

Construction of Life Literacy System for Normal University Students Based on Core Literacy

Jialin Ping

Chengdu Normal University, School of Education, Chengdu, 610000, China

Abstract: Education is the process of communication between lives. Education should be based on the characteristics of life, follow the principle of life development, guide life to a more complete, harmonious and infinite realm, and guide human life into “life like”. The core quality of students refers to the key knowledge and ability that students should acquire in learning. As the main body of future teachers, normal university students should focus on the formation of life education quality under the core quality. Normal university students can get different sense of life experience, form the core quality of life in the interaction mainly through student activities. The current normal university students’ life experience has the characteristics of formalization of activities, discontinuity of experience and mismatch between curriculum and practice. This cannot continuously deepen the life experience of normal university students and implement life education. In this paper, normal university students are regarded as the research objects. Based on the core literacy theory, the life literacy system of normal university students is analysed and constructed. Finally, a questionnaire is put forward. The results of the survey of 268 normal college students in Sichuan Province show that the life literacy of college students is concentrated in the range of 70-85 points, and the life literacy of normal college students is more comprehensive.

Keywords: Core literacy; Life literacy system of normal university students; Construction

1. Case Background

In order to adapt to the trend of reform and development of the world education and to enhance the international competitiveness of Chinese education in the 21st century, the concept of students’ core literacy development was put forward. This requires essential qualities and key competencies that meet the needs of lifelong development and social development. Colleges and universities should do a good job in life education, improve the life quality of normal university students and help them to shape a positive attitude.

College community activities can try to guide the life experience to the life ideal of normal students, to expand the group identity of individual life experience and to build the life experience activity system for normal university students. In this way, it is available to deepen the life experience and to strengthen life education for them.

2. Problems

The content of life education includes not only the imparting of knowledge and survival skills, but also the spiritual education of human beings ^[1]. In July 2010, the theme of “life education” was put forward in China for the first time, and it is included in the national education reform and development strategy. In September 13, 2016, “Cherish life” was listed as the basic point of “healthy life” in China. This requires students to understand the meaning and value of life ^[2]. In 2014, researchers surveyed Chinese universities and found that more than 1/6 normal university students had a positive attitude toward suicide ^[3]. Since the COVID-2019, with the reduction of courses and activities, the phenomenon of spiritual emptiness such as negativity, pessimism, indifference and loneliness among normal college students has become more prominent. Therefore, as the backbone of future teachers, normal university students are an important group to shape students’ view of life, and life education is imperative. “Professional Standards for Middle School teachers” from the teacher ethics first, student-oriented, ability first, lifelong learning four concepts, sorted out the professional concept and teacher ethics, professional knowledge, professional ability of three dimensions of specific standards. Through the investigation of college students, normal university students’ view of life only stays in the level of book theory and lack of subjective experience of life

education. 78.79% of normal university students hope to receive life education by participating in practical activities. Consequently, normal university students must get life experience through practical activities, so as to have a real understanding of life education. To sum up, it is of great significance to study the construction of life literacy system of normal university students.

3. Construction of life literacy system of normal university students

Based on the data analysis of front-line interviews, NVivo11 software is used to sort out, encode and analyse the interview content, forming the main concept of life experience. The life experience of normal university students in community activities can be divided into 4 parts: cognitive experience, value experience, aesthetic experience and creative experience. This mainly includes seeking vision, enjoying challenges, identifying with oneself, presenting meaning, appreciation and appreciation, identification and gratitude, service to others, and rational discernment. For instance, students have the ability to recognize the meaning of life and to learn for the planning of their lives. This is life literacy with an insatiable vision. Students are able to recognize the efforts of others, grateful for the efforts of others, and willing to serve others. That is having the life quality of recognition and gratitude.

According to the current interviews and observations, combined with the concept of core literacy of normal college students, the life literacy system of group school activities for normal college students mainly includes following 5 parts: 1) Survival experience: the awareness of the importance of survival skills, safety knowledge, first-aid knowledge and emergency survival skills, such as first-aid class activities; 2) Life satisfaction experience: life attitude, learning attitude and labour consciousness obtained through knowledge and labour; 3) Life cognitive experience refers to the ability to understand the value and significance of life, to love life, enjoy life, plan life, accept all the inevitability and chance of life, explore the value of life, and affirm oneself, such as gratitude training activities; 4) The aesthetic experience of life, that is, the ability to overcome difficulties and setbacks in life, explore the beauty in their own lives and those of others, and cherish the uniqueness of each person's life, including risk avoidance, frustration perception and coping ability, appreciation and appreciation of beauty, such as "You in the Mirror" activities; 5) Life creation experience, that is, to be able to get out of self-centredly and desire in the heart, have a noble concept of right and wrong, correctly clarify values, and consciously use new knowledge and new skills in The Times to contribute what they have learned and acquired to the continuation and beauty of human life, including the ability to combine information technology with life, the concept of volunteering and volunteer service, and the attitude and ability to establish a public welfare team. For example, volunteering activities.

