

Research and Practice on the Life Education Training Model for Teachers

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Abstract: Society's understanding and focus on life education has enhanced, making it a times topic. Life education is directly practiced by teachers. A crucial component of advancing life education is now teacher training. This study develops a life education training model for teachers based on constructionist learning theory and life education theory, including life teacher training objectives, extensive curriculum content, experiential implementation path and collaborative support system. It then verifies and optimizes the model by going back to the classroom. The training effect has been acknowledged by a variety of subjects, and the practice results demonstrate that the life education training mode of primary and secondary school teachers can effectively improve the knowledge level and practical ability of life education, help them to construct life education thinking, and guide teachers to practice consciousness of life education.

1. Introduction

Life education has become a topic of the times, and society as a whole has deepened its understanding of and concern for life education. The "alienation of life" or "hollowing out of the heart" issue, which is becoming more and more prevalent among students, demands that "Life" be brought back into the core of education. Moreover, the COVID-19 pandemic has further improved social recognition and demand for life education, highlighting the importance of health and the value of life. Gu Mingyuan emphasized that the essence of education is "life education"[1]. In light of this, Chinese government has been issued successively to promote life education as a key educational strategy, including the Outline of the National Medium and Long-Term Program for Education Reform and Development, the Outline of Healthy China 2030, the Guidelines for Life Safety and Health Education in Primary and Secondary School Curriculum and Textbooks and the Compulsory Education Curriculum Plan and Curriculum Standards. In this The Times context, it is essential to integrate life education into the campuses and curricula of primary and secondary schools. As the primary practitioners of life education in schools and classrooms, teachers play a crucial role in ensuring that the policy is followed and that life education is of a high caliber. China has not yet developed a mature teacher training system for life education. The shortage of qualified life education teachers has turned into a bottleneck that is preventing the further development of life education in China at this time. Therefore, the main goal of life education practice is to investigate a model for teacher life education training that satisfies both the needs of practice and the requirements of the times. The model for teachers' life education training serves as a link between theory and practice and is a type of teachers training practice where there is more stability in the interaction of internal parts. The teachers will be able to create a life education knowledge system based on their own experiences and actively engage in life education through the training. According to research, the training model significantly enhances training efficacy[2]. Based on the theory of life education and constructivist learning theory, this paper attempts to develop a life education training model for primary and secondary school teachers based on four aspects, namely, training objectives, curriculum content, practice path, and guarantee system.

2. Methodology

2.1 Theory of life Education

The theory of life education returns to the angle view of “life” to recognize and understand education and students. Maslow, Rogers, and other humanistic philosophers began to pay attention to pupils as "whole human beings" in the mid-twentieth century, concentrating on their physical and mental development[3]. American scholar James Donald Walters formally proposed the ideology of “Education for Life” in 1968 and set up the first life education' school in California. From then on, “life education” had been introduced from the United States to the rest of the globe and widely discussed in education studies. By 1976, 1,500 primary and secondary schools in the United States had introduced life education courses, including death education, frustration education, etc. Many Western countries recognized and followed suit. Life education aims to promote the important value of life, so that students can build up our awareness of caring for life. It plays an important role in encouraging students to maintain physical and mental health and to transcend themselves.

The theory of life education in mainland China emerged from the emotional education proposed by Zhu Xiaoman in the 1980s, which has a distinctive localized color. It has been developed for more than two decades and has evolved into a rich and varied theoretical ensemble. In China, the researchers generally believe that life education is based on life, encompasses life, and serves for life. Specifically, life education is an education that takes life as the foundation, follows the way of life, takes use of life resources, awakens and cultivates people's life consciousness, life morality, and life wisdom, and guides people to pursue the value of life and live out the meaning of life[4]. Life education is a vast theoretical concept that has two dimensions: life-related education and life-oriented education. Life-oriented education follows the law of life development and emphasizes caring for life in the educational setting. Whereas life-related education is the fundamental knowledge and comprehension of all life. The theory of life education presents specific requirements and practical routes in addition to a richness of academic knowledge.

