

Viewing the Development of China's Death Education from the Current Situation of American Education

Jingwen Gao¹

¹*Nanjing Agricultural College*

**Corresponding author. Email:1632339595@qq.com*

ABSTRACT:

Death education originated in the United States. The theoretical research on death education in the United States is relatively rich and complete, reaching a mature level. The practice of death education has also achieved significant results and accumulated rich experience. This article mainly compares the death education deviations in China and the United States from the origin and definition of death education, and analyzes the lack of relevant education in my country and related measures.

Keywords: *Death education, comparative analysis, education deviations, education in university*

1. INTRODUCTION

Life and death are eternal topics of mankind. Death education is an important part of life education. It belongs to "reverse" development. It is a kind of preventive teaching. It studies the deep-seated relationship between life and death. It can help college students acquire the knowledge system of death, think about the meaning of death, and cultivate a healthy attitude toward death, realize the finiteness and value of life in a real sense, and be able to take study and life seriously within a limited time, and ultimately promote the improvement of the quality of life.

In the 1920s, death education emerged in the United States. It started with the academic research of individual interested experts in medicine, philosophy, and health education, and then aroused related research and study. Later, death education caused an upsurge in the United States and developed vigorously [6].

But in China, due to the influence of traditional culture, death and related topics are generally avoided. In families, public places, and even colleges and universities, there are situations in which death topics are avoided. Death education in the scientific system is relatively lacking, and scientific guidance for a correct view of life and death is even less involved. Because death education originated in the United States and has a solid foundation. By introducing the development of death education in the United States and the conditions for its rapid development, it hopes to arouse the

attention of education experts to the current death education in our country.

2. LITERATURE REVIEW

Regarding the definition of death education, American scholars mainly have the following representative views: First, Kurlychek (1977) believes that death education can be defined as a way to promote people to realize the role of death in life and provide courses. The structure helps students examine the authenticity of death and integrate it into the course of life. Secondly, Leviton (1977) believes that death education is a development process that conveys the knowledge and application of death to people and society. Third, Wass (1980) believes that death education is based on teaching death as its theme, including teaching objectives, curriculum content, teaching methods and teaching evaluation. In addition to formal teaching, it also includes informal, sporadic, natural, regular and irregular, and indirect death-related teaching in a broad sense. Fourth, Gibson (1982) and others believe that death education refers to a continuous process of exploring the factors related to death and near-death and their relationship with survival [2].

Many death education scholars have put forward the importance of death education based on their teaching practice and research. We can see from their research results. For example, Eddy and Alles (1983) combined the research results of various scholars in their co-authored Death Education book, and pointed out that

the importance of death education mainly includes: 1. Effectively deal with internal conflicts and fear of death. 2. Help people evaluate their lives correctly, and encourage people to improve their lives. 3. Assist professional or non-professional (including family members) nursing staff to provide appropriate emotional support to the dying patients and those in the family who have funerals with a calm attitude. 4. Help people openly prepare for their death [3].

Taiwan scholar Zhang Shumei summarized the views of Corr & Balk (1996), Corr (1997), Leviton (1997), Eddy & Alles (1983), Hardt (1976) and other scholars on the content of death education, and came to the following points: First, the nature of death And meaning. Second, the attitude towards death and dying. Third, the handling and adjustment of death and dying. Fourth, the discussion of special issues (such as suicide, abortion, AIDS, etc.). Fifth, the implementation of death education. After continuous development, its coverage continues to increase, including attitudes towards death and near-death, terminal care communication skills, death-related psychological, social and religious issues,

death experience, death rights, death-related ethics, pain relief treatment for chronic pain, Will processing, etc. [Suggestion to integrate with the first paragraph of literature, it is clear that the similarity is gathered (the problem is not big)] After that, Gilbson et al. proposed specific content for the school teaching process and suitable for the primary and secondary school stages, so as to continuously improve death education . From the above development of death education in the United States, it can be seen that the two basic goals of "death education" in the United States can be summarized as follows: one is to face the fact of death frankly and to correctly understand death; the other is to treat it as part of emotional education at the same time . Among them, the most fundamental and important is the popularization of the study of the nature of death and the cultivation of a correct view of life and death. Therefore, it is extremely important to explore the nature of death.

The in-depth study and popularization of the nature of death in the United States, as well as the face up to death in American values, have promoted the rapid development of death education.



Figure 1 “Quality of death”rankings [8]

3. THE STATUS QUO OF DEATH EDUCATION IN CHINESE COLLEGES AND UNIVERSITIES

Strictly speaking, death education has been regarded as academic research in China since 1990, first in Hong Kong and Taiwan. However, death education started in the mainland, and it was only implemented in a few key universities in the form of elective courses. It has not been paid enough attention and attention in other ordinary universities, nor has a systematic death education knowledge system formed. Moreover, most research stays at the theoretical level, or uses questionnaire survey methods, lack of interventional experimental research, single teaching methods, unclear educational awareness and purpose, inadequate related

supporting facilities, and lack of corresponding curriculum plans and teaching materials. But on the whole, death education in China is still in an exploratory stage [5].

