

Global Advanced Research Journal of Educational Research and Review (ISSN: 2315-5132) Vol. 4(3) pp. 033-042, March, 2015
Available online <http://garj.org/garjerr/index.htm>
Copyright © 2015 Global Advanced Research Journals

Review

Intervention Study of Life Education Counseling Effects of college Students' Self-identity. Based on Seed Teachers of Life Education on Southwest University

¹Liu Xiao-qin and ²Li Bei-ya

¹ Liu Xiao-qin (1991-) A graduate student in the College of Culture and Social Development Study of Southwest University, major in sociology and who's main research direction is organizational sociology and educational Sociology.

² Li Bei-Ya(1990-) A graduate student in the College of Culture and Social Development Study of Southwest University ,major in social work and who's main research direction is Rural Social Work .

³ Financed by Innovation Project of Graduate Student Research in Chongqing in 2014, Paths of NGO Participation in Rural Governance: Based on the Empirical Studies in Chongqing. (Project No.CYS14070), 2014.

College of Culture and Social Development Study, Southwest University, Chongqing, P.R.China, 400715

Accepted 04 March, 2015

At present, the eruption rate of college students' psychological crisis events such as depression, commit suicide is gradually increasing. To investigate its reason, the researchers found that, the colleges' students who are late teens are in the self identity crisis stage.And their self-identity are relatively low. We will through a range of intervention of the life education practices to promote it. The article will use the professional method to evaluate, and understand the change effect of life education on college students' self identity, and some specific effect. And as a basis to explore therapy factors that life education how to impact college students self-identity .And also to explore whether is the life education the effect way to improve self identity.

Keywords: College Students, Self-identity, Identity Crisis, Life Education, Therapy Factors

INTRODUCTION

Students' body and mind are in a relatively awkward period, namely the late adolescence and early adulthood, which is not comprehensive and stable in development of self-awareness and understanding. In the adolescent stage, under the formation of self-identity dimension in self-awareness and values, although they are efforts to promote the development of self-identity, but students are vulnerable to be impacted by parents and peer groups. So in gaming of self and others, they continue to struggle and part of them weak or disregard their own identity feelings to others as a standard, few have their own point. The harsh realities of the world give birth to the pressure to young people (Elkind, 2007), so that students cannot or dare not clearly understand their own. In the early youth, students take longer to adapt to this stage,

and the development of self-awareness also level off, then their psychological appear longer deferred (Erickson, 1968) in order to smooth over. At the same time teenagers are gradually entering the pressure adult stage. In anomie social situations and psychological deferred and struggle through observation, development of college students' self-identity is as follows: First, a sense of self-identity Students is low and develops slowly. Second, the in the low self-identity status, and the desire to fast from the consciousness of the family there is a contradiction. In the face of this repression formation, individuals cannot be resolved, possibly appear self-mutilation, suicide and other hazards, especially in the storm of pressure periods, namely graduation season university or exam season stage, and some phenomenon that they will harm social stability and harmony .Third, under the negative influence of the external environment,

*Corresponding author Email: mamakuail81974576@qq.com

self-worth and character cannot reach consistency, which will show his heart condition by certain explicit conduct, if they improper handle, they will automatic or passive towards marginalized groups ,so that difficulty of they go into the society increase.

Related Research on Life Education Theory

Define the concept of life education

The life education is unlike traditional education or life and death education or death education, also is not complete moral or knowledge of education, and nor equal to the sum of life and ethics and health education, as well as natural science and environmental education. It is that life touches with life, and "love education" that life affect life, so that students can understand life in love, cherish life, to live out their lives. (Spring Planting, 2012) In short, life education is holistic education, helping each to understand the original appearance of life on their own lives, exploring the source of life, and understanding the meaning of life in the process, respecting for the value of life, loving and growing individual who has a unique life, and getting developing ability from the most fundamental place, resulting in the practical confidence and strength in the inner , and ultimately building up the harmonious relationship in world and yourself and the goal is establishing great quality of living faith . (Spring Planting, 2012).

Life Education Theory

Life education in different places and circumstances result in different studies. The life education adapt to society to arise, based on some scholars' research about the main characteristics and difficulty of human development process. Life education follows the Ellis ABC personality theory (Ellis, 2007), and in the process it focuses on interactions between concept, mood and behavior, through faith to influence behavior, and enhances the rational emotive behavior. It's also from Piaget's cognitive theory and Eriksson' psychosocial development perspective to understand the situation of young people in which the tension, and no goals and consciously false and weak consistent sense of inner, and take appropriate ways to encourage diversified development (Howard and Shen, 2008), so that help them to establish a positive self-concept and found their value.

