

Study on the integration of labor education and physical education in primary and secondary schools

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Abstract: *There are significant differences between labor education and physical education in the goal, implementation way and training means of education. Physical education is characterized by "movement", "diligence" as the goal and "strength" as the means. It is an educational activity with the basic form of body movement. Labor education emphasizes the transition from "material world" to "social life", which has certain social practicality. It requires students to form correct labor concepts, master necessary labor skills and form positive labor quality in understanding, applying and creating labor. Based on this, this paper proposes the implementation path of the integration on the basis of the analysis of the significance.*

Keywords: *primary and secondary schools; labor education; physical education*

1. Foreword

In the current society, primary and middle school students are facing many challenges and pressures. As an important group to cultivate future pillars of society, their all-round development and healthy growth are the common concern of educators and parents. In order to improve students' physical and mental quality and promote the development of their comprehensive ability, the integration of labor education and physical education in primary and secondary schools has become an important direction of educational reform. Labor education in primary and secondary schools pays attention to cultivating students' practical ability, practical ability and innovative consciousness, while physical education focuses on training students' physical quality, cultivating cooperative spirit and competitive consciousness. The organic combination of the two can not only make students feel the fun of labor and sports in practice, but also cultivate their comprehensive ability, improve their self-management and cooperation ability, which has great significance and value. Therefore, the research and discussion of the integration of labor education and physical education in primary and secondary schools has important practical significance and far-reaching influence for improving the education system, promoting the education reform and improving the students' quality.

2. The significance of the integration of labor education and physical education in primary and secondary schools

There are many differences between labor education and physical education, but the integration of them is of great significance, which is manifested in the following aspects.

2.1 It is conducive to cultivating students' innovative consciousness

Labor education emphasizes the transition from "material world" to "social life", which requires students to cultivate innovative consciousness in understanding, application and creative labor^[1]. Therefore, physical education and labor education, as two different social practice activities, have consistency in the training goals, and require students to cultivate the consciousness of innovation in the process of participating in collective sports activities^[2]. Therefore, the integration of the two is conducive to helping students to form innovative consciousness, overcome the disadvantages and defects of traditional education, and overcome the excessive pursuit of utilitarian goals such as examination and higher education, so as to realize the diversification of educational goals^[3].

2.2 It is conducive to promoting students' physical development and improving their sports ability

The integration of physical education and labor education is not only reflected in the training goal, but also reflected in the educational value. Physical education has the function of cultivating students' healthy body and sports ability, and labor education is a kind of physical movement as the basic form of education activities, the fusion is beneficial to help students develop physical fitness and improve sports ability, and is beneficial to enrich school physical education courses, broaden the time and space of physical education, broaden the way of students' learning and activities, enrich the content of the school sports activities.

2.3 It is conducive to promoting students' all-round development

Labor education is an important way to cultivate students' labor spirit, labor value and labor ability, and physical education is an important means to help students enhance their physical fitness, master sports skills and improve their health level. In terms of training objectives, both pay attention to the all-round development of body and mind, but physical education focuses more on the improvement of physical quality, while labor education focuses more on the all-round development of people. In the implementation way, physical education generally adopts the classroom teaching mode, while labor education is realized through the family, society and other ways^[4]. In terms of educational value, physical education focuses on cultivating students' positive attitude, tenacious will and healthy body, while labor education focuses on cultivating students' good ideological quality and correct values. Therefore, the integration of the two is conducive to promoting the comprehensive development of students' body and mind^[5].

3. The implementation path of the integration of labor education and physical education in primary and secondary schools

3.1 Reasonable selection of sports projects that integrate labor and sports

According to the purpose of labor education and sports, selecting the integration of appropriate sports projects is the key to the integration of labor and sports in primary and secondary schools. On the one hand, the choice of traditional and well-known projects for integration is helpful for students to understand labor knowledge, and is conducive to students to develop hard-working, positive and other qualities^[6]. On this basis, according to the characteristics of students in different grades and school conditions and other aspects of appropriate adjustment to enrich the fusion content. On the other hand, the selection of appropriate sports items for integration is conducive to students' mastery of basic movement skills and the improvement of students' physical quality. For example, rope skipping is the main fusion project in primary school, football is the main fusion project in middle school, and basketball is the main fusion project in high school^[7]. It should be noted that we should avoid choosing dangerous sports items for labor and sports integration. For example, students are not allowed to conduct labor and sports activities in venues with potential safety risks; students are not allowed to conduct labor and sports activities without security; and students are not allowed to conduct labor and sports activities without the guidance of teachers. In addition, a few need brain, eye, hands and other mental work activities should not participate in. For example, students should pay attention to the movements of the other players in the football game; students should pay attention to the peer movements in the basketball game; students should pay attention to their physical condition and peer status in the process of swimming; and students should pay attention to the movements of the opposing players in the ball game^[8].

