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Survey and Countermeasures on Current Situation of Life Education for College Students in Local Normal Colleges and Universities

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Abstract Life education is the precondition of all education. This paper explored the current situation of life education for college students in local normal colleges and universities through questionnaire survey, and traced the history of life education in the world and China. Combined with history and reality, it analyzed the current problems of life education for college students mainly in three aspects, namely, the lack of connectivity in the educational process, the excessive productization of education, and the fragmentation of life education. Finally, it came up with pertinent recommendations in line with these problems.

Key words Life education, College students, Normal colleges and universities, Course construction, Survey

1 Introduction

Life education is education about human life and death. Its ultimate purpose is to teach people to respect life, understand the meaning of life and the relationship between life and nature, human beings and self, and learn how to actively survive, live a healthy life and develop independently, share, record and comprehend each other to achieve the harmony of body, mind and spirit, and then realize the greatest self-life value.

2 Importance of life education for college students

Life education is the precondition of all education, and life education is the highest pursuit of education. Life education is not only to teach young people how to cherish life, but more importantly, to inspire young people to correctly understand the meaning of life and actively create the value of their own lives. In addition, life education also tells young people to not only pay attention to their own lives, but also to pay attention to, respect and love the lives of others. Life education cares about the enjoyment of life today, and also cares about the development of life tomorrow.

Although China is vigorously implementing quality education, the examination-oriented education before that still left a deep impact on China's education. In the general environment of examination-oriented education, schools mostly ignore the aspect of life education, and pay little attention to and implement life education. Combined with the research findings, a certain proportion of college students in China have suicidal tendencies, have no concept

of life and death or even ignore life. There is a high pressure in academics, feeling confused and anxious about the future, tense interpersonal relationships and other issues also cause great psychological pressure on college students. In addition, nearly half of the college students are unable to relieve and relieve the pressure in a timely and reasonable manner, and the pressure continues to accumulate and eventually becomes a tragedy. China's major colleges and universities rarely set up special courses for life education, and most of them are mixed in other courses such as ideological and political courses or campus activities. Students have little or no sense of the value and meaning of life through school life education. The lack of life education in colleges and universities and the poor effect of life education are all urging the vigorous development of life education, calling on all major colleges and universities to pay attention to life education. In the context of vigorously advocating quality education, life education should not be ignored, and should attract our attention.

3 Development history of life education

The idea of life education was first proposed by American scholar Jay Donna Waters in 1968. Once put forward, life education around the world has developed rapidly. In some countries and regions, life education is mainly limited to anti-drug education and juvenile delinquency. For example, in the United Kingdom, the government established the Life Education Center UK Foundation in 1987. In the following decades, such charitable trust organizations created more than 50 mobile teachers to make up for the shortcomings of life education in various regions. In Australia, life education was first regarded as a way of anti-drug propaganda, advocating children not to do behaviors that harm their own lives, and then gradually expanded its connotation. For example, social skills, problem-solving ability, and positive attitude towards life, *etc.*, and formed a tripartite linkage form of life education center, school, and parents. In the United States, since the 1990s, in order to promote life education, in addition to creating life education

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courses in nearly 1 500 schools, the government has also established related professional organizations and published many popular science books and magazines. Most of the teaching content also involves helping young people stay away from crime. In another part of the country, the teaching content of life education mainly focuses on the reshaping of students' own life values and health education. For example, in the new *Teaching Syllabus* revised in Japan in 1989, aiming at the increasingly serious reality of juvenile suicide, insult, homicide, destruction of the natural environment, and waste, the concept of "respecting the human spirit" and "respecting life" was proposed. It also carried out "surplus education" activities (an important part of life education), encourage students to often go to the ranch to experience life and try to make the experience of rural life in elementary school a "compulsory course". Similarly, the Life Education Trust in New Zealand is dedicated to teaching students health and physical education, which mainly involves teaching students how to take care of their bodies, self-esteem and various interpersonal skills in daily life.