Development of Life Education

This concept of life education was first put forward by the book "life education" used by American scholar Watters

published in 1968, which focused on human growth and development and the true meaning of education. (Jie, 2006) Then a number of countries and regions began to advocate and practice life education. There are about 1,500 primary and secondary school which mainly carried out in the life and death education in the United States in 1976.

(<http://www.chinafew.com/Article/ShowInfo.asp?InfoID=5470>) Australia established life education in 1979 to prevent youth drug abuse, violence and AIDS. (Rainbow Love Association, the Seeds of Life Education Teacher Training Materials) In 1986, British used of the concept of life education to have the first mobile classroom, and in 1987 it established the Life Education Foundation. (<http://www.chinafew.com/Article/ShowInfo.asp?InfoID=5470>) After 2000 Hong Kong, Taiwan and other places in China also have Life Education Centren, and "Youth Life Education Forum" in the Mainland development of life education. Now Life education activities currently run more schools and institutions in China ,and the operation mode is mainly supported by foundations and governments, and through the selection of experts who learned life education and then trained non-profit persons in universities and public wellbeing also promoted the organizations, to develop colleges' seed teacher and volunteers ,to expand the scope of life education, so that it will make our life education to the family, school, community enterprises.

Status about Effectiveness of Life Education to Improve the of Self-identify

After querying relevant information, author found that the study of the role of media to self-identity is mainly in quantitative research as the main means, such as Huang Huahua, Liu Shaoying, Xu Fen, etc. explored that changing effect about development of psychological intervention on students' self identity (Huang et al., 2012), and it is described by the questionnaire before and after measuring to show the overall effect , and if Zhao Jun and others research the effectiveness of the intervention of organizations narrative orientation for students' self-identity, mainly by quantitative research. (Zhao et al., 2012) In terms of life education, it is mostly for qualitative research, which is mainly comparing (Zhu, 2012) with life education throughout anywhere and study its' content (Luo, 2010), mostly is junior high school students and pupils, such as research of pupils' life education under life growth (LI, 2013). Few study that life education as a means to enhance students' self identity and its effect. Second, these studies are mainly single quantitative or qualitative research, and ways and means of research is not comprehensive enough. The paper studies that life education role for enhancing college students' self-identity binding quantitative and qualitative methods.

The Purpose of the Study

In this paper, by analyzing changes of self-identity in the seeds of life education teacher when they before and after participated in the life education, to explore life education for college students if there is a certain the efficacy and effects to improve their self-identity, and to explore its specific roles.

Research Meaning

Academic Research Significance

This study is a combination of quantitative and qualitative analysis, from sociology, painting psychology, anthropology and other multi-angle, to understand the state of students' self identity .And it combined with some theories, such as the ABC theory of emotional behavior, self-identity theory , to conduct a literature review for the accumulation of information, but also collected data through field research to summarize on life education roles for self-identity, further to analysis of the effect of this intervention way of life education, to explore whether it is beneficial and effective way for college students to get their own complete self-concept, self-esteem, personal values and the elimination of growing anxiety, to realize themselves and experience happiness in order to achieve self-identity upgrade.

Practical Significance of Study

In study it is conducive to a better understand the situation of self-identity of university students, and to test this change effects of approach for self-identity, namely whether it can effectively solve this problem, so that students get self-identity.

Methods

The painting psychological analysis also was introduced to measurements, as Yan Wenhua wrote that painting is a naturally effective way of self-expression in the "mental voice-over. (Yan, 2012) It described the painting to a certain extent, is a direct and effective tool for self-expression in heart. In painting measuring, it selected 20 samples at random primarily in the experimental group, to go room-tree-person measurements, as well as to describe self-portrait in their past, present and future of expectations, indicating changes in self-identity of college students from psychology.