3.2 Establish a sound integration system of physical education curriculum and labor education

Curriculum integration is both an educational idea and an educational means. Integrating labor education into the physical education curriculum, we should establish a perfect curriculum system. At present, there is no systematic labor education curriculum system in the physical education curriculum of primary and secondary schools in China, and the labor education content in some schools is relatively less, and some teachers do not realize the connection and difference between physical education and labor education. Therefore, it is necessary to develop a perfect integrated curriculum system of physical education and labor education, and give full play to the role of physical education and labor education integration in primary and secondary school education. First of all, the teaching

material system should be clarified in the integration course of physical education and labor education. At present, the teaching material system of physical education and labor education in primary and secondary schools has not been established, and there is a lack of teaching materials for the integration of labor and sports. According to the newly revised "Physical Education and Health Curriculum Standards for Primary and Secondary schools", the physical education and health curriculum should have the training content of labor consciousness, innovation consciousness and creative ability^[9]. Therefore, in the preparation of primary and secondary school physical education and labor education integration of teaching materials, should be based on the newly revised "primary and secondary school sports and health curriculum standards" requirements to compile the corresponding teaching materials. Secondly, we should build a systematic and perfect classroom teaching system. Labor education in primary and secondary schools emphasizes on infiltrating the cultivation of labor consciousness, innovation consciousness and creative ability into classroom teaching in physical education class. Therefore, in middle school, enhance physical fitness, basic sports skills, health knowledge and life skills as the core goal, and enhance students' physical fitness and develop basic sports skills; in high school, the selection of sports programs and curriculum arrangement.

3.3 Innovate the way of integrating sports and labor education

The integration of physical education curriculum and labor education is not only a simple teaching activity, but also should actively carry out various forms of physical education and labor education integration activities, and promote the comprehensive development of students' comprehensive quality through the innovation of the content and form of the activities. First of all, the organization of diversified labor practice activities. Through the organization of on-campus and off-campus labor practice activities, students can learn knowledge and skills in the labor, temper the will and quality, enhance the sense of cooperation, and develop good habits. The school can organize the voluntary labor such as "campus cleaning", "campus cleaning" and "campus beautification". Outside the school, the students can be organized to provide volunteer services such as environmental sanitation improvement and cultural facilities maintenance, so that students can feel the value of labor practice and enhance their sense of responsibility and mission. Secondly, innovate the way of sports activities. For example, sports equipment from PE time to the classroom for exercise, so that students can experience the fun of sports, carry out extracurricular sports activities to cultivate the habit of active participation in sports, such as group cooperation and rope skipping. Finally, establish and improve the linkage mechanism between the school, the family and the society. Schools, parents and the society should form a linkage mechanism to form a joint educational force, and jointly provide students with labor education resources and social support. For example, parents' meetings can be held regularly to invite parents to participate in school labor practice activities; parents committee can be established to carry out family labor practice activities such as parent-child games and family cleaning, and community workers and professionals to teach hygiene and food and hygiene. At the same time, students should be actively encouraged to participate in social practice activities such as community labor and volunteer service within their capacity.

3.4 Comprehensively improve the labor quality of PE teachers

Physical education teachers in the implementation of labor education, must do the following three points: first, strengthen the training of physical education teachers labor education. "If you want to do a good job, you must first sharpen your tools", the new era of physical education teachers have more and more high requirements. Under the background of the new era, teachers should actively change their ideas, innovate labor education and teaching ideas, and pay attention to cultivating students' labor consciousness, labor spirit and labor ability. Comprehensively improving the labor quality of physical education teachers is the key to cultivating high-quality talents. We should carry out targeted and effective training activities to let physical education teachers master the methods and strategies of carrying out labor education, and improve their own understanding and understanding of labor education. Second, the physical education teachers to carry out labor education will be included in the scope of school annual assessment, and according to the assessment results. Through the implementation of the assessment system can effectively encourage physical education teachers to make new progress and breakthroughs in the integration of physical education and labor education. In addition, the "double reduction" policy can be combined with the labor education of physical education teachers in primary and secondary schools through the assessment system, to evaluate the implementation of the "double reduction" policy and the effect of the "double reduction". Third, to build a team of high-quality and professional physical education teachers. In recent years, due to the

expansion of higher education and economic and social development, the overall level of physical education teachers in ordinary primary and secondary schools in China has shown a downward trend. At the same time, there are also some problems in the existing education system, such as not paying attention to the construction of physical education courses, few professional training opportunities, and single training methods. Therefore, in order to give full play to the role of physical education teachers in labor education and effectively promote their integration with the physical education teaching work in primary and secondary schools, it is necessary to establish a team of high-quality and professional physical education teachers.