Life education theory is the origin point of the life education training model for primary and secondary school teachers, which determines the objectives, contents and paths of the training, as well as the overall characteristics and optimization of the model. The training model, which combines theory and practice to give teachers direct and effective methods of putting life education into practice, first fully considers the real practice status and life needs of teachers and then reasonably determines the training objectives and contents. Finally, it directs teachers to learn and reflect in practice and leads them to study and practice life education continuously and consciously. The life education training that is supported by this theory emphasizes the importance of teachers' subjectivity, prompting teachers to "look inward", discussing in depth about the fundamental questions of the ontology and the relationship of life, the value and meaning of life. The training helps teachers to construct a theoretical framework for life education on the basis of self-experience and to exercise their practical skills in life education in practice. The ultimate goal of the training is to promote teachers' self-growth in life and to realize the value and meaning of their own lives.

2.2 Constructionist Learning Theory

Constructionist learning theory holds that knowledge is the result of active construction by the cognitive subject, and learning is the process of meaning construction by the cognitive subject. Constructionist learning emphasizes the role of the learner as the main body of learning, and considers the learner as the active constructor of knowledge; learning is a process in which the learner actively acquires and constructs knowledge based on individual experience. This leads to a restructuring of the learner's cognitive structures, including both their inner thinking and their social relation's reconstruction. Based on this, constructionist theory views teacher learning as a dynamic process in which they interact, practice, and reflect on their teaching and learning, as well as engage in autonomous meaning-making based on their own life experiences.

Constructionist learning theory is concerned with the process of learning. Internal motivation and a willingness to actively participate in the development of meaning drive learning. Only active learning encourages active thinking and allows students to reconstruct new knowledge and

experiences in relation to prior ones. Learning must also incorporate a social formation process. As a result, social connection should be prioritized, and learning should occur through collaboration and interaction. Furthermore, in order to support the transformation of their existing knowledge and abilities through their new experiences, learners must be able to think about important and challenging topics and engage in active investigation. This training model guided by constructionist learning theory directly faces teachers' real life confusions. The training fully exploits teachers' existing knowledge and experience, deeply connecting with their real life and educational situations. Teachers are invited to consider their previous teaching experiences as well as encouraged to share their real-life experiences through conversation, sharing, and involvement. Meanwhile reflection on educational practice is conducive to the construction of meaning and deepens teachers' understanding of the theoretical knowledge of life education, thus continuously promoting teachers' active learning and conscious practice of life education.

2.3 Model construction method

The life education training model for primary and secondary school teachers consists of four dimensions (Figure 1): training objectives, comprehensive curriculum content, experiential implementation path and synergistic support system. The training courses and implementation strategies are determined by the training objectives, which are based on an analysis of the training needs. The training content and implementation strategies have a direct impact on the achievement of the training objectives. The training model is not just a random collection of components. Rather, it is a complete system of organic integration. The fundamental tenet of the training model's successful operation is the positive interaction between components within the system as a whole and within individual components.