China Taiwan and Hong Kong have not only established life education centers, but in addition to the main promotion by the government, non-government and civil society groups have also played a very important role in promotion. The Curriculum Development Office of the Hong Kong Education Department also proposed "Teacher Training for Life Education". During the training activities, scholars, teachers, principals, and other personnel actively discussed and affirmed the importance of life education. In order to promote the full implementation of life education, Ministry of Education of Taiwan (China) announced in February 2000 the establishment of a "School Life Education Task Force". In August of the same year, the "Ministry of Education' Life Education Promotion Committee" was formally established, and 2001 was designated as Taiwan's "Life Education Year" and the "Life Education Pilot Plan" was released. This series of powerful measures has made life education a new category of education throughout Taiwan (China). Since the comprehensive implementation of quality education in mainland China in the 1990s, it has represented the beginning of life education to a certain extent. On July 29, 2010, the Ministry of Education officially announced the *National Medium and Long-term Education Reform and Development Plan (2010–2020)*, which clearly stated that students must "learn to survive and live" and schools should pay attention to safety education, life education, national defense education, and sustainable development education, promote the organic integration of moral education, intellectual education, physical education, and aesthetic education, improve students' comprehensive quality, and make students become socialist builders and successors with all-round development of morality, intelligence, physical education and aesthetics. These indicate that carrying out life education has become a strategic decision for the development of national education. In May 2012, the China Employment Training Technical Instruction Center of the Ministry of Human Resources and Social

Security launched the "Life Education Instructor" post vocational training. The birth of the profession of "Life Education Instructor" makes China's life education start to move from a simple part of school education to families, schools, communities and enterprises. This will greatly promote the development of life education in China both in terms of breadth and depth. In general, life education has a certain degree of popularity all over the world, and it is of great significance to the growth of young people. At present, education reform in the 21st century calls for caring for life more, and the importance of life education has been widely recognized.

4 Analysis of the current situation of life education for college students in China

Since the introduction of well-rounded education in 1985, China has been promoting the all-round development of students, aiming to improve students' ideological and moral quality, all-round ability, promote students' personality development and maintain physical health. Although China has always advocated the development of comprehensive quality, there are a series of problems in the specific implementation process of local areas and schools. In particular, China's life education lacks a certain amount of investment and attention, both in terms of quality and quantity.

4.1 Weak educational connectivity sowing the seeds of hopelessness Before entering the colleges and universities, most students receive more of an exam-oriented teaching method in high school, which is so called spoon-feeding education. Due to the competition of "performance", schools will put pressure on teachers, requiring teachers to teach excellent students with well-developed overall qualities. But how to evaluate the teaching quality of teachers? The most important and easiest way is to evaluate the students' achievements. The ultimate beneficiaries of this practice of "only focusing on students' academic performance and stressing teachers' work performance" are teachers and schools, but it is not conducive to the long-term development of students. Excessive emphasis on the continuous learning and memorization of test knowledge, students' creativity and thinking are greatly obliterated. Some students will have some psychological problems under such teaching method. However, the life education in senior high school is seriously lacking, and such students may take a contemptuous attitude towards life when faced with stressful events and great pressure, even suicide. It is also possible that this dismissive attitude was not corrected in time, so it remained dormant until college before erupting. The current university life education system is not complete enough, and some schools do not even open such courses. As a result, students' psychology cannot be effectively dredged. The continuous accumulation of negative ideas leads to the main reason why the current college students are not strong in stress resistance, weak in psychological quality, despise the value of life, and may finally choose to commit suicide.