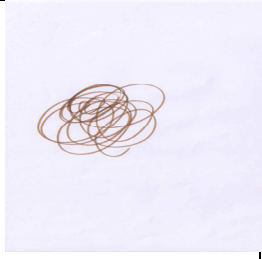




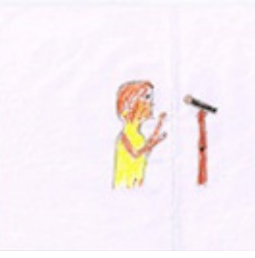
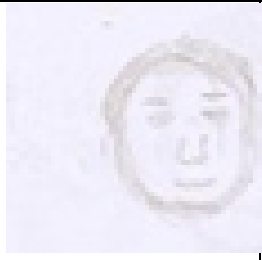







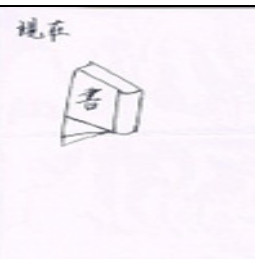
Analysis Changes in Self-identity from Paintings Psychological

First, the development of painting psychology based primarily on four orientations. In psychodynamic orientation, the theory of psychoanalysis pointed out the potential consciousness can be expressed by painting, and their physical and mental energy released during the drawing process. Once people were able to express their inner feelings smoothly, those backlogs in their hearts sentiment is likely to be vent out, then it will form a new physical and mental balance, and positive interaction will form. (Naumburg, 1967) Psychodynamic orientation instructed that painting can be integrated in the resources and energy in the process of painting, via the hidden information to adjust their own. It was more conducive to emotional expression and aroused people's unique life potential abilities to stimulate the growth momentum.

In orientation of educational psychology, it emphasized through painting, individuals learn and observe role models, finally establishing motivation to face with the negative perception .In fact, it shaping real by the painting. (Ji, 2012) And others thought cognitive painting was an intermediary between emotional and behavior, which uses different cognitive styles to change behavior of individual bad adaptation, emotions painting help them to find the reason for whose self-identity is negative. And through the painting process, it provided an opportunity to change his or directly with the "right" way to replace the negative cognitive which would enable them to make intrinsic control sense and to improve the ability to adapt to society, and ultimately achieve coordination in cognition, emotion and behavior.

And also humanism believed that people' motivations to survive was to develop their potential fully, with own characteristics, dignity, value and creativity. People can come to understand themselves, expression themselves, find their potential, and finally realize themselves through painting. The Gestalt orientation considered the process of painting made them understand that they have their own ability to handle their own affairs, and more encouraging by consultant in counseling psychology which encourage their initiative to undertake their responsibilities and emphasize autonomy. It also helped them to complete their unfinished complex and touched real-life to integrate their personal goals form supported by environment into a self-supporting.

Positive Psychology tended to think that it was the process of individual linking to a potential capacity and psychosocial factors the in the painting, emphasizing people's self-help. And in painting it used intuition and imagination, to make people have a new understanding for the problems and views under no conflict conditions.

Comparison Table1 of Pretest and Posttest in Life Education			
Interviewees	Pretest	Mid-term Test	Posttest
DD			
LB			
ANG			
LZ			
MM			

It can be seen that painting was a special language, not only was it a means of therapy, but also it was an effective tool to understand the situation of individual development. Through lines, colors, strokes and certain symbolic elements, etc., it can expose painting's inner world, and it contained more information than the language of the interview. So painting can understand the changes of college students' self-identity. This study

refers to the "trees projected personality test" made by Jiyuan Hung, "practical picture psychology" made by Jitian Shu and "psychological voiceover" and other books to analysis and explain these changes.

First, through the intervention of life education, college students find and understand themselves increasingly in-depth. And in the process of painting, they will have new perspectives and thinking about their problems, by

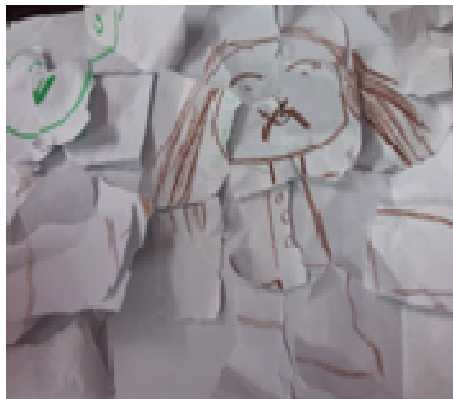


releasing and replacing inner feelings, and strengthen their self-esteem for the accumulation of energy and motivation for further development. They believe that they have the ability to change their situation and to eliminate the growing anxiety. And they also can establish and focus on their goals to achieve themselves, by making investments and working hard.