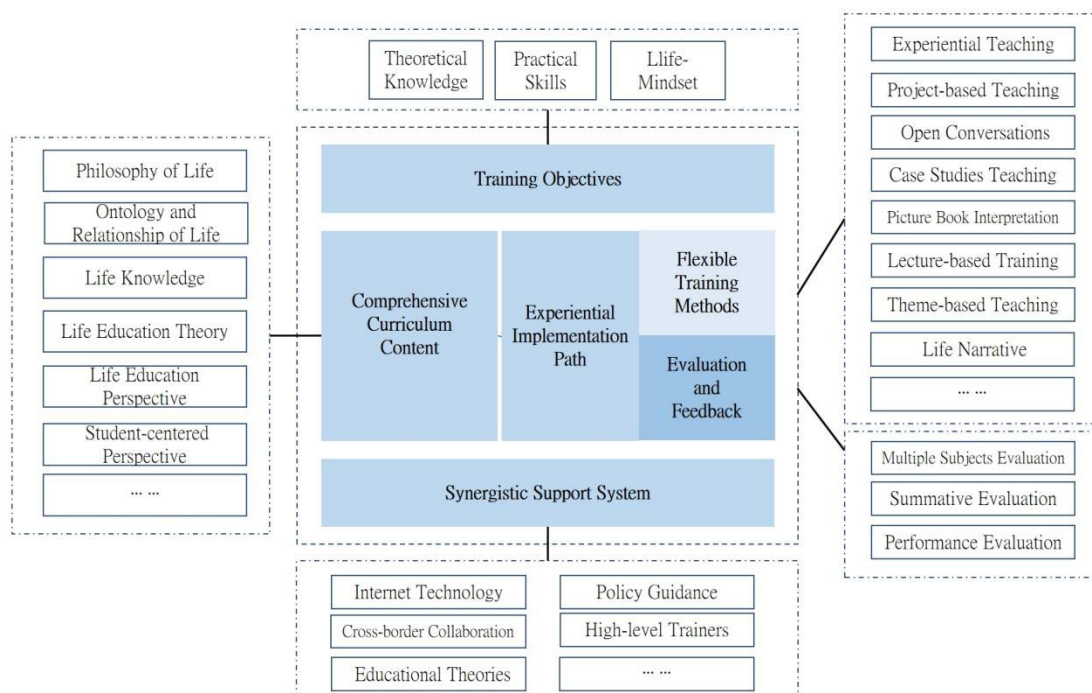


Fig. 1 Framework for Life Education Training Model Construction.

In the training mode, clear training objectives are crucial and serve as the cornerstone for assessing the training effect. The creation of training objectives respects the law governing teachers' lifelong learning and professional development, illustrates the ongoing internal transformation of instructors, adheres to the "from shallow to deep, step by step" principle[5], and aids teachers in completing the development of their own unique lives. The objectives of life education teacher training are to develop more "life-teachers" for the practice of life education in China, including the three dimensions of theoretical knowledge, practical skill, and life-mindset. These goals are based on the unique training demands of teachers. The three training objectives are organized into a

ladder-like structure with the theoretical knowledge dimension emphasizing teachers' knowledge and comprehension of theories related to life education, the practical ability dimension emphasizing teachers' skills and ability to apply life education, and the life-mindset dimension emphasizing teachers' adaptability and creative application on the basis of their awareness of life education and their own thinking.

Comprehensive Curriculum Content is the core competence of the teacher life education training model which is driven by the training objectives. This study provides a comprehensive curriculum for teachers' life education training, making full reference to the analysis of training demands. The selection of the curriculum's content considers both theory and practice, adheres to the "understanding-application-integration-innovation" regularity[6], and has the adaptability to be changed. So it can provide suitable content for various training targets in line with various training needs. The extensive curriculum's course offerings cover a variety of life education subjects that are relevant to the training's goals.

The experiential implementation path, which serves as the foundation of the entire training model, is crucial to ensure the orderly development of the training process and the efficient implementation of the training content. The implementation path places an emphasis on comprehensiveness and systemicity in comparison to pure methods and approaches. Specific training techniques, training procedures, and training evaluation are all covered under the training implementation path. We use a range of training techniques to improve the blending of various evaluation techniques, the integration of the usage of various evaluation techniques, while providing feedback and controlling the training process. It is ensured that the training has a prompt feedback and optimization mechanism in the process by the stability and flexibility of the training implementation procedure.

In reality, life education is a complicated system made up of numerous concerns with nested and interconnected relationships. The implementation of life education can be impacted by any one of a number of complicated elements. Therefore, a synergistic guarantee system is needed to give crucial support for the teacher life education training model to operate. "Synergization" suggests collaboration among many parties, multidimensional coordination, and all-encompassing understanding.

3. Results and discussion

The training model needs to be tested and updated in the actual educational environment once more. This study was carried out for the backbone teachers in M city, S province, to conduct life education training. The training process can be divided into three stages: pre-training preparation, training implementation, and post-training follow-up from a time perspective. This was done to verify the effectiveness of the model.

3.1 Pre-training Preparation Stage

The training objects included 100 teachers, including teacher-researchers, primary and secondary school teachers, and so on. Before the training, the training team first surveyed and analyzed the participating teachers' understanding of life education, their level of application, and their specific training needs through a questionnaire. The goal of pre-training questionnaire survey was to set reasonable training objectives based on teachers' needs and current practice of life education. At the same time, within the framework of life education training for teachers, the course content and implementation methods are selected and combined to ensure that the training can directly focus on and solve the life puzzles faced by teachers in their real lives.