4.2 Productization of education planting useless trees At present, the narration of university courses is still based on the im-

parting of knowledge and skills, emphasizing the practicality and applicability of knowledge. It is necessary to focus on the improvement of students' professional quality, more academic knowledge, and tend to cultivate students' competitive awareness and competitive skills in the corresponding classroom activities, strive for various ways to carry out industry-university cooperation, and more closely meet the social division of labor and increase the employment rate. Under the tool-based education, every outstanding student has become a perfect product. They not only sell themselves to the applicants in this way, but also are the product brands cultivated and developed by the school itself. Under such a utilitarian education method, we lack attention to individual life and lack systematic life education. First, schools do not have textbooks of their characteristics. Second, some schools do not pay more attention to life education, and even subjectively regarded ideological and political lectures as life education. Schools are deluding themselves with the meager knowledge imparted that students have received enough life-view guidance to not invest more in such spiritual education.

4.3 Fragmentation of education planting fruitless flowers

Although a small number of universities offer courses related to life education, the effect of the courses is not ideal due to the lack of attention on the level of consciousness. (i) In the process of students' study, although the country and society continue to emphasize the importance of life education, neither the local nor the school's implementation is sufficient. Students will develop a kind of indifference to the courses of caring psychology and spirit. While being instructed by the school, they have gradually become mechanized and utilitarian. Students are only willing to learn "useful" knowledge, and are unwilling to learn "useless" knowledge that has no short-term effect but is conducive to long-term investment in life. With such an unequal attitude, the classroom effect is not good. (ii) Some schools conduct educational promotion in the form of irregular educational lectures, but such activities are often very fragmented and fail to achieve their due teaching effect. Some schools not only did not offer special courses, but also did not conduct sporadic teaching, but took a completely passive response. These schools usually do not pay attention, do not make investment, and do not implement them. They do not carry out intensive emergency education until there are student suicides or even a series of dangerous cases in the school. Although this kind of education may be more effective in teaching because of its timeliness, the tragic ending is already doomed. We cannot recover the loss of life, and the loss of life is a huge blow to both the student's family and the school.

5 Survey and analysis of current situation of life safety education for college students

In order to understand the life safety education concept of contemporary college students, we adopted the form of online questionnaire. Questionnaires were issued and collected through the third-party questionnaire survey platform "Questionnaire

Star", among which 255 valid questionnaires were issued.

5.1 College students' suicidal tendency and understanding of death According to the survey results, 76.14% of college students have never thought of committing suicide. When experiencing failures, setbacks or unfavorable situations, 72.31% of college students never thought of committing suicide. It can be seen that most college students do not have suicidal tendencies, but there are still a certain proportion of college students who occasionally or often have suicidal tendencies; 18.1% of college students occasionally thought about suicide, and 5.76% of college students often thought about suicide; 21.96% of college students occasionally thought about suicide when they experienced failure, setbacks or unfavorable situations, and 6.37% of college students often thought about suicide; although these figures do not seem too high here, but based on the entire college student population, this proportion is still very large. 79.61% of college students thought that death is a natural thing, 91.13% of college students thought that life is rare and precious, and 74.62% of college students thought that their own life is very valuable. These indicate that contemporary college students have a correct understanding of life and death, and can treat life and death correctly and appropriately, and they have a more positive and positive understanding and attitude towards the value of self-life. However, there are still some college students whose understanding of life and death is vague, extreme, and confused. They cannot correctly understand and deal with the issues of life and death; 12.23% of college students often thought of death and felt panic, 8.16% of college students have never thought about death, 5.37% of college students believed that life is something they can choose to give up, and 3.5% of college students had no feeling or idea about life. 80.02% of college students stated that they understood the behavior of college students seeking relief through suicide, but they did not agree with this behavior, and 17.65% of college students were completely opposed to this behavior. This reflects that most college students have a rational and correct understanding of suicide; however, 2.33% of college students agreed and were likely to adopt this behavior, suggesting that more college students agree with suicide behavior.

According to the above results, most contemporary college students have no suicidal tendencies, and their understanding and attitude towards life and death are correct and scientific. However, there are still many college students who understand and agree to suicide, have suicidal tendencies, ignore life, fear death, and cannot treat life and death correctly and appropriately. Therefore, the life safety education of college students cannot be ignored, and it is urgent.