Case one: XY is a 21-years-old junior grade student, who is a life education seed teacher. By first painting, author known that there are something inconsistent in development when she went to college from high school,

so resulting in a gap and generating unease and anxiety. She was relatively low self-esteem and always feeling inferior to others. And she felt illusory and was unable to recognize her value.

Shown as XY paintings, the drawing paper was almost full of her painting things. Although she was outgoing, she showed significant external defense because her feeling often weak. So she was in conflicts and struggles of inner. In the three-dimensional screen, it had a level and three-dimensional, which indicated it has a good potential that can be excavated and developed to adapt



to the environment. From a structural point of its room tree people, it showed that her inner relationship is quite coordinated.

In parts of picture, the human facial features was rather vague, which indicated that she had cringe and strong self-defense on the relationships, and the characters slightly tilted to the right, indicating that she was more emotional, and unclear in self-awareness, but hair of her painting show she was more obvious gender awareness.

In terms of housing, housing accounts for a large area of the screen, indicating family in her heart was

important. And the left houses was big and the right was small, which cuddling each other, to a certain extent, it can be seen that she was influenced larger by mother and remained of more yesterdays things so that she needs paying more attention to the creative aspects and future. (In painting, XY constantly stressed her achievements in past and present difficulties, there is a big gap). Doors are relatively normal, but it appeared intermittently on lines of the walls, showing that her family support system may not be very stable and she felt insecure. (In the process of painting, she also showed

that she paid few attention to family before) .less doorsteps showed her low self-esteem. Intensive cross roofs indicated that inner is full of conflict and conflict. In the trees, triangular crown, she was velvet and glove, and usually felt unfavorable with environment for the growth. From space symbol, trees on the side of painting showed that she was more uneasy for past or present. There was a scar and vertical creases on the trunk, indicating that it may be hurt in the heart and encounter setbacks in growth. Although there were so many trees on the screen, its branches was relatively small and gradually folded up or showed little type, indicating she lacked of energy, and thinking that achieving goals for her own development was her full meaning of life. But tree was no fruit and roots near to the left side, indicating that it had not established clear objectives, and she did not have too many wishes, desires and demands, in achieving unclear goal , and did not find what she want to seek, and she was in depressed state. And dense grasses were more in the trees in the figure; this is usually interpreted as a "lure", showing that she was severely affected by the outside.

Through this painting can be seen, before attending the Life Education, XY was s impacted by greater environment. Compared with people in environment, it added to her sense of inferiority. While in this stage her goals was rather vague and self-awareness except sex is not so sure, although she had the potential but was not easy to adapt to the development process .So she was contradictory and struggle ,lacking of motivation, and ultimately that she didn't have confidence and self-identity degrees was lower.

Shown as picture, the area occupied by painting images is reduced, but there was still half, indicating that the artist had outgoing personality and understood the contradictions and struggles in the painting process. Powerlessness eased. It had a strong three-dimensional to show that she enhanced ability to adapt to the environment. From position of room and tree and people to see, the relationship was better. And colors and lines were more smooth and distinctive than before, the overall look is coordinated.

On the local screen, compared with the former, firstly, from the human were no the characters facial features showing that she may need to improve the relationship, but this time there have been three people, according to her description that she painted that family members went home in vision , indicating family support became larger. Secondly, the lines in house are smoother and no gap junctions, indicating her stability and security enhanced. No intensive cross on the roof indicated that contradictions and fierce conflict has disappeared, and the relative reduction in the roof area indicated that her pressure reduced. Proportion of doors and windows was larger than before, indicating her openness increased. The doorstep was a multi-stepped and her self-esteem has been enhanced and willing to communicate with

people, but the road near to the left, showing that dealing with people may be more cautious. Thirdly, trunk was becoming thick rather than folded upward, indicating that this time she has sufficient internal energy and better supportive, and filling of vigor and vitality. And new breaches birth from trunk, this is symbol of peace and the symmetry, with the hope and direction. While there have been five fruit in trees, it was large but small. She had a clear goal after life education and put her energies to focus on these limited objectives when she known what the goal was the most important for her. She had confident to achieve her goals. At the same time the roots have connected with the ground, reflects she worked hard and perseverance. Fourthly, seen from the appendage, the grasses reduced, indicating the outside influence for her reduced. Meanwhile flowers increased and the person toward the sun she desired love and beauty and accepted warm.

