

A Comparative Study on the Status of Life Outlook Teaching in Research Activities in China and Foreign Countries

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ABSTRACT

Research activities are in the situation of increasing national demand in China, and the types of projects are more diversified. However, compared with foreign activities, the teaching of life outlook in China is relatively scarce. In addition to learning knowledge and improving skills in the practice of research activities, it is also necessary to teach in-depth views of life to improve personal life perception, survival skills and living abilities. Foreign practice and experiential activities have been carried out earlier, and the integration of life concept teaching is very worthwhile for researchers to learn from, and can provide a good reference for the future development of research in China.

Keywords: Research activities, Life outlook, Life outlook teaching.

1. INTRODUCTION

Research activities are a practical education method highly recommended by universities, middle schools, primary schools and social clubs in recent years. It is mainly through experience to improve personal comprehensive ability, and the main methods are outdoor sports skills learning, museum learning, science and technology museum base learning, camping and development and other methods. Although the "National Tourism and Leisure Outline (2013-2020)" pointed out the gradual implementation of research travel for primary and middle school students [1], most of the development of research activities in China is enriched in activity items and lacks the connotation of the provincial level. The report of the 19th National Congress of the Communist Party of China also clearly pointed out: "Building a powerful country in education is the basic project for the great rejuvenation of the Chinese nation. Education must be given priority. It is necessary to fully implement the party's educational policy, implement the fundamental task of cultivating morality and fostering people, and train socialist builders and successors with all-round development

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of morality intelligence physique and aesthetic." [2] In the context of global pandemic prevention and control, the topic of life is extremely heavy. However, this also exposes the problems in the teaching of life outlook in China. Research activities are one of the important extracurricular activities for students to improve their comprehensive ability. There should be further integration and development in teaching.

2. ANALYSIS OF THE STATUS QUO OF LIFE OUTLOOK TEACHING IN RESEARCH ACTIVITIES IN CHINA AND FOREIGN COUNTRIES

2.1 The Current Status of Life Concept Teaching in Foreign Research Activities

As the country that first proposed life education, Japan already has a complete curriculum system and educational philosophy. The germination of Japanese life education thought comes from "The Feeling of School Children's Subjects" by Toui Yoshio. He believes that life education should include three aspects: First, life education is not only the definition of the concept of "life" or "life education" and the theoretical argumentation, but emphasizes practical

practice, and enhances people's quality of life by improving people's living abilities. Second, the process of life education is not only emphasizing blind obedience, but also focusing on exerting people's subjective initiative. Through people's recording of life, they can experience life in subtle ways and realize the true meaning of life. Third, everyone has different life experiences and educational backgrounds. Scientific education has a very important guiding role in human growth. [3] "Outdoor experience activities" were introduced into elementary and middle schools with the support of the Japanese government and became a form of school sports. The "outdoor experience activities" in Japan are similar to the research activities in China, but the core content is different from that in China.

The neglect of the nation's spiritual education during the Cold War in the United States has led to some social problems. Therefore, a series of measures have been taken to educate young American students on the value of life and safety. [4] Life education is mainly divided into three categories: "fitness sports life education", "sports life education", and "adventure sports life education". Through these three types of practical activities, students' sports skills and knowledge will be improved, students' ability to respond to emergencies will be enhanced, and students' practical ability, interpersonal skills and sense of social responsibility will be cultivated in the new era of society, paying more attention to the development of spiritual life and social life during children's growth. [5]

The creation of Boy Scouts by the British is the target of research activities in various countries. New content is continuously added in the development process. Life education, as an important part of it, has also become one of the core components of research in various countries, and it is a compulsory course in the growth process of young people. The connotation of foreign educator Dewey's educational ideology is embodied as "learning by doing", through the visit, listening, practice, thinking and perception in the research process to learn about life, survival, and life beyond books.

2.2 Status of Research and Teaching in China

China's research activities and teaching are mainly based on outdoor sports, involving professional skills, youth character training, outdoor safety, etc., involving a large number of people, but their deep understanding of life in nature is limited. Compared with the outdoor outreach activities

abroad, the current domestic outdoor education system lacks the concept of life education. Recognition of life, survival skills, life continuity, life value, and respect for life are deeper education. Most Chinese research activities, especially those aimed at primary and secondary schools, are mostly admiring, and the form is often more important than the experience content. Moreover, there is a lack of professional educators among the organizers of research activities in China. Although they have strong professional knowledge and technical capabilities, they lack experience in education for young people.

The difference between the concept of life education in China and that in foreign countries has caused the failure of Chinese research activities to be integrated with life education. Research activities in China mainly include student summer camps, winter camps, spring outings, autumn outings, mountain hikes, visits and other forms, which can enhance students' sense of responsibility, increase their patriotism, cultivate their will and quality, and make them experience more activities. The experience projects are rich, but there is little time for students to think about themselves. Although the research activities are mainly imported from foreign countries, the content of research education is various, but most of the research education in China has only learned the form and failed to learn the concept.

2.3 Analysis of Existing Problems in Chinese Outdoor Teaching

Outdoor development training in China started late, and its development is immature at this stage. Only some schools incorporate research into school practice courses, mainly for elementary and high school students. For college and high school students, research is mostly a leisure activity that broadens their horizons, but lacks the connotation of education and learning. Moreover, research in China is carried out on the themes of traditional culture, outdoor sports, environmental protection, etc., or through some high-intensity training to achieve the effect of tempering the will. Although there will be a part of gratitude education in the research process, most of them are carried out through psychological intervention, which lacks the process of self-understanding. Moreover, the educational process of adventure and adventure in China's research activities is missing, which is also one of the important reasons for the lack of life education. Since the implementation of the "one-child" policy in China, parents have shown too much care for their children

during their growth. They are afraid that their children will be a little bit harmed. This makes research and education institutions and clubs avoid all risks in order to avoid problems. As the saying goes, the flowers in the greenhouse cannot withstand the wind and rain in the wild. When such children grow up, they are very vulnerable to difficulties. Coupled with the lack of life education, there will be some problems with the lack of life cognition. Moreover, the lack of life education in China's education policy is also the reason why there is no awareness of life education in the research activities. It is also very difficult to set up life education in research activities courses when the country, society, schools and families do not pay attention to it.