3.5 Pay attention to the joint role of family and school

When carrying out labor education, families and schools should pay attention to cooperation, strengthen communication, and establish a home-school cooperation mechanism. In the family, parents should let children understand the meaning of labor, labor attitude, stimulate children's labor consciousness and enthusiasm; in the school, to organize "learn from Lei Feng", "daily routine", "civilized dormitory" and other activities, let students establish a correct labor view. First of all, parents should also set an example, set an example for their children in the family, and guide their children with correct values. In addition, parents should also lead by example in their daily life to guide their children. Secondly, teachers should guide students to actively participate in labor through various ways. For example, add sports items (such as jumping rope skipping, shuttlecock kicking, etc.) during class classes, lead students to do some simple sports activities (such as shooting, throwing sandbags, etc.) to cultivate students' awareness of active participation in sports, etc) to cultivate students' attitude of active participation in labor, and learn sports skills in physical education. In addition, schools can also carry out labor education activities in various forms. For example, inviting parents to visit the campus, visit the factory or participate in social practice activities and other ways to let students understand labor, stimulate their love and interest in labor. Schools can strengthen the communication and contact between the school and their families by setting up volunteer service teams such as "campus nannies" and "campus doctors". Finally, teachers should introduce the knowledge of labor education to parents through parent seminars and parent meetings, so that parents can realize the significance of labor education for the growth and development of children. In short, physical education and labor education are the two indispensable parts of school education.

3.6 Integrate labor education and physical education into the school assessment system

Labor education and physical education in primary and secondary schools in the new era should be fully integrated into the whole process of primary and secondary school education and teaching, effectively bring labor education and physical education into the curriculum system of primary and secondary schools, and comprehensively improve the quality of labor education and physical education in primary and secondary schools through the assessment of the whole process of curriculum implementation. At present, labor education and physical education in primary and secondary schools are mainly carried out in the form of national curriculum, local curriculum and school-based curriculum. Among them, the national curriculum is mainly based on subject teaching, in the implementation process, teachers are usually supplemented by students' independent learning; the local curriculum and school-based curriculum are mostly in the form of community activities or school-based curriculum, and the enthusiasm of students' participation is relatively low. After the introduction of the "double reduction" policy, some local governments and schools began to explore and practice labor education and physical education, but most of these practical activities are carried out in schools, and have not formed a normal development mode. The author believes that to bring labor education and physical education into the curriculum system of primary and secondary schools, labor education and physical education can be incorporated into the assessment system of primary and secondary schools. In the specific assessment and evaluation, labor education and physical education can be included into the assessment of labor skills and physical education skills in primary and secondary schools, and their achievements should be regarded as an important content of students' comprehensive quality evaluation. Through this way, labor education and physical education are closely combined. On the one hand, labor skills and sports skills are the basic knowledge and skills that students should master, which are naturally related; on the other hand, the learning of sports skills requires students to train and participate in activities in physical education. Therefore, labor skills and physical education skills can be incorporated into the assessment system of primary and secondary schools to assess whether students have mastered these basic knowledge and basic skills. In addition, labor skills and physical education skills can also be included in the comprehensive quality evaluation

of primary and secondary schools for assessment.

4. Conclusion

To sum up, the integration of labor education and physical education in primary and secondary schools has a broad and far-reaching significance. By combining labor education and physical education organically, students' practical ability, innovative consciousness, physical quality and cooperative spirit can be cultivated, so as to comprehensively improve their comprehensive quality and comprehensive ability. In addition, this integration can also enhance students' self-management and collaboration ability, cultivate their sense of teamwork and competition, and lay a solid foundation for their future development. At the same time, the integration of labor education and physical education in primary and secondary schools can also promote the healthy development of students' physical and mental, reduce the academic pressure, increase the learning motivation of students, and make students grow up in happiness. Therefore, education departments, schools and parents should actively support and promote the integration of labor education and physical education in primary and secondary schools, and jointly make efforts to cultivate a healthy, creative and dynamic new generation, and make contributions to social progress and development. Only through continuous efforts and improvement, can we establish an all-round development of the education system, lay a solid foundation for the future of primary and middle school students, and realize the common progress and prosperity of the individual and the society.

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