Through this painting, it can be seen, after attending life education, she enhanced gradually self-esteem and self-awareness, and had good adaptations to the environment in less conflict and struggle. Her goals were more clearly, and she felt full of energy and vitality, and had the confidence to achieve her goals. She was willing to communicate with others. So XY identity improved.

Second, the intervention of life education can correctly view of their strengths and weaknesses and build a positive self-concept.and expressing them in the environment, with an open attitude and mood is good to accept themselves, and communicate with others, to find a suitable way to vent their energy. In this process they will agree on their own uniqueness and characteristics and their developments as possible to courageously explore ego and find value.

Case two: ANG is a junior who was plenty of energy, but could not find a direction. He looked relatively heavy at the advantages and disadvantages and was not good at expressing themselves, who didn't dare to explore the "real" ego. His self-acceptance was low, which he wanted to change, but no way.

In the whole of its paintings, the screen area accounted for less than half, indicating that he was more partial introverted. Stereoscopic screen indicated that he had the potential for better adaptability to the environment with a wide range of its activities. Lines in screen, had been intermittent, and explained that there were some changes in the process of growing. In the picture, he was more depression and escaping from present.

In part, viewing from the housing, the housing painted instability and had a tendency to collapse showed that he was the lack of a sense of security. The house without doors and windows indicated that there was a strong defense against the outside world, which may have significant privacy, or do not want to say something, when he was communicated with the outside. And in the face of the current situation there is a certain retreat. Second, the roof is flat, it is understood that he said he

was not smart. Lines the walls of houses were Messy and not solid, it was fragile self-manifestation. In terms of the tree, the crown was a circle-shaped, in the growth process, he had the energy consumed in a place or made the total energy in the inner loop with the lack of direction, so that the energy cannot be properly released. Trunk is slightly upwardly extended shape, indicating that as time went by, he will get enough vitality to increase interest or target variable goals more. (It is understood that painter were just a sophomore, who had more goals .Although there were efforts, but he do not know what to do or can do). The color of the tree was dark green, it was fairly normal. The tree had 12 fruits which were small but the number is more, indicating that he had more desires. So many goals made he did not really determine what was his most important needs. While in the painting was exhibited that he did not have enough confidence to achieve his goals. Trunk slightly tilted to the left, to a certain extent that he was still very reluctant in the past and cannot get rid of it, so he was making trouble. In early psychological development process he may be too depressed or pause, because the mental aspect was not mature enough.

In the process of painting, the painter who feel cannot draw out wasn't want to picture house and tree and people, indicating he had a relatively strong psychological defense mechanism. And did not people appear in the picture, he focused on himself relatively low and his self-awareness was not clear. And he refused to understand himself especially ego in psychological and physical. Through this painting, it can be seen that though he had energy, but not found the goals and wasn't sure of his abilities, lacking of self-confidence and didn't want to sort out his life to gain the goals and direction of growth.

In the whole, area of the screen had increased about nearly one-half, indicating that he was more outgoing than before. Three-dimensional picture showed he had strong abilities to adapt to environment. Smoother lines, compared to the previous screen showed his action was more powerful than before, and the thinking is more agile.

There were some changes. First, on the house, although in this picture still did not appear door, but it was a good news to see window appears, indicating that he became open. In this painting, a cottage transformed into a house with a roof, which it's a mountain-like on behalf of the force upward. The walls of house became more stable than before, it's a protection and security performance from his family, and also rugged wall symbolizes a strong ego, that he has the ability to resist external attack and a self protection capacity. The canopy became larger, indicating his ability to adapt to the environment was strong, and there was a strong achievement motivation and self-confidence than before, and he needed some self-realization. He had pride, and sometimes self-appreciation, which can better use of external resources. (Asked about his recent changes, I learned that he made life education in a primary school

as a volunteer, and he felt his value) .by comparing the figure before the trunk can be found, the trunk gradually plump, and the tree color was green, the internal energy had increased to some extent to support himself with vibrant and more full of vitality. The fruit was concerned, there were eight, compared to the previous larger and the number smaller, indicating that he had a clear vision in the development process and was confident to achieve their goals. Repeatedly portrayed bark described he was more anxiety in the growth process. (Recently he was going to test and anxiety) In the terms of human, there was a person relying on the tree, indicating that authors have started to understand him. And relatively speaking, there are systemic and feet clearly showed his self-awareness and self-integration was good. A positive image appears, indicating he had positive feelings about him and a willingness to let others know him. In person portrait there were small eyes and it looked to the right, showed that he focused on himself. A shaped mouth, said that he had the ability to overcome difficult. There were limbs showed that he had better mobility and more complete self-consciousness. While a distance of the legs showed he had a wide range of social activities. In the painting process, ANG wanted to draw people in the house, but the painting skills were not very good, and the last he made it in the next tree with a more open place and not closed location, described that painter was trying to open posture to contact with the outside.