5.2 College students' responses to realistic problems and countermeasures The survey results show that nearly 60% of college students were dissatisfied with their current living conditions, and most of them felt dull, thinking that their life was not exciting, and even 20.97% of college students were extremely dissatisfied with their life. Among the issues that college students

were most worried about, academic records (38.44%) and the future (27.82%) were the most worrying issues for college students, followed by interpersonal relationships (21.03%) and others (12.71%). Worry about academics, confusion and anxiety about the future, as well as tense and disharmonious interpersonal relationships have put a lot of pressure on college students. When encountering problems, setbacks, failures, and difficulties, nearly 60% chose to talk to friends or seek help from family members and elders, while the rest chose to face on their own (32.42%) or escape (6.78%). When the pressure is not relieved in a timely manner, the pressure will continue to accumulate over time. Under tremendous pressure, individuals are prone to take extreme methods to vent the pressure, which eventually leads to tragedy.

5.3 Degree of attention to life education in colleges and universities According to survey data, 63.47% of colleges and universities have not set up life education courses. 72.33% of colleges and universities combined life education with other courses such as ideological and political courses or campus activities; 22.06% of colleges and universities did not carry out life education; through the school life education, 40.24% of the students did not feel the value and meaning of life. These indicate that the lack of life education in China's colleges and universities and the effect of life education are very unsatisfactory.

6 Targeted strategies for life education in local normal colleges and universities

6.1 Improving four guarantees and providing basic support

The first of the four basic guarantees is that the funds for life education must be guaranteed. This requires strong support from the government, as well as proper communication between schools and the government. The second guarantee is the teaching staff. At present, most of the existing life education adopts a fragmented teaching method. At the same time of adopting systematic, scientific and comprehensive courses, the quantity and quality of teachers should also be guaranteed. It is necessary to strictly control the ability and teaching quality of the teachers to be recruited. Teachers of ideological and political courses cannot be assigned as life education tutors alone. For students' life education, at least one full-time teacher should follow up the whole process. Only in this way can education and teaching have continuity and integrity, which is more conducive to improving the efficiency of life education and enhancing the effect of life education. The third guarantee is practice. Life education is not just theoretical teaching in books. Instead, it should really enable students to understand something. Therefore, on the one hand, the school should strengthen communication with external practice bases in various aspects, and on the other hand, it must also ensure that the school's life education practice courses can have enough space to carry out. The fourth guarantee is ideological guarantee. Most college students have not received life education before entering high school, and the learning of relevant knowledge is also very scarce. Therefore, due to the perfunctory coping state of the outside

world, the students themselves also lose the initiative to learn the content related to life education. Many students have a negative, passive attitude towards life education on the level of consciousness. Therefore, colleges and universities must try its best to reverse such ideology. While the external measures have been correspondingly guaranteed, if the subject of education is unwilling to listen, it will be extremely unfavorable to the development of the work, and the teaching effect cannot be guaranteed.

6.2 Implementing multi-dimensional education and enriching theory and practice

The implementation of multidimensional education involves theory and practice. At the theoretical level, schools need to set up fixed and systematic life education courses to form a coherent life knowledge education for students throughout the learning stage, rather than set up occasional special lectures, or even a series of basic courses such as *Mental Health Education for College Students* or *Moral Thought and the Rule of Law* as the equivalent of life education. The teaching content of such courses is completely different, and the actual teaching effect is lack of consideration. Therefore, it is very important to set up professional, specialized and full-time life education courses. Similarly, in the implementation of life education, the teaching of theoretical knowledge can be more vivid. Teaching methods with a higher teacher-student interaction rate can be used for interaction, such as situational simulation method, experience method, etc. Students can also be organized to create life dramas by themselves, reflecting life stories in real life situations, arousing students' thinking and resonance, using life dramas to enhance the vitality and attractiveness of the course, and deepen their understanding and perception of life and living. Theoretical education is important, and it can enable students to form a systematic scientific concept. However, most of the students are already used to the classroom mode of preaching, and they can't attach importance to life education. Therefore, in order to achieve the curriculum objectives, the combination of theory and practice is indispensable. The government should actively advocate the establishment of cooperation between schools and nursing homes, hospitals and funeral parlors, and carry out experiential life education. The hospital is the most critical place where life and death meet. Here, students are allowed to experience the work of intern nurses. What they see and feel during the work process may deepen their feelings about life.