3. THE DEVELOPMENT PATH OF RESEARCH ACTIVITIES

3.1 Establishing a Life-oriented Teaching System for Research Activities

The purpose of establishing a life-oriented teaching system for research activities is to meet the demands of human development for life education in the new era, and to guide participants in research activities to correctly master basic survival skills and methods, learn survival knowledge, and form a correct understanding of life, so as to achieve a life-oriented teaching system of research activities.

The value orientation of research activities is positioned in the development and improvement of life. It is necessary to change the concept of outdoor development education and adopt a life-oriented education concept. Survival skills, life knowledge, and social communication skills are all basic means of life development and improvement. The understanding of life should be the ultimate goal of research activities. The pursuit of life-oriented research activities is to recognize the integrity of all life in nature, which is the harmonious unity of nature, ecology and society. In life-oriented research activities and teaching, teachers should pay attention to the natural and social environment, and at the same time transfer survival knowledge, enable the trainees to understand themselves and the law of human growth. Trainees will be able to pursue the integrity of personality, soul, and the development of personality through physical culture at the level of spiritual life, so that they can have a good emotional experience, feel care, appreciate respect, learn to get along with others, and form a true, good and beautiful based on the full development of personality. [6] Researching and studying is the experience of life,

what is perfected is self-personality, and what is cultivated is an attitude towards life.

3.2 Integrating the Concept of Traditional Chinese Life Concept to Enrich the Content of Research Activities

The formation of Chinese traditional culture is deeply influenced by Confucianism, Taoism, and Buddhism, and it is also very representative of the formation of Chinese outlook on life. Confucianism is an important thought represented by Confucius in China. It contains a unique philosophy of life, which is a life outlook that integrates life, self-cultivation, and physical fitness. Confucianism emphasizes the development of individual life, while Taoism's outlook on life emphasizes on being in accordance with its natural tendency. Buddhism belongs to a foreign culture in China. It embraces compassion, emphasizes cherishing life, cultivating the inner being, and understanding Zen. The life outlook of Confucianism, Taoism, and Buddhism embodies that the life outlook in Chinese traditional culture is more a spiritual level of cultivation, emphasizing a spiritual and moral sublimation.

It is a must to integrate western life culture into the research activities, and at the same time incorporate China's concepts of "great love", "self-cultivation and morality". To explore life in research activities, it is also a must to infuse China's excellent traditional cultural spirit, uphold the traditional virtues of Chinese nation, and absorb advanced western ideas, integrating new elements into the life education of research activities by merging the Chinese and western concepts.

3.3 Creating Favorable Conditions for the Return of the Concept of Life to Research Activities

The long-term lack of life education content in the education system in China has a great impact on the return of the concept of life in the participation of participants in the research activities. The creation of the return of the concept of life should be according to the natural environment. First of all, it is necessary to increase the importance of life concept education in research activities in the curriculum setting, for example, to increase life perception guidance, natural environmental protection, outdoor life safety, natural disaster escape related content, and learn life safety and natural life knowledge. During the activities, it is also necessary to consolidate the important position of the outlook on life in the visit and study, and

strengthen the investment in the life outlook education of the research activity venues, such as establishing a natural disaster experience hall, designing animal and plant information introduction, life safety warning signs, psychological counseling rooms, etc. Second, it is important to increase the propaganda of the concept of life during the activity, conduct life safety knowledge learning, arrange escape skills drills, etc. before the activity starts. It is also important to make full use of natural conditions to design the team to simulate rescue, first aid skills competitions, wild survival and other activities to exercise human survival ability and survival skills, improve participants' perception of life, and mobilize their enthusiasm for life protection. [7]

3.4 Increasing Survival Experience and Cultivating People's Survival and Life Skills

Experiential teaching is an important teaching method in research activities. Increasing survival experience in the interaction of research activities can improve people's survival skills and life consciousness. It is possible to increase the field survival activities of different difficulty. According to the abilities of the participants, activities can be divided into three level of according to the difficulty: elementary, intermediate, and advanced. Teachers can set up resource supply and activity environmental conditions, and conduct certain assessments before the activities start. After passing the assessment, the trainees can select the corresponding level according to the assessment scores to improve the participants' ability to solve survival problems during the activity, and at the same time improve the ability of people to solve problems in life. In the research activities, the original life labor experience such as grinding tofu, planting seedlings, and darning can be added, and the participants can reflect on modern comfortable life in the experience, so as to cherish life and improve the value of life.

4. CONCLUSION

The development of research activities provides an important learning platform for Chinese colleges, middle and elementary school students' extracurricular practice, as well as an opportunity for extra-textual knowledge learning and ability improvement. Moreover, with the support of national policies and guidelines, in order to make research activities sustainable, it is necessary to increase their deeper connotations. In the new era of human demand for life, it is very important for Chinese

researchers to learn from foreign experience, increase the teaching content of life concept, enrich the connotation of research activities, return to the most essential needs of human beings, and cultivate talents who can stand in the society and be physically and mentally healthy.

AUTHORS' CONTRIBUTIONS

Jun Wang contributed to ideas and research design of the paper, Wanting Liu analysed data and wrote the manuscript, and Luyao Wang contributed to editing.

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