Analysis on the Current Situation of Death Education for College Students in China

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Abstract. A person's life is like a book, with birth as the cover and death as the back cover. People can't change the cover and back cover, but the stories in the book can be written freely. Birth, aging, illness and death are unchangeable natural laws, but people can choose what attitude to face. The development of death education can guide college students to treat life and death correctly, understand the value and significance of life and death, and face life better. This paper analyzes the present situation of the development of college students' death education in China through literature analysis, and puts forward some suggestions to promote the development of death education in China, so as to provide reference for further research and the formulation of relevant policies. It is necessary to carry out death education from the following three aspects: the government should improve relevant policies; universities should establish a death education system; and society should build a good death education environment.

Keywords: death education; college student; development situation; suggestion.

1. Introduction

With the rapid development of modern life, college students' material life has been greatly improved, but their mental health is not optimistic. Many universities have seen serious phenomena such as student suicide. Many college students ignore their own meaning of existence and lack of value, and feel confused about life. After entering the new era of the 21st century, the public began to pay more attention to life education, but death education, as a part of life education, has not received due attention. There is a lack of books devoted to the study of death education and a complete curriculum system of death education in China, which leads to the fact that death education has not entered the university campus comprehensively and practically. In addition, the unbalanced regional economic development in China leads to the inconsistency of cultural and educational levels, and the development level of death education is also extremely uneven. Some achievements have been made in some developed areas, but death education in remote areas is almost blank. Therefore, in view of these phenomena, it is necessary for universi-ties to carry out death education.

Death education is first to meet the needs of college students' individual development. Teenagers are the future of the country and the hope of the nation. However, faced with the profound changes in the international and domestic situation and the frequent occurrence of crisis events, teenagers lack the awareness of death. They are easily influenced by the bad external environment to blindly accept new things, and are easy to go to extremes or even die. However, they are ignorant of death; do not know the value and significance of death; have a vague understanding of life and death; ignore their own and others' lives; think too hastily about life, and do not know how to cherish and respect life [1]. At the same time, many teenagers don't know what is death and the cause of death, how to treat death correctly, and knowledge of self-help and mutual help, and they can't avoid unnecessary death. Death education helps college students realize what death is in theory, break their taboo about death and eliminate their fear of death [2]. Death education helps college students realize the finiteness of life, learn to cherish and respect life, and strive to create infinite life value in a limited time, thus guiding students to form a positive and optimistic attitude towards life. Secondly, it is to meet the needs of social development. Death makes people realize the finiteness of life, and people's survival instinct constantly forces people to resist the nothingness of death and the shortness of life, making people strive to seek eternity through various channels. Extensive death education in universities will

help them to look at the world more rationally and scientifically, face death directly, pay attention to the meaning of life, pursue their own values, and promote social progress and the development of civilization.

By sorting out the research results of death education at home and abroad, people can find that this kind of research abroad involves a wide range, and the research content has national characteristics, with special emphasis on basic theoretical research. However, the research on death education in China emphasizes the role of school education, and the research is more general. For example, Meng Xianwu published books such as *China Hospice Care Research and Outline of Human Death Science* to popularize death education. The purpose of this paper is to use the method of literature analysis to analyze the problems existing in the death education of college students in China and the reasons behind them, so as to enrich and improve the theoretical system of death education in China [3]. At the same time, it puts forward suggestions for relevant departments to carry out death education, and provides a basis for later research and policy formulation.

2. Present Situation of Death Education in China

2.1. Most Universities Are Blank

In recent years, the news of college students' suicide has appeared frequently in news reports, which makes people think about the reasons behind this move and how to solve this problem. In response to this phenomenon, many universities have launched mental health education courses and related activities, but the results have been minimal. Undeniably, universities in China pay insufficient attention to death education, which is one of the reasons why many college students easily give up their life choices and go to death.

At present, death education for college students has not been well carried out in universities. In China, due to the influence of traditional ideas, the teaching content mostly focuses on life teaching. It is mainly to cultivate students' abilities in all aspects and let them learn how to live better. Since 2014, "death lessons" and "life and death lessons" have appeared in a few schools in China. The concept of "death education" has also come into people's sight. At present, many medical universities in China have gradually begun to set up courses related to death education, while other universities have few related majors. This shows that China has not paid enough attention to death education. At present, in China, death education has not really started completely, and it still faces many problems, such as people's weak understanding of life, unclear goals, no good learning environment, no scientific and systematic courses, and no special scientific research organization. These problems hinder the development and popularization of death education, and also have a negative impact on the reform of education curriculum.

