

Exploring the Connotation, Value and Path of Life Education for Primary School Students

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Abstract: Since the introduction of the "General Programme" for "Category B", life education has been liberalized in an orderly manner throughout the country, and is particularly important for primary school students who are at a critical stage of their development. The richness of life education for primary school students shows a distinct choice of connotations; it is both life education and death education, as well as life education. The implementation of life education is conducive to helping primary school students discover the harmony between life and self, promoting the inclusion of life and object in primary school students, and promoting the integration of life and spirit in primary school students. The Trinity is a framework for exploring the path of life education for primary school students by bringing life awareness back to the family, integrating life narratives into the school and filling the community with life care.

Keywords: Life Education for Primary School Students; Connotation; Value; Path Exploration.

1. Introduction

The topic of life education has been changing over the years. In particular, after the introduction of the "General Plan for Class B", it has been liberalized in an orderly manner throughout the country, but there are still hidden concerns for the growth of primary school students. It is the responsibility of each educational body to focus on the value of life education for primary school students and to explore more appropriate pathways for life education.

2. Interpretation of Life Education for Primary School Students

Life education is a teaching activity that teaches pupils how to speak and behave and demonstrates their vitality. Yang Yanyan believes that life education for primary school students is an education that nurtures life, teaches knowledge of life development, gives them a certain understanding of themselves, cherishes and respects the lives of others, and allows them to develop love for others and society in the process of being educated, so that they can achieve all-round development in their personality. [1] Therefore, life education for primary school students emphasizes "life as the foundation", from the self to the life of others, and in the current era shows a distinct choice of connotations, which can be understood from the following three aspects:

2.1. Life Education

Life is the direct native basis for the realization of human value life, and education is the accelerator to promote the realization of human value life, [2] life education for primary school students should be taken from life, used in life. With the development of society, the life of primary school students benefits from modernization and most of them are "clothes to stretch hands and meals to open mouth", Mr. Tao Xingchi once said that students received more than ten years of education, the result is "shoulders cannot be picked, hands cannot be carried, yellow muscle thin, weak". [3] Therefore, life education must cultivate students' power of life, action and creativity. In today's world, life education is to teach

primary school students to know their own warmth and cold in their "clothes", their own sweetness and sourness in their "food", their own fortune and misfortune in their "residence", and their own happiness and misfortune in their "Everything in life reflects the learning of mental and operational skills of primary school students, so that they can grow up in a healthy way.

2.2. Death Education

The word 'death' is always a source of fear, but the fragility of life forces people to confess it. The primary task of death education is to awaken the individual's awareness of death, to help people appreciate the urgency of life and to make a scientific and rational plan for it. [4] Primary school students are at the beginning of their life journey and should know how to avoid death on their journey. The disaster has made the boat of life for primary school students bumpy and bumpy. In this way, the individual feels that life exists in him or herself and that value can be created from it.

2.3. Life Education

Life education aims to respond to the urgent need for students to grow and develop in life, to teach them the principles of being a human being, to develop their skills and rules of being a human being, to help them solve real-life conflicts and specific problems of life development in a timely manner, and to prepare and add strength to their future life development. [5] Life education is not only about teaching people to become successful, but also about making children aware of the stages of life and filling primary school students with aspirations and ambitions. Nowadays, all walks of life are springing up, and primary school students' visions of their future lives will be influenced by the times. Therefore, it is more important to slowly cultivate primary school students' awareness and sense of value of different roles in life, to bring individuals into society, to experience life in different roles in practice, to guide them to form a correct view of their careers, to clarify what stage of their life journey they are in, and to provide a strong guide for their life development and value realisation. This will provide a strong guide for their development and value realisation.

3. Analysis of the Value of Life Education for Primary School Students

Education, in its most fundamental sense, serves the development of human life (especially spiritual life). [6] It is particularly important to examine the value of life education not only as a professional educational project, but also as an idea that runs through a lifetime of education.

3.1. "Back to the Basics": Helping Primary School Students Discover the Harmony Between Life and Self

Human beings are inherently natural, and life is at the heart of natural attributes. The native life of primary school children is the basis for the materialization of the meaning of all life. Natural life is the material basis of life education, especially the life of children, who are beings with poetic wisdom and whose lives contain the power to spurt. [7] Life education should remove the glamorous trappings and return to the growth of primary school children's own lives.

On the one hand, life education helps to enhance pupils' awareness of their own lives. Life education will enable them to understand life in advance, to think about themselves and to anticipate life-threatening events. At the present time, primary school children should be aware of the fragility of life and the need to protect themselves against any infectious diseases in the future. Life education will help them to think scientifically, take precautions and become aware of their own state of life.

