Thinking of Life Education in the Background of Corona Virus Disease 2019

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Abstract: *In the context of Corona Virus Disease 2019 (COVID-19), life education is particularly important. The understanding of life education includes narrow sense and broad sense. Based on this, different life education themes will be derived. First, the purpose of life education as a supplementary measure is to deal with the pathological problems of life caused by COVID-19 and life problems in the field of mental life. The second is to pay close attention to the issue of life education to reflect the relationship, improve the meaning and happiness of life, and return to real life. In order to make life education online, it is necessary to construct the psychological field of life education from the aspects of emotion and life.*

Key words: *COVID-19; Life; Life education; Psychological field*

Life Issues and Life Education in the Context of COVID-19

Life education theory and life education practice originate from the problem awareness brought about by natural life problems and spiritual life problems. The sudden COVID-19 has caused a huge impact on people's quality of life and physical and mental health. How to make life develop better and turn "epidemic events" into "educational resources" is an important issue worthy of educators' thinking.

The status of life in education is self-evident. Montessori, the educator, pointed out that the purpose of education is to help the normal development of life, and education is everything that promotes the development of life (Pan, 2015). In a general sense, life refers to the ability of an organism to move, which is a form of protein (CASS, 2016). In the specific context of human society, the understanding of human life is not limited to human "aliveness", but also exists in many aspects including life consciousness. Human life is the foundation of human social development. In philosophical discourse, life is defined as "something that goes onward" (Shi & Wang, 2013), so life is the basis for the continued development of organisms. Talking about life in the field of education, life is both natural, social, and spiritual (Xiao & Chen, 2013). Therefore, education affects human life, and it also affects human natural existence, spiritual value pursuit and social development. Based on the complexity of life connotation, life education also has diversity. It includes both the narrow life education based on the promotion of specific life issues, and the broad life education based on the internal connection of life and education (Sun & Xu, 2017). The former is often used as a supplementary measure for life problems, while the latter guides people to pay attention to and understand life itself, the relationship between life and self, others, society, and the world (Xiao, Ma & Cao, 2013), as well as the fulfillment of individual life value (Feng, 2004).

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In the context of COVID-19, people face life pathological problems, including personal safety and mental health problems caused by the disease itself, and also encounter problems in the field of mental life, such as boredom, helplessness, and meaninglessness. In view of the above problems, life education can be used as a supplementary measure. In addition, the relationship between people and nature, and between people, as reflected in the pneumonia epidemic, can also be used as materials for life education, improve students' feelings and awe of the meaning of life, and thereby improve the life value of students.

Life Education Theme in the Context of COVID-19

According to different understandings of life education, different life education themes can be derived, including life education as a supplementary measure and focusing on the improvement of life.

Life education as a supplementary measure

Life education can be used as a supplementary measure to deal with the pathological problems of life and spiritual life in COVID-19. The first is physical education. The body is the carrier of life. Without the existence of the body, life education cannot be discussed. The epidemic situation poses a major threat to people's personal safety, so life education should be safety education focusing on physical health and health and safety. It is necessary to develop students 'ability to protect their lives (Zheng, 2012), focusing on the improvement of students' immunity, the cultivation of good living habits (including work and rest, diet and exercise, etc.), and how to isolate the virus physiologically. And take this as an opportunity to cultivate students' awareness of safety and health and their ability to reflect. The second is mental health education. Mental health education refers to the isolation of psychological viruses, such as anxiety, panic, stigma, and stress disorders. Educators need to understand some psychological knowledge, improve the persuasiveness of the classroom through theoretical support, combine some social phenomena in the epidemic and the actual problems of students to help students cope with psychological stress. For students with more serious psychological problems, they also need to supplement with separate psychological intervention. The third is life planning education. Studies have shown that traumatic events can make individuals' views on life value and life purpose uncertain (Zhang & Xu, 2011). Coupled with home isolation, it can easily lead to the unpopular and lazy culture and decadence. Life planning education can cultivate students' willpower and improve their ability to plan time.

Although life education as a supplementary measure has strong pertinence, it lacks care for the systemic and holistic nature of life (Han, 2015), and is utilitarian. On the one hand, it divides the life as a whole into problems, ignoring the value and significance of students 'internal life, focusing on problem solving, but ignoring students' subjective initiative and life development potential. On the other hand, life education focused on specific issues focuses on imparting the knowledge and skills of "how to survive", but ignores the thinking of life of "why to survive". Life education as a supplementary measure is a tool to solve problems, but it erases the vital problem—the intrinsic value and meaning of life. Therefore, life education also needs to help students pursue the meaning of life at a higher level.

Life Education to Improve Life

During the epidemic, life education should not only be a tool to solve problems, but also reflect the relationship between man and nature, and between people, so as to examine the meaning of life and improve the value of students' lives.

