

On the Features of Contemporary Youth's Values on Life and Educational Countermeasures

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Abstract: With an increasing development and boom of China's socialist market economy, people's living standards have been greatly improved and promoted. While conducting economic activities and trading with other countries, we are also actively carrying out cultural exchanges. As a result, people's traditional ideologies have been impacted to various degrees, and their values have also been changed greatly. This change has a positive and negative impact on the formation of the values of life of young people who are actively thinking and not deeply involved in the world. The life values of contemporary adolescents are becoming more diversified, and there has been a deteriorating trend, especially when it comes to dealing with the issue of "the relationship between dedication and demand". This paper mainly expounds the characteristics of teenagers' life values, and puts forward relevant scientific and reasonable educational countermeasures: in view of the current situation of teenagers' life values, we should carry out value education for contemporary teenagers, strive to establish a correct orientation of public opinion, and hope to have a certain reference and reference for the formation of teenagers' life values in our country.

Keywords: Teenagers; Life values; Characteristic; Educational Countermeasures

1. Characteristics of teenagers' life values

1.1 Life values are becoming more and more diversified, but the mainstream is not bad

It is worth noting that in the past ten years or so, the diversified characteristics of adolescents' life values have been deteriorating. The outstanding performance is that the proportion of students who hold three types of values of right, wrong and compromise is increasing day by day, and the rapid increase of eclecticists is especially obvious. The author designed a survey and asked 100 teenagers five questions: (1) the value of life lies in dedication, (2) contribution should be greater than demand, (3) both demand and contribution should be equal, (4) contribution should be less than demand, (5) the value of life lies in demand. Use these five questions to test contemporary teenagers' views on "the relationship between dedication and complaint".

1.2 The life behavior choices of middle school students are lower than the level of rational knowledge, and there is a serious disconnect between words and actions

As mentioned in the previous article, although the level of life values of contemporary young people has declined to a certain extent compared with previous years, on the whole, the mainstream is not bad. This is mainly in terms of its level of understanding. What is their level of actual behavioral choice? According to a survey of nearly 1,400 high school students, all students believe that they need to love their motherland, but only 48% of students believe that "the rise and fall of the country is the responsibility of everyone" and "worries and worries before the world, and joy in the world afterwards." It is a fine tradition of the Chinese nation that should be promoted and clearly stated that they should practice it in real life in the future; 43% of students think this motto is good, but in reality there are too few such people, and they also think it is difficult to do so. 90.4% of students admire Lei Feng's deeds, but only 71% of students say they want to learn from Lei Feng's spirit, and 51.4% of students think they can't do it.

2. Educational Countermeasures of teenagers' life values

2.1 Strengthen the moral construction of the whole people and improve the external social environment of school moral education

The social environment that has a negative impact on school moral education mainly includes the following aspects: (1) generally low social moral standards. After the impact of reform, great changes have taken place in the value system of China's whole society compared with the 1950s, and people's moral standard has decreased significantly. "The world is deteriorating" is people's common feeling. The current market economy's heavy profit and competitiveness have further impacted collectivism, cooperation and mutual assistance, social responsibility and ideal. This situation also naturally affects teenagers. (2) The wrong direction of public opinion. Since the early 1980s, a large number of low-level and vulgar cultural consciousness and wrong social thoughts have sprung up in western society. (3) Exaggeration of the dark side of society. Many teachers report that there are many newspapers and magazines that currently promote heroes, advanced deeds, good people and good deeds, which are pale and empty, and it is difficult to achieve their due educational significance. However, for illegal and criminal activities, behaviors that undermine Party discipline and style of Party

work brings negative education to young people with strong plasticity.(4) Parents have low requirements for their children's moral and spiritual outlook. Most of them have extremely high expectations for their children's academic work, but they don't pay much attention to the children's moral character requirements, and from time to time they instill some wrong ideas that are incompatible with school moral education. School moral education workers always look forward to a good social environment, increase the intensity of spiritual civilization construction, and create an environment that maintains the effect of school moral education.

2.2 Establish a new standard of life value under the new situation as soon as possible, and provide practical work goals for school moral education.

“Why do people live?” “How can life be more meaningful?” “How to deal with the relationship between individuals and others?” Issues such as the value of life are often considered and discussed by young people. According to the survey, among the 21 kinds of needs listed, knowing the meaning and value of life is the sixth need of today's middle school students after cultivating the ability to master knowledge, gain respect, classmate friendship, and enter university. It can be seen that students have strong wishes and requirements for receiving outlook on life education, and basically welcome outlook on life education. Therefore, it is more urgent to establish the standard of scientific life values in line with the characteristics of the new era.

2.3 The education of life values should start from childhood and form a scientific sequence

We often say that middle school students are the mature period of outlook on life and world outlook, and the key period of scientific outlook on life education. But this does not mean that it is insignificant in primary school. Psychological research shows that children before the age of 12 basically can not understand the exact meaning of the concepts of “life” and “value”, and only understand the superficial meaning of the ethical concepts of “happiness”, “obligation”, “honor” and “conscience”. However, it can not be considered that the implementation of outlook on life education in primary school is premature and contrary to children's age characteristics. Because the scientific outlook on life is gradually formed under the continuous influence of the acquired environment dominated by school education. It is indeed inappropriate to teach the course “scientific outlook on life” directly in primary school, but primary school students have a preliminary design for the future and ideal, and also have their own views on life goals, life values, money, happiness, responsibility, etc. These are precisely the basis for forming their own unique outlook on life in the future. If there are unhealthy factors in the above aspects at this stage, it is obviously difficult to form a scientific outlook on life in the middle school age. Therefore, the education of life values must be started as soon as possible. In the middle school stage, it is implemented by setting up special courses, combined with subject teaching and its rich and colorful educational activities inside and outside the school.

3. Conclusion

To sum up, the outlook on life education in primary school is mainly combined with the education of daily code of conduct. Because many contents themselves in the daily code of conduct are the most primary correct outlook on life. At the same time, with the help of vivid and interesting stories, example deeds that are easy to dry and infect, catchy poems and songs, and in combination with the teachers' handling of occasional events in the class organization and school, we can instill some shallow life and value viewpoints into the students, such as “there are others and collectives in the heart” “Study hard and strive for progress” “Love the motherland, the people, labor and science” “Ideal, moral, educated and disciplined. Students are not required to fully understand these views, but to practice them in general practical situations. In order to make these views deeply understood by students and establish deep-seated scientific life values, it is also necessary to set up special courses in middle school, combined with subject teaching and rich and colorful educational activities inside and outside school.

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