As the media continues to expose the frequent occurrence of suicides, homicides, campus violence and other phenomena in universities, it has once again aroused colleges and universities to think about carrying out death education. In 2010, the "Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020)" promulgated by the State Council proposed to face up to life education [the position in the text needs to be quoted [1], and the document information is translated into the reference]. In 2016, the national "13th Five-Year Plan" once again placed life education and ecological education in an

equally important position, and launched the education of life outlook for young people, all of which provide a programmatic basis for the development of death education in colleges and universities.

4. THE DEVELOPMENT DILEMMA OF DEATH EDUCATION IN CHINA'S COLLEGES AND UNIVERSITIES

Confinement of Chinese traditional culture: Large cultural and psychological barriers are obstacles to the development and popularization of death education in universities. In the Confucianism and Taoism that have been passed down from the feudal society in China, the required value orientation is to be optimistic and active, and to pursue perfection. Among them, Confucius's "life unknown, knowing death" became the beginning of the Chinese to avoid death and pay attention to the present world [7].

Lack of family education: the death education received by students is at most influenced by family concepts. Parents of college students are basically born in the 60s and 70s, and their thinking is conservative and traditional. They try to avoid talking about death to their offspring, especially when asked. When it comes to death, parents are always vague, use sloppy tones and abstract descriptions to avoid their doubts, and sometimes use deception to distort the fact and essence of death. This kind of evasive education aggravates the pressure in students' hearts and the sense of mystery and fear of death.

The negligence of social development: The technological welfare of modern society has made more and more college students worship and enjoyment, which has reduced the chance of college students participating in thinking and facing death. They are busy with various sensory stimuli, unable to realize the importance and necessity of death education. In such a fast-paced society full of interest pursuits and conflicts of power, everyone consciously or unconsciously reduces the problem of death, hiding it in a dark corner, and serious deviations in the concept of death.

It can be seen from this that the plight of death education in China is not simply the responsibility of the school. In this process, family education and social education are required to cooperate.

5. TRIAL MEASURES FOR COLLEGES TO GET OUT OF THE DILEMMA OF DEATH EDUCATION

Make full use of government policy resources: As the main macro promoters of education, government agencies should actively formulate development plans for death education, provide death education research funding, support academic research, and encourage the

formation of social and non-governmental academic groups on the other hand. Promote the construction of public opinion on death, so that the broad masses of people have a correct understanding of death education, and establish scientific death values [4].

Actively make use of school education resources: Curriculum education is an important way to develop death education. Through popularizing death education, promote the scientific understanding of death among college students, eliminate the fear of death and inappropriate understanding, especially in the absence of humanistic education in medical schools, it is urgent to set death education as an independent elective or compulsory course and formulate clear curriculum standards; Integrate the theories involved in various disciplines, enrich the teaching content, and teach students in accordance with their aptitude.

Increase the training of relevant professional personnel: Medical workers should become the main undertakers of death education. Therefore, it is very important to make full use of the education and continuing medical education methods in higher medical schools to improve the death education ability of medical staff, so as to effectively help patients and their families adjust the mentality of facing death at work, improve hospice care, and alleviate doctor-patient conflicts

Religious death education: The interpretation of the mystery of life and death is based on the beliefs of people's inner needs and feelings. The three schools of Confucianism, Buddhism, and Taoism are the representatives of ancient Chinese culture. Their definition of life and death provides valuable help for our understanding and understanding of life. Both life and death are the limits of life's problems. It is better to look a little bit more openly. Being sentimental is suffering, and being ruthless can be resolved and free.

But one thing to note is that the content of death education should be appropriately adjusted according to the education object, time, location, etc., and new themes will emerge with the development of the times.

6. CONCLUSION

The real goal of death education is to "through the design of education courses, individuals can reflect on the finiteness and meaning of their own lives, express their true feelings of fear or acceptance of death, be able to face the sorrow caused by death, be able to remember the deceased and be able to live with the living, rather than simply reducing the anxiety or fear of death." The cause of death education is a noble and sacred systematic project. It is no exaggeration to say that it is a cause that concerns all people, and it is an important aspect of humanistic care. It embodies respect for life, and its importance is self-evident. With the progress of

society, it is believed that the cause of death education will gradually be recognized by the society.

The development of death education in China is still facing difficulties, and the biggest restriction comes from ideological confinement. Therefore, my country needs to build a systematic death education curriculum. The teaching methods are mostly based on film and television appreciation, case analysis, and lectures. The curriculum should be combined online and offline, and popularized to college students of various majors.

AUTHORS' CONTRIBUTIONS

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