2.2. Defects in the Content and Method of Death Education

For a long time, due to the restriction of traditional courses, death education in universities is still a single teaching style, which is unilaterally output by teachers. Moreover, the current content of death education is not closely related to actual life activities, and it lacks certain pertinence. Its main purpose is to publicize "sacrifice one's life for righteousness", that is, to praise the heroes who died in the historical process. Although students may have a certain understanding of the concept of death in teachers' teaching, simple narration can not arouse their interest in death education, and it is difficult to have a substantial impact on students after the class is over. In addition, this kind of education can not be easily accepted by contemporary college students, and it is difficult to resonate with them. This teaching method ignores people's in-depth analysis of various death phenomena around them, fails to spread corresponding knowledge, fails to realize "viewing life from death", and highlights the significance of people's own survival. Moreover, death education in many universities only stays in theoretical research, and rarely involves teaching practice. It makes the teaching of "death" a mere formality, and it also greatly affects the teaching purpose. Therefore, it is necessary for universities to establish a corresponding death education system, improve the corresponding

curriculum system, set clear scientific teaching objectives, design effective teaching plans and put them into practice.

3. Reasons

3.1. The Influence of Traditional Confucian Culture

In the traditional family in China, everyone attaches great importance to auspiciousness, thinking only about how to live better, while holding an evasive attitude towards "death" [4]. Especially on some important days, children inadvertently mentioned the word "death", and parents immediately changed their faces and solemnly told their children that it was not an auspicious thing. For example, when buying a house, many people will avoid the fourth floor because it will remind them of death. Most people begin to understand what real death is from the death of their closest relatives. Until then, parents are like a high wall, separating their children from it and trying to avoid talking about it. Most people are silent about death. They don't have an accurate understanding of their own death [3]. Therefore, when death comes, people rarely look at it rationally, and many people will choose to escape, cry and despair. It is precise because of their lack of knowledge of death that they lack confidence in living and ignore the meaning and value of living, which leads them to abandon everything they have and go to destruction. Of course, giving them a hundred lessons about "death" is not as impactful as the death of a loved one. However, once one day, they are faced with a life-and-death choice and fall into endless grief, they can use what they have learned to pull themselves out of the emotional quagmire instead of living in pain all the time. Perhaps only by understanding what death is can people cherish their own life more.

3.2. Lack of Social Support

The publicity and promotion of death education require not only the participation of the whole society, but also a top-down education policy. Everything must be implemented by the education management department, otherwise, everything will be empty talk. However, until now, the education management department has made little noise about this, and many suggestions have become empty talk. At the same time, the lack of attention to death education in universities has had many adverse effects on its development and promotion in schools. Some teachers believe that when facing death, students will have such negative emotions as fear and others, which are harmful to their body and mind. Some teachers think that death education is to prevent suicide, and this task can be handed over to mental health teachers, and the role of death education is virtually eliminated. The school has initially established a relatively perfect teaching system, with clear plans for teaching content, teaching content and teaching time. Therefore, if death education is listed as a compulsory course alone, it will inevitably have a certain impact on the opening of other disciplines, and then affect the whole teaching plan. Therefore, schools that offer death education courses basically regard them as a general elective course. In addition, the teaching staff of death education is also very scarce, and teachers who carry out death education need to have rigorous and systematic knowledge literacy of life and death. This requires training a large number of professional teachers who are willing to devote themselves to death education, but the reality is that there is no professional teacher training organization and no effective training mechanism, so the teaching staff is very scarce. In addition, parents generally lack awareness of death education [5]. They think that exposing children to death will cause fear and anxiety, and they think it is very unlucky. Most parents themselves have an evasive attitude towards death, so it is difficult for them to take the initiative to mention it to their children, let alone guide them to correctly understand death.