First, life education reflects relationship issues. On the one hand, life education should establish a "big view of life" and care for the interdependent relationship between man and nature. Life refers not only to people, but also to everything in the world. Each kind of life has its existence value. We should establish the symbiotic thought of "heaven and earth coexist with me, and everything and I are one", instead of taking nature as an object grasped, recognized and utilized by human beings by the way of subject object dualism. On the other hand, life education should uphold benevolence and take care of the interdependence between people. COVID-19 not only poses a threat to people's life safety, but also causes social unrest, such as the sense of shame, distrust, discrimination and stigmatization, resulting in indifference to human feelings. At the same time, many scholars, doctors, and nurses, regardless of their personal safety and interests, are selflessly dedicated, demonstrating the human-oriented and caring spirit of love. Life education should guide students to establish a sense of life community with vivid examples, and recognize the responsibility, dedication and glory of humanity in life. Modern people use the symbol "love" to express their feelings about life, which is called "benevolence" in traditional Chinese culture (Wang, 2009). Life education can not only improve students' concern for their own life, help students to integrate into the collective and society, but also cultivate the consciousness of "community of shared future for mankind".

Second, life education is an education that increases students' sense of life meaning and happiness. On the one hand, the leisurely isolation at home is in sharp contrast to the rush of daily life. How to adapt to solitude and slow life is the thinking brought to us by the epidemic. The contingency and turbulence in life are that the epidemic will bring people to think about the meaning of existence. In addition, anxiety and fear of death were also vividly manifested during the outbreak, mainly manifested in shopping spree, death anxiety, spreading rumors and conspiracy theories. Death anxiety is a negative emotion that an individual expects to cease to exist (Tomer, 1992), and it is a basic anxiety deeply buried in various psychological distress (Iverach, Menzies & Menzies, 2014). Existentialism believes that death anxiety makes people pursue the meaning of life more intensely (Sha, 2008). Therefore, life education should guide students to establish a scientific outlook on life and death in this special period. On the other hand, in the process of exploring the meaning of life, students are also prone to some painful emotional experiences, because the process of searching for meaning will experience frustration and confusion (Frankl, 1985). This is like a paradox of happiness. Happiness seems to end with "perfect", but there is a long and painful process. Helping students live in the present, reconcile suffering and joy is the wisdom of life education.

Third, life education is education that improves students' survival wisdom and living ability. There is no standard for the value and state of life, but it is forced out through practice. The issues of relationship, meaning, and well-being in life discussed above are also reflected through practical activities. Therefore, life education should be an education that returns to life. Dewey believes that experience is valuable. It comes from life and can solve practical problems in life. Life is a situation full of conflicts and uncertainties. The occurrence of knowledge is caused by individuals' doubts about the situation of life, or it comes from actual and accidental actions. I can feel a puzzle that needs to be answered in my heart, and I want to know the actual situation (Dewey, 2005). Therefore, education should focus on the context of life and create sufficient conditions to guide students to experience, rather than adopt a rational attitude to dissolve the background.

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Teaching during the epidemic should combine individual life, academic achievements, and human development and progress, that is, combine subject knowledge with practical issues, so that students feel the significance of scientific spirit and humanitarianism to humanity. For example, during the epidemic period, if only dogmatically told students to be patriotic, rather than helping students feel the strength of the motherland from their current life, patriotism has become an abstract patriotism. How to carry out life education to return to life? It means "to teach living people with living people", "to teach living students with living things", "to teach young children with living books" (Tao, 2005).

Thinking About the Life Oriented Online Life Education

Because of COVID-19, educators have to use online distance learning. Life education emphasizes inquiry, activity, interaction and experience in the classroom, but online teaching is different from face-to-face teaching, the interaction between teachers and students will be reduced, and it is difficult to carry out activities. For these problems, how can online life education improve to realize life orientation?

We should construct the psychological field of life education from two aspects of emotion and life, so as to realize the life of online life education. Psychological field is an important concept in Kurt Lewm's topological psychology. It refers to all psychological facts that affect individual life in a specific time, including quasi physical facts (natural environment in human mind), quasi social facts (social facts in human mind), quasi conceptual facts (differences between psychological domain structure and objective structure in mathematical domain). These three groups of facts are in a unified psychological life space (Guo, Fang & Yan, 2013). When students are in the center of psychological field, they can actively experience the influence of "field", and then actively adjust their own understanding. In addition, through the psychological field, students will have a higher sensitivity to similar events in life, and this inertia will continue to affect students, so as to realize the integration of online life education and life situation (Zheng, 2000). Life education should construct psychological field from emotion and life. In the aspect of emotion, educators should create an atmosphere of psychological compatibility between teachers and students, so that students can become supporters of the construction of "field". Educators can also collect students' questions and ideas through chat tools and online questionnaires before class to narrow the psychological distance between teachers and students. Teachers should strengthen the organic combination of students and "field" through emotional input. In the aspect of life, life education should take life facts as teaching materials, combine video, audio, courseware, game, discussion, sharing, scene simulation and role play to improve teaching effect and experience. Although online teaching can't feel the students' participation, teachers can build a field in emotion, so as to improve students' initiative. Real life situations, such as scenario simulation "disaster coming", can make students feel the life with life.

Conclusion

After the outbreak of COVID-19, life education, as a subsidizing measure, can really deal with some life problems caused by the outbreak. But it's not enough to just stick to solving problems. It's also necessary to make education become a life education for improving life, which runs through the teaching process of all disciplines, rather than limited to a single course. All education goes to life, cares about life, pays attention to the construction of emotion and the psychological field of life, and makes students feel the "living" life!

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