, and stimulate their compassion and love. Thirdly, we should cultivate a good class atmosphere. In class learning and life, class teachers and teachers should start with words and deeds, and strive to create a positive class atmosphere, praise the advanced, spur the backward, promote the positive spirit, and suppress the evil spirit. Finally, various forms of campus cultural activities should be carried out. Carry out more outdoor labor, tourism, and game activities, and organize interest groups and carry out group activities according to the different interests of students.

## **5.5. Expand and Enrich the Content of Life Education for Primary School Students**

Firstly, it is necessary to enrich different educational content according to the characteristics and laws of different growth stages of primary school students. For junior primary school students, it is mainly to enable them to gain an initial understanding of life, understand life species, become familiar with their own physical growth characteristics, and educate and guide them to establish safety awareness and develop good living habits; For senior primary school students, it is necessary to educate and guide them to establish a sense of self-protection and safety precautions, improve their skills in responding to emergencies, and initially establish a correct outlook on life and values.

Secondly, it is necessary to expand educational content according to different individual needs. The principles of making up for what is missing should be adhered to, highlight individuality, and pay attention to differentiation. It is necessary to seriously and solidly carry out a thorough investigation to find out what each group and individual lacks and needs in life education, so as to make up for what is targeted and targeted.

### **5.6. Infiltrate Life Education into Other Relevant Disciplines**

At present, various disciplines in primary schools contain more or less the content of life education. It is necessary to establish mechanisms to enable all teaching staff to participate in life education and in turn provide all staff with the necessary skills to engage in new curricula. In particular, teachers in disciplines such as ideological and moral education, physical education, music, fine arts, labor, and science should be given more specific requirements and tasks, and life education should be effectively integrated into these courses.

### **5.7. Vigorously Carry Out Extracurricular and Extracurricular Life Education Activities**

Firstly, enrich the content of extracurricular reading materials for primary school students. When schools recommend extracurricular reading for students, they should specifically recommend more books that are closely related to life education, so that primary school students can not only understand natural knowledge and social knowledge, but also understand life knowledge, understand the true meaning of life, understand self-esteem and self-love, and establish dreams.

The second is to actively carry out extracurricular special education activities. It is necessary to make full use of all extracurricular activities closely related to life education carried out by schools, actively organize activities related to life education such as lectures, reading, watching videos, and exhibitions, so that students can learn to care for others and cherish life.

The third is to vigorously carry out social practical life activities. Life education focuses on teaching by example. In addition to classroom education, it is more important to carry out social practical education. Only by allowing primary school students to understand life through practical experience can they have a deeper understanding of the value of life and the significance of life [10]. The school can make full use of social practice activities such as Qingming Festival, Chongyang Festival, AIDS Prevention Day and Safety Education Day to carry out targeted life education activities. It can also organize students to visit places such as nursing homes, orphanages, special schools, delivery rooms, baby rooms, museums, animal and botanical gardens, and can also organize students to carry out fire drills, natural disaster rescue drills and other activities.

### **5.8. Strengthen the Training of Teachers in Primary School Life Education**

First of all, it is necessary to strengthen the cultivation of professional skills of full-time teachers and make up for the shortage of teachers as soon as possible. Life education majors can be opened in normal universities to cultivate a large number of full-time teachers; People can also use training institutions to organize regular and irregular training for teachers in relevant disciplines; It is also possible to widely organize professional teachers on campus to conduct demonstration teaching and exchange teaching experience and insights, continuously improving the teaching skills of subject teachers. Secondly, it is necessary to strengthen the cultivation of professional literacy of teachers in relevant disciplines, and make up for the shortcomings of low professional literacy of subject teachers as soon as possible. To achieve effectiveness in life education, teachers need not only strong professional skills, but also high professional literacy. Schools should combine their own realities, adapt to local conditions, adapt to the times, and seize the opportunity to carry out various forms of life education literacy training to continuously improve teachers' life education literacy.

### **5.9. Establish and Improve a Scientific and Effective Teaching Evaluation System**

It is necessary to break traditional thinking, transform the teaching evaluation method of exam oriented education, establish an evaluation system that conforms to the laws of primary school

students' life education and is completely different from the teaching of exam oriented education, and stimulate teachers' teaching enthusiasm.

Firstly, an improved system of evaluation for life education in primary schools is needed. Improved evaluation methods are required in order to assess teaching levels and portfolio creation. This in turn will provide a better framework from which staff can work from.

The second is to construct a student evaluation system that can scientifically reflect teaching effectiveness. The evaluation of students is different from the evaluation of teachers. Student evaluation should take various forms so as to evaluate all aspects of a child's physical, emotional and academic development.

## 6. Conclusion

Throughout this research process, this paper has determined that there are a number of underlying issues with regards to the provision of life education for primary school students. Among the most prominent of these issues are the lack of resources and qualified staff and also an insufficient evaluation system for both teachers and students alike. The reasons are as follows: First, the lack of family upbringing methods and life education in family education; Second, schools despise life education; The third is the negative impact of social development. This article also proposes a number of solutions to the problems identified. These include improved training programs for staff and a scientific and effective evaluation system being put in place. In short, the effective implementation and promotion of life education for primary school students is a heavy, lasting, and significant task that requires families, schools, and society to strengthen their understanding and form a joint force. They should help primary school students correctly understand and respect life, improve their survival ability, and realize the value of life. The author hopes that this article can enable more people to attach importance to the life education of primary school students and continuously improve the life education.

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