After intervention by life education, he gradually began to focus on him, explore and discover himself and constantly integrate himself .And he was willing to accept himself and others. And through life education he began gathering energy making goals slightly clear, and tried to achieve his goals, explaining that his identity had increased.

Third, counseling of life education makes college students reduce their own defense mechanisms to get power for exploring self-motivation. They courage to review and treat their past correctly, relieving their negative impacts brought about by in the past serious crisis. After solving this problem, they can rebuild the impression of reality, and go into groups to express their views and their value .he will be consistent with the surrounding environment and self-worth to pursuit happiness, in self-awareness process.

Case 3: painter was DG, who felt not very good in all aspects and didn't love speech in groups, especially in front of the public. Nor did she like speech, but dared not to speak, though there a lot of words. She cannot remember the former things, and because she may be deliberately trying to forget some of the things she didn't agree. Now she wanted to change this situation through life education, hoping to accept herself, and to get rid of things.

In the beginning, she hastily drew a few strokes, and wiped the screen repeatedly, constantly in the process showed that she painted not well and didn't come out,

and finally her paintings in half of the time was torn up by herself. From these judgments, she hesitated and was afraid to explore and focus on what she is, and she didn't accept herself and dissatisfied with her situation.

In the self-portrait, the whole body indicated that she to some extent had self-consciousness more clearly, and self-integration has been some improvements. While showing the front of body, she is willing to express her positive emotions and let people know her. Depicting facial contours, lines increased bold, she is more concerned about what others think of. Her hairs were relatively rare and there are bangs, her health may be not very good, but she is quite happy to pursue lucky. Neat eyebrows showed she usually concerned about self-image more and wanted to know how she should express herself. Relatively large ears instructed that she was usually more sensitive to others' criticism. Stressing the chin showed that she wanted to make up for their weakness constantly and to pursuit security and harmony with a strong superego. Stressing mouth showed that she had a strong desire to want to express her ideas. Long neck indicated that she had certain dependence. Wide shoulders indicated it improved compression capability and responsibility. The emergence of the hands and fingers, as well as a wide foot showed that her mobility increased, and the scope of activities has also increased. Cloud and sun in left explained the situation they face already changed well, and there were water and fish, she said that it symbolized freedom and would be more confident and more identify. After a life education, although the process of painting she emerged repeatedly rubbed, but continued to paint. It showed that she were trying to reach understanding for her own purposes, and were not afraid of setbacks to constantly accept and identify herself.

By different Paintings' measurements, we can see that in past they didn't understand and accept themselves. Self-esteem was low and self-integration capability was poor, and they even refused to explore themselves and afraid to express their views in poor self-consistency. After the intervention of life education, it increases their degree of openness. And they gain more power and energy to recognize themselves and self-esteem, to discover their worth, and to have a self continuous integration, so as to achieve consistency of the ego and the environment and of self and identity. Finally, their identity can be found upgrade than before. While self-identification is a full of thorns and more difficult process, but life education increased power to guide students for life rainbow.

Results Analysis

Results of Research

In the painting, through analyzing the painting's works,

we find that before they participated in life education, some students are not able to understand themselves completely, and they are in self-esteem, a sense of resistance and edge mood, etc., but after the intervention of life education, they can describe themselves more clearly and know what they are. At the same time, they will bring together the energy in the process to define their goals and have the courage to explore who I am. Shown as the point of view of psychological motivation and emotion, college students gradually know themselves in life education helping and get their own positive energy, and make use of resources to improve their acceptance.

The Role Factors of Impact of Life Education for College Student's Self-identity

Through study analyzing, author extracted interactions and skills that life education used in promoting college students' self-identity and on the basis of it to analysis therapeutic factors that the life education produced a positive impact on college students' self identity.

