

## **Abstract**

In recent years, “Life education” has become a hot topic in the field of education in Chinese communities. The respect for individuals is always a focal concern in the educational circle. In mainland China, with the reform of new curriculum, “Life education” has been paid special attention by local educational authorities. The emergence of “Life education” is a response to practical social issues as well as a new reflection of education value itself. “Life education” is a educational concept much depended on social context. Hence, a series of problems may arise: What are the differences between the life education in China and other Chinese communities? What is the relationship between the educational value-orientation and the concept of life education? What are the reasons why life education is developing so slowly in China in spite of its great significance? All these questions call for a further understanding and inquiry into the educational conception, Chinese culture and other social context.

This study adopts a qualitative approach from a policy-analysis perspective. It analyzes the educational laws and regulations as text and discourse, inquires the explicit and hidden meanings of the text on knowledge and discusses the perspectives of power by discourse analysis. Based on the above mentioned analysis, this paper discusses the relations between the educational value-orientation and life education. Finally, this thesis proposes a construction plan of life education in China.

**Key words:** educational laws and regulations, life education, discourse analysis.