4. Suggestions

4.1. The Government Provides Policy Support and Institutional Guarantee

In the field of death education, the government should gradually increase the investment of manpower, material resources and financial resources, establish scientific research projects of death education, support researchers to invest in the research of death education, and conduct research in combination with the actual development status of our country. Finally, a scientific and mature teaching mode is formed. For now, all kinds of news are mixed, and people are more and more cautious about this news, especially those new things that have never been seen or heard. This is the case with death education, which most people in China have never seen. Because China's system is very superior, people trust the information about policies provided by government authorities. Therefore, to carry out "death education" in China, the first condition is to make the public feel that death education has been officially recognized and supported by the government, thus providing a good policy guarantee for the subsequent implementation [6]. At present, death education in China is still in the theoretical discussion stage, and only some universities and medical colleges offer relevant courses. It still stays in the theoretical research stage, and lacks teaching practice. Therefore, the government and relevant departments should formulate guidance documents, development plans and implementation plans. At the same time, the education department is also required to timely guide and adjust its implementation in practice and various problems encountered.

4.2. Universities Should Focus on Building a Death Education System

According to their own characteristics, universities should set up school-based courses that can not only reflect their individuality, but also integrate local folk culture. At the same time, through the analysis of current social problems, the school carries out death education for college students, guiding them to treat death correctly and form correct values. In addition, students' death education should be combined with mental health education and safety education. Using the collective activities in the classroom, the school's death education can be truly integrated into practice. In addition, universities should infiltrate death education into the teaching of Chinese and science. While explaining knowledge, teachers melt into the concepts related to death, influencing students subtly and guiding students to establish correct life values. In particular, the ideological and political theory course should integrate the content of death education into the content of classroom explanation to help students correctly view and understand death [7]. In addition, schools should make good use of mental health education courses. In the course, helping students to carry out psychological counseling and adjust their mentality can play a good role in promoting the development of death education. In addition, the school should also organize activities related to death education, such as holding lectures on death, scientifically introducing the current situation of death education at home and abroad to students, helping them to correctly understand and understand death, and alleviating students' fear and anxiety about death [8]. Teachers engaged in death education should always pay attention to the latest research trends in the world, translate the research results related to death education in time, and critically absorb foreign research results. Universities can also carry out exchange activities related to death education, provide a platform for students to exchange their knowledge about death-related events, and encourage students to boldly express their views and understanding of death. In this way, students can look at death more rationally in open communication and relieve their anxiety and anxiety [9].

4.3. Society Should Create a Positive Death Education Environment

The rapid development of new media provides convenience for the dissemination and acquisition of information, breaks the obstacles caused by social, psychological and cultural factors, and brings changes to the methods and means of death education, which is conducive to the development and popularization of death education. A large amount of information on the Internet has become the main source of information for students, and college students often get information from all sides through

the Internet to help them make judgments. The new media provides a free and open platform for college students, which gives them the opportunity to learn about death from the Internet and enrich their knowledge of death [10]. At the same time, the new media also allows college students to share their feelings and communicate with strange netizens more freely. Therefore, social media can give full play to the advantages of modern information technology, set up a special WeChat official account on death education, and share knowledge about death with readers. Schools can also design some interesting games and integrate the concept of death education, so that college students can increase their knowledge while relaxing. In addition, it is necessary to carry out propaganda and guidance on the cultural level, create a positive death education environment in the whole society, and promote a correct and scientific death culture. Relevant articles can be published through news media, newspapers, periodicals and other forms to popularize the connotation and significance of death education to the masses. The community can combine local characteristics to carry out a variety of death education theme activities, so that the community can participate in them, truly feel the death education, and further publicize the death education.

5. Conclusion

Death has always been a heavy topic in China culture. Behind this heaviness is the preciousness of life, which makes people revere and even fear death. For teenagers, death is a distant and vague word, and even they think it has nothing to do with themselves. Because they don't understand the meaning of death, they will not cherish life. Death education in China has a long way to go. Compared with the emphasis, systematic research and strong implementation of death education in the United States, Japan and Britain, death education in China is basically blank and has not attracted enough attention. This requires the joint efforts of the country, schools and society to actively promote the development of death education. Death education is of great significance. Its value lies not only in guiding students to correctly understand the whole life phenomenon and the meaning of life, but also in helping students to establish a correct outlook on life and values, so that teenagers can establish a firm belief in life to cope with setbacks in reality. Inner strength comes from the love of life, which can guide people to face the light, make the right choice and move towards the future more firmly.

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