For nursing homes, Fu Linghui, spokesman of the National Bureau of Statistics, said that China is currently in a state of mild aging. According to this census, China's elderly population over 60 years old accounted for 18.7% of the total population. The elderly have become a part of society that cannot be ignored. Students may be able to listen to many "past stories" while volunteering for the elderly, and feel the positive life attitude of the elderly and the concept of healthy life that is optimistic, old but energetic. From the viewpoint of the older generation, it may be better to enlighten students on some contradictions and puzzles in daily life, and encourage students to understand the value of life, cher-

ish every inch of time in the world and calmly face the passage of time. Funeral parlor, as the last hurdle of human life, should give life due respect and care. In recent years, China has continuously accelerated the construction of ecological civilization. Nine departments including the Ministry of Civil Affairs issued the *Guiding Opinions on the Implementation of Land-saving Ecological Burial*, which proposed that a series of ecological funeral goals need to be achieved by the end of the 13th Five-Year Plan. A series of land-saving ecological burial facilities with a demonstration effect have been initially formed, and a public service network for land-saving burial covering urban and rural areas has been initially constructed, which provides convenience for us to carry out the practice of life education courses. Relying on the course design and combining the course content, students will be able to face the seriousness of death and the grief of the loss of life, and understand the entire funeral process while visiting the cemetery. Students realize the shortness and fragility of life. From then on, they look at the life they still have from the perspective of death, learn to be grateful and respect life, and cherish the present life.

6.3 Integrating teaching of various courses to consolidate the foundation

Life education course is the course aimed at college students to popularize life knowledge, understand the meaning of life, and enhance the value of life. Its goals are reflected in leading college students to correctly understand the essence of life, helping students establish correct values of life, and improving college students' ability to face setbacks. The teaching content of life education is very extensive. In addition to setting up systematic life education courses, all majors and disciplines of the school should be integrated and developed. For example, in the teaching of mental health education for college students, the concept of life education can be integrated into the crisis intervention system. While teaching relevant specific theoretical knowledge, it can also enhance students' sense of belief in life and better understand the wrong aspects of self-harm and self-injury. Besides, for the content of the "knowing yourself" unit, combined with the core of life education, it can teach students to love themselves to a spiritual level, actively pursue this spiritual concept and realize it in real life scenes. Generally speaking, it is the integration of teaching resources and content and the integration of teaching models. In addition, the teaching and research department of the school and the teachers themselves should actively develop the connotation of the teaching content of the textbooks, grasp the true meaning of life education, and permeate the spirit of life education into every aspect of teaching in an all-round way. Teaching evaluation cannot be carried out in the same way as other examination-oriented disciplines. It is necessary to develop a multi-faceted education and teaching evaluation system instead of evaluating in the traditional way of "judging the teacher performance based on students' academic results". Such a solidified method not only limits the diversity of teachers' teaching content, but also is extremely unfavorable for students to grasp the real core of life education and apply it in life. It is recommended to integrate life education in professional

teaching, for example, set up special life education courses; develop the life education connotation of teaching materials, infiltrate life education into all aspects of teaching, and improve teaching evaluation methods.

6.4 Building a strong life line of defense and protecting the pure land of the soul

(i) Prevention should be strengthened from the perspective of students as the main body. It is necessary to promote students to actively learn knowledge related to life safety, deepen their knowledge and understanding of life, and cherish their own and others' lives more. Students should learn to self-adjust, reasonably relieve psychological pressure, and guide themselves in a timely manner. When faced with failures, setbacks, difficulties, and other problems and difficulties that are difficult to solve by oneself, one should learn to ask for help proactively, and can talk to family members, friends, and teachers to seek help.