On the other hand, life education helps to develop self-survival skills in primary school students. Survival skills are the skills and abilities needed to keep an individual alive. At the height of the disease epidemic, primary school students in isolation at home are inevitably affected by it and even disrupt the normal functioning of family life. Life education is about developing survival skills for primary school students, focusing on daily work education, returning to life in the learning of skills, emphasizing the slogan of "food is the essence of life", training survival skills on this basis, improving the individual's ability to operate, grasping the mutual care of life and self, and bringing life education "back to the basics" "This is a return to life."

3.2. "Loving the House": Promoting the Inclusion of Life and Objects in the Minds of Primary School Students

It is also extremely important for pupils to interact with the various objects in their lives and to be tolerant of the lives of the objects in their limited journey through life, teaching them to move from tolerance of self to the lives of those around them and then to the lives of nature and society.

On the one hand, life education promotes primary school students to care for natural life. The report of the 19th Party Congress states:- "Man and nature are a community of life, and humans must respect nature, conform to nature, and protect nature." [8] We share the same nature, in which the existence of all living things should be respected by humans, and on the basis of respect for human life to make a trade-off between the pros and cons of human life, this disaster brings challenges for human life, the essence of which is that humans go against the laws of nature and disregard natural life. Primary school students are the hope of the nation and should

keep up with the trend of the times and let life education teach them that human beings are not an isolated boat, that as a small species we should live in harmony with natural objects and that if we care for our own lives we should tolerate other lives in nature, that everything has a spirit and that life can be feared.

On the other hand, life education promotes respect for social life among primary school students. From the perspective of social life, the idea of life education is that individuals learn to get along with others, return to the world of life, and ultimately live in harmony with society by establishing connections with the environment in which they live. [9] The process of schooling is also a process of developing 'social beings', as students from different families come together and their interpersonal relationships will map onto the relationships they will have with others when they enter society. Life education allows primary school students to become more aware of the fact that the Chinese people are working together to respect every life in society, and that in treating them with kindness and care, they will realize that everyone should exist in their entirety as a member of society, and that respecting life in society is their own responsibility and mission, and is a response to society's need to accommodate themselves.

3.3. "Nurturing the Heart": Promoting Primary School Students' Pursuit of Life and Spiritual Integration

Human beings show tenacious vitality and strong spirit during their growth. Life education is not only directed at life itself, but also reflects the spiritual power embedded in life. According to Wang Beisheng, "Life education awakens people's life consciousness, develops their spiritual realm, stimulates their vitality, and demonstrates the value of life awareness and nurturing." [10]

On the one hand, life education establishes a correct view of life for primary school students. During the fight against the epidemic, countless medical, nursing, security and other staff sacrificed their lives to go to the front line, and the glow of life from them is inspiring to every primary school student, and spiritual values cannot be separated from the lives that were once selflessly given. Life education allows primary school students to see the indomitable spirit of the Chinese nation, to see life flourishing in the face of adversity, and to establish the right outlook on life in order to keep the afterglow warm for future generations.

On the other hand, life education expands the spiritual realm of primary school students. The connotation of life depends on the embodiment of value, mere longevity does not represent the meaning of life, teaching primary school students to encounter life, to be grateful for life, to be constantly enriched by the spirit to extend life until the end of life. It is the spirit that gives humans an invisible and hard shell that protects the growth of life. The value of life is expressed through self-knowledge, and life is only given once. As a creature of nature, human beings should let their noble spiritual qualities pave the path of life. The journey of life is certainly lonely, but it is only by humming the song of life with the vocabulary of life that we can be considered in harmony with the spirit.

4. Exploring the Path of Life Education for Primary School Students

Life education for primary school students has always been 'student-centred', requiring schools, parents, society and other educational actors to educate with a sense of 'life' and to put life education into practice from inside to outside the classroom. While society and the economy are recovering rapidly from the trauma of the past, primary school students, who are immunocompromised and are a priority group for monitoring, need special attention to integrate education awareness into their daily life and learning, and to explore lively and effective life education pathways that are suitable for their growth.

4.1. Bringing a Sense of Life Back into the Family

As the first school for children, the family supplements school education and is responsible for the initiation and extension of children's life education, making it an irreplaceable place for school education. After the "Class B and B Control", the function of school education will be affected at any time, but the "suspension of classes and non-stop schooling" requires students to complete their studies at home, and the function of education gradually returns to the family, providing an opportunity for life education to be conducted in a private home.