The pre-training questionnaire was self-administered to understand the knowledge, practice and status of life education of the participating teachers in terms of their current understanding situation of its utilization and educational confusion. At the same time, the questionnaire was used to collect the expectations and needs of the participating teachers for this training. The analysis shows that most of the participating teachers do not understand the theory of life education, which seriously restricts the use of life education in education and teaching practice. However, this does not mean

that students and teachers do not need life education. On the contrary, the most direct reason for teachers to need life education training is the occurrence of students' life problems. Meanwhile, teachers' existing knowledge and teaching methods are unable to cope with students' life problems, which makes them feel "powerless" and even affects their professional happiness. As a result, the demands placed on the participating teachers for this training are focused on particular areas, such as the mastery of life education teaching techniques and the comprehension of life education principles.

3.2 Training Implementation Stage

The elements and structure of the life education training model can be flexibly adjusted and optimized according to the specific training needs and situations. On the one hand, it avoids the constraints and formalities of the model, and on the other hand, it shows the vitality of the model itself. The team comprehensively considered the training requirements of the training organization, the current practice of participating teachers and training needs, based on which the training objectives, training content, implementation path, and support conditions were systematically screened, optimized, and integrated to ensure that the training directly empowers the practice of teacher education. Based on the pre-training survey and preparatory work, this training takes the mastery of the theoretical knowledge and practical ability of life education as the basic training goal, and the conscious practice of life education by teachers as the ultimate training goal. The content of the training responds to teachers' deep-seated life confusion and teaching needs, and the choice of training methods focuses on the process of teachers' experiential learning. The training process follows the law of teachers' own development and activates their self-learning consciousness and potential.

First of all, through the ice-breaking activities to establish the life connection between the trainers and the learners, and to build trust in the open dialogues. This relaxed and harmonious atmosphere can create a life experience situation full of trust for the training, and tap into the learners' expressed and "unspoken" deep-seated life confusions. Subsequently, through the lecture-based training, the fragmented life education content generated in the previous session is integrated, and a complete life education knowledge framework is proposed to provide scaffolding for learners' practical application and meaning construction. Next, through the interpretation of life education picture books, project-based teaching, thematic activities and other specific ways, the training continued to promote the topic of life education, and guided teachers to deepen their understanding of and reflection on life education through experience. At the same time, the training presented the practical principles and methods of integrating life education in different disciplines through the demonstration and analysis of multidisciplinary lesson examples. The above training process presents teachers with concrete ways of practicing life education, so that they can directly transfer and apply them when they return to practice. Lastly, the training provides an open interactive-dialogical situation for teachers to solve the teaching and learning problems that have not yet been covered in the training, and provides them with current and topical issues of life education.

3.3 Post-training Follow-up Stage

This post-training follow-up has two major components. The training is first put through a thorough evaluation of its efficacy, which is then followed by and complemented by transformation and application of the training.

The evaluation of this training mainly examines whether the training has improved the participating teachers' understanding and application of life education, and whether it has solved the problems raised by the participating teachers before the training. Specifically, the evaluation was a combination of outcome evaluation and performance evaluation. According to the outcome evaluation, learners were able to recognize the meaning and value of life education, construct an initial framework for understanding and applying life education, and begin to explore the space and ways to integrate life education with their own disciplines or teaching practices. The evaluation of teachers' performance through observation and recording revealed that as the training continued, learners' commitment grew, their link between life education and themselves grew, and they

indicated a strong willingness to practice life education. The aforementioned evaluation demonstrates that the participating instructors have developed a specific level of life education thinking and are able to learn and practice on their own as a result of the two-day life education program.

The main goal of transformation and application of the training is to examine the degree of teachers' practice and transformation of life education after the training. At the same time, based on the whole process of this training, the theoretical and practical knowledge of life education will be updated in a timely manner. As well as the training model of life education will be optimized in order to adapt to the new problems that constantly emerge in education.

4. Conclusion

A crucial step in advancing the growth of life education in China is the life education training for teachers, which can produce an adequate supply of educators for China's life education practice and the implementation of national education policy. The model of life education training for primary and secondary school teachers is tested and constructed in the long-term training practice, which provides certain reference and inspiration for the practice of life education training for teachers in other regions of China with different needs. By providing a framework for understanding and implementing life education, the training establishes a life-care mindset for teachers to face various problems in the field of education. The awareness of life education is engraved into the teachers' life color and the whole process of practice, which is finally transformed into the teachers' independent learning and innovative practice ability of life education. Of course, it is necessary for life education researchers and practitioners to discuss how to choose and adjust the training mode according to different real needs and regional characteristics.

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