The first is the idea of life education advocacy courses, it better guide the development of students' self identity, which based on Erickson, Ellis et al theory and combined with college students' physical and mental characteristics and qualities to know the task when they are in developing stages. And then proceeding from Piaget's theory of cognitive development, the life education design some courses which adapt to this particular age group for college students by guiding from diversified development, to provide diverse opportunities for college students, and thus to guide students to build a positive self-concept and to establish the quality life idea. It help students to understand the their value and saw the value of others, and to experience lives' meaning, Life Education advocated the concept of "thinking and verbal persuasion and guidance on," stressed they need to accept themselves and others personality and characteristics and to establish harmonious interpersonal relationships, and then to accept their past and present and make plans for their own future, to a certain extent, there is some connection with the formation of self-identity.

Secondly, teaching model of life education is unique in Southwestern University that is passing like passing the torch, through the teacher training college seed teachers and then seed teachers training internally, at the same time, they as a volunteer teacher to practical teach at the elementary school and vocational high school. They can get the direct experience and indirect experience. It can help them to improve self-efficacy, and further to strengthen their identity for life education, and on the impact of life education to continue efforts to explore you, identify yourself.

While teaching of life education is a tool for students to contact with children and teachers. Good emotional

communications and life ideas create a good, cherish and love atmosphere for college students to develop self-identity and correction, which helps in college students to accept their own characteristics and have a fresh look at their own problems. There are no absolute concerns of right or wrong. Harmonious and warm encouragement support students to explore their own, to get the recognition and support of others. At the same time it gives their energies, but also provides the necessary support for others, which is an interactive process. Thereby it enhances the effect of improving students' self identity.

Lastly, the life education activities base on experiential activities and thought-provoking picture books to help students to think of their own situations in the experiential process. And the picture book is to guide students to know correct understanding way of themselves, others and society. Contents profound, which help college students to be touching, feeling and changing action and take the initiative to explore the reasons for self, others, and social development, have the role of emotional arousal. It is conducive to the achieve coherence of self, self and others, and social. Next, sharing in the activities discussed and progressive logical problems will promote college students to reflect on their own and the development of self-identity .while listening to the views of others, they can collect different information and opinions to accumulate experience and look for alternatives, and thus to provide more expectations and methods for the development of self-identity.

REFERENCES

- David Elkind (2007) .The Hurried Child,2001, Da Capo Press Inc.
- Ellis, Lian Long Translation (2007).Burns New Emotive Therapy [M], Northern Arts Publishing House.
- Erickson E (1968). Identity: Youth and Crisis, [M], New York, WW Norton and Company.
- Howard Gardner, Shen Zhilong translation (2008).Smart Structures, [M], Beijing, People's University of China Press.
- Huang Huahua, Liu Shaoying, Xu Fen (2012). Developmental Effects of improvement Psychological Interventions to Students' Self identity, [J], Chinese Mental Health Journal, Vol 26. No 10.
- Ji TSC(2012).Practical Picture Psychology - Painting Psychoanalysis and Therapy, [M], Hebei, Hebei People's Publishing House, 9: 39-40.
- Jie .Downer. Huateshi (2006).Life Education: Challenges and Children together Looking in Challenges, [M], Chengdu, Sichuan University Press. <http://www.chinafew.com/Article/ShowInfo.asp?InfolD=5470>.
- Li Youzhu (2013). Into Life, Touched Lives, Research On Life Education Students under the Growth of Life, [J], Nanjing, Read and Write Count (Education Teaching and Research), (22).
- Luo ChengGang (2010).Discuss the Current Education by Life Education in Taiwan , [J].
- Naumburg (1967). M.Dynamically Oriented Art Therapy. Current Psychiatric Therapies,61-68.
- Rainbow Love Association, the Seeds of Life Education Teacher Training Materials.
- Spring Planting (2012). Life Education Basic Training, the Hong Kong Polytechnic University Press.
- Spring Planting (2012). Life Education Basic Training, the Hong Kong Polytechnic University Press.
- Yan Wenhua(2012). Psychological Voiceover, [M], Shanghai, East China Normal University Press.
- Zhao Jun, Li Yan, Li Zuo (2012).Intervention Study of Narrative-oriented Group Counseling of College Students' Self-identity, [J], Journal of Psychological Science, 35(3) :730—734.
- Zhu Yuhan (2012). Comparative Study of" Life Education" in Yunnan and Taiwan, [J], Chinese Teachers.