Firstly, to create a healthy family field. Life consciousness is a kind of consciousness that originates from the subject of life, a rational and emotional perception of life by the individual in conjunction with reality, which creates a wide and lasting influence in the family field. The family field is formed by complex elements such as actors, environment and capital, forming an invisible family learning field. The growth of individual life does not depend entirely on school education, and the family cannot be separated from the growth of human life. [11] On the one hand, parents are required to maintain a healthy state of mind and body. After the release of the family, each family member gradually pays attention to his or her own condition. The parents' words and psychological state will change their children in a subtle way, and a good physical and mental state will help children to maintain a positive attitude in daily life and help individuals to care for their own lives. On the other hand, building a green family environment is required. In prevention and control, both family hygiene and living habits embody the rhythm of "the Way of Nature", a beautiful ecology resulting from the harmonious coexistence of man and nature. Through life awareness, parents transfer an 'environmentally friendly' society to the family, promoting children's respect for environmental hygiene at home and for natural life outside the home.

Secondly, the implementation of a pluralistic parental role. As more parents focus on their children's academic performance and relax the management of their children's life and health due to the influence of exam-oriented education, parents are required to integrate life awareness into their roles and gradually return to being companions and nurturers. Parents are required to be good transmitters of the culture of life in the family, and their attitude towards life, as expressed in their words and actions, will invariably have an impact on the cultural identity of their primary school children, not only by providing material life for their children to grow up, but also by giving them spiritual nourishment, so that their

spiritual lives can be expanded and their personal qualities nurtured. At the same time, parents are required to return to being the companions of their primary school children's life growth, as each school year has a different understanding of life, which requires parents to be their children's classmates rather than their children's tutors, to achieve companionship and coexistence in life awareness.

4.2. Integrating Life Narratives into Schools

Life narratives are an important way for narrative subjects to express their experiences and feelings about life through life stories, to convey their beliefs about life, and to promote a better understanding of the meaning and value of life for themselves and their listeners. [12] Primary school is an enlightening stage in the development of children's knowledge, feelings, intentions and actions. Life narratives allow primary school students to discover real life stories worth learning from, develop empathy, and bring themselves into the narrative situation will better interpret the power that life brings to them, which is an important initiative to promote primary school students' concern for life in society.

The first is to build a school environment with a narrative. During the epidemic, Zhong Nanshan, Li Lanjuan and others emerged from the school, and their deeds were publicised on campus and framed in classroom corridors and canteens. Schools should be good at creating life narrative situations and organising activities to learn from the best, such as class meetings, boards, etc. Learning from Lei Feng Day and May Fourth Youth Day can also be used as the pedal of life education can also be used to create an atmosphere of vitality for the school, to enlighten primary school students that life has not only length, but also height and width, so that they can understand that the value of life can be developed by giving to society and the realm of life can be improved by practising in society.

Second, cultivate a team of narrative-minded teachers. Teachers are the baton of life education in schools and have a great responsibility in telling life stories, so they should take the initiative to enrich their connotations and take the lead. On the one hand, teachers are required to pay close attention to the stories around them, use their own cultural skills to form language suitable for primary school students, use the stories to arouse their empathy for life and consciously guide them to establish the correct values of life. At the same time, teachers are required to establish advanced models in their teaching teams, leading them to select and tell good life stories, and to set an example for students to follow, so that life stories are familiar to the ear. On the other hand, teachers are required to use narrative teaching to infuse life education into their subjects. As the 'main battleground' for life education, language teachers focus on texts such as 'The Little Hero Yulai' and 'The Bones of the Faithful Buried Everywhere in the Green Mountains' to learn the stories of the main characters' struggle for life, aiming to arouse primary school students' respect for life from love of self to love of society.

4.3. Filling the Community with Life-giving Care

It is difficult to build a complete life awareness system for primary school children through school and home alone, but it requires a combination of learning subjects and social practices. The role of the community has now become more prominent, integrating family and social resources to maximise the reach of life education to the whole community,

making it unique in the 'trinity' of education systems.

Firstly, building "life safety barriers" for primary school students. On the one hand, communities can set up health check stations, distribute disaster education pamphlets, promote safety education with life care in residential areas, and choose special holidays to organise life education activities for primary school students, such as caring for the elderly in the community, community hygiene and cleaning, and other life experiences, so as to raise the flag of life on their own initiative. On the other hand, the community takes the initiative to establish links with local university social work teachers to bring in social workers to conduct activities for primary school students in the community through professionals, making them the focus of care, promoting community care and concern for their lives, and guiding them to actively participate in the positive interaction between individual lives and natural and social lives.

Secondly, the construction of an "Internet+" platform for life care. As an indispensable tool for life education, the Internet has shown its revolutionary power in this era. The real revolution of tools is not based on tooliness, but on the meaning and value of tools, which is the ideological tool that can be relied on to point to the future of education. [13] Communities can make use of online resources to form community life stations to visualise and materialise life care, so that each subject in the community ecological chain can do its own job, share and govern together, and become a powerful tool for community life education.

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