(ii) For the family, family communication and companionship are the first priority. The accompaniment of family members can deepen the intimate relationship with children, provide children with a good role model, give children a harmonious, stable and healthy family environment, and improve the level of psychological safety. Timely and effective communication is conducive to maintaining the psychological safety and health of students, discovering and solving problems in time, and avoiding the situation of regretting that the problem is discovered only after serious consequences. In terms of family upbringing, respect and encouragement should be the leading factors to cultivate children's self-confidence, let them establish an optimistic attitude towards life, improve their psychological resistance to stress, and be able to directly face setbacks, failures, and difficulties.

(iii) Schools are the most important link in life defense. Apart from setting up relevant courses and integrating teaching models, schools should also build a mobile and effective security team to investigate school safety hazards, maintain campus safety, and promptly discover and stop students' dangerous behaviors. Schools should formulate and improve life safety precautions and emergency measures. First, in terms of prevention, it is necessary to do a good job in campus inspections, prevent and reduce the occurrence of life safety accidents, and prevent the occurrence of life safety problems in a timely manner. In terms of emergency measures, when life safety problems occur, it is necessary to do a good job in crowd evacuation, call emergency calls in time, and take emergency measures. After the events, it is necessary to appease the masses, officially release the real information of the incident, prevent the generation and spread of rumors, and arrange and resume the normal teaching order. The school also needs to create a harmonious dormitory environment, strengthen the relationship between the dormitory and the outside, help each other, be harmonious and friendly, and do a good job in dormitory support. The school should build a good psychological counseling room, unblock the campus psychological counseling channels, and open up a way for students to express their feelings. Life safety ed-

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3.4.3 Properly marketing its own value brand. On the one hand, it is necessary to shape the external image value. The service image of librarians and administrators should be professional and skillful, the complaints of readers should be dealt with quickly and properly, web pages and new media should display library information in time, publicize library services, explain library functions, provide readers with a smooth way to understand the library, and establish a good library image. On the other hand, it is necessary to enhance the image value internally. The library should be improved from management system, librarian quality, service items, *etc.* Only by repairing both inside and outside, can we constantly enhance the reputation and image of the library, shape the library brand and win the reputation.

4 Conclusion

The construction of library value dimension based on customer delivered value is a modern marketing philosophy guided by the needs of readers. The sustainable development of the library must adhere to the reader-centered principle, re-examine and establish its own value positioning. In the construction of resources and reader service, it shoulder the mission of cultivating talents useful to society.

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[1] 2019 China Book Retail Market Report: The Scale of Hundreds of Billions

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ucation activities can be carried out regularly, and the forms of activities should be diversified, such as lectures, movie appreciation, debate competitions, elective courses, *etc.*, to guide students to realize the true meaning of life.

7 Conclusions

According to the existing research data and results, the life safety education methods of college students in China mainly lie in three aspects: school, family and society. Life education mainly revolves around schools. China's major colleges and universities mainly focus on theoretical research in life safety education, and there are relatively few practical researches on the real practice of life safety education. Therefore, future research on life safety education can focus on the practical level. It is recommended to actively explore and develop the specific practice mode of life safety education, truly implement life safety education in the actual life of college students, and turn life safety education from theory to practice. College students are the most energetic, creative and active group in the whole society. They shoulder the mission of realizing the Chinese dream of the great rejuvenation of the Chinese nation. College students are the mainstay of the country and the

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nation, and the healthy growth and all-round development of college students is the common expectation of the whole society and the whole people. The life safety education of college students is related to national rejuvenation, social development and national progress. Thus, it cannot be ignored. Long and difficult as the journey of life education is, sustained actions will take us to the destination. The life education requires the attention and efforts of all walks of life in our society.

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