The questionnaire of life literacy system of normal university students mainly includes 5 dimensions and 20 operational indicators. Test questions were designed according to the requirements of each key point. Finally, 21 projects, including 5 reverse questions were determined. The questions were all in the form of a Likert-type scale, which constituted five cognitive levels (from 1 completely inconsistent to 5 completely consistent). Among them, there are 5 items of survival experience, 4 items of life satisfaction experience, 4 items of life cognition experience, 4 items of life aesthetic experience, and 4 items of life creation experience.

4. Application of life literacy system for normal university students

4.1 Object of study

Based on the above analysis, the life literacy system of normal university students under the core literacy established in this paper has good reliability and validity. In this paper, 268 normal students were randomly selected from some universities in Sichuan province in China. The age of these students is concentrated in 18-21 years old, mainly freshmen to juniors. The subject accomplishment of Chinese teachers was evaluated in 268 students. A total of 268 questionnaires were sent out and 255 valid questionnaires were collected, with an effective questionnaire recovery rate of 95.1%. Results show that 89.6% of normal university students are eager to acquire the cultivation of life literacy, including the study and improvement of life education activities, life experience concept, life interpretation, life culture inheritance, life consciousness and so on.

4.2 Conclusion and discussion

The spss19.0 software is used to analyse the current data. The results show that the reliability of the four levels and five dimensions of normal university students' life literacy is greater than 0.76, and the validity has passed the test. Therefore, this survey has good reliability and validity, and the survey results are reliable. The overall level of life literacy of normal university students is between 2.8 and 3.97 (full score is 5), which belongs to the above average level. Normal university students are a special group in the university campus and should have the ideal of being a good model for others. We should focus on cultivating their noble personality and spirit, and help normal university students form a firm belief of "morality, love, responsibility and sentiment". The firm ideal of life of normal university students can not only avoid the safety risks of life, but also form the values and quality education skills of "creating a happy life for students" in the life experience. The life experience of normal university students in community activities is the only means to develop moral ethics and perfect human quality. These methods can enrich the spiritual world of normal university students

and avoid going to the dark world of spiritual emptiness and human distortion.

Life education for normal teachers should put forward 6 parts, such as classroom education, group school activities, group psychological counselling, frustration education, network education base and education environment construction^[4]. and try to build an all-round, multi-level, orderly and effective life education system^[5]. College association activities are the bridge between students and the school. This is the main part of students' practical activities. Compared with life education class, life education experience in community activities is more easily obtained by normal university students. College community activities are an important practice platform for educating students outside the classroom, a main component of campus activities for college students, and an important practice position for strengthening life education for normal university students. After the COVID-2019, community activities should serve as a good life education classroom for normal university students. As the main implementer of the activity, the secondary school should investigate the specific situation and implementation degree of life education, and establish a new system to support the practical experience of life education based on the investigation results. The active development of life education activities in colleges and universities can enrich students' spiritual life, make them feel the strength of team, and form a positive and optimistic view of life. Only through personal experience and feeling life can students have a deeper understanding of life, obtain life emotion and improve life literacy.

References:

- [1] Yuanji Huang. The origin and evolution of life education [J]. Qiusuo, 2014 (8): 174-179.
- [2] Hua Zhang. On the connotations of a key competence [J]. Global education, 2016 (4): 18-19.
- [3] Yuanyuan Xu. The exploration of the effective path of college students' life education [J]. Heilongjiang researches on higher education, 2012 (9):160-162.
- [4] Ya Gao, Cheng Yu, Houxiong Wang. A survey on normal university students' view of life & life education and improving suggestions [J]. Journal of teacher education, 2023 (2):78-88.
- [5] Meiyang Liu. Realistic dilemma and countermeasures of life education for college students in the new era [D]. Chongqing: Chongqing Jiaotong University, 2022: 13.