

# Exploration and Achievements of the Labor Education System in Contemporary Teacher Universities: Research and Practice

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**Abstract:** With the rapid development of society and the continuous evolution of educational concepts, the demands placed on labor education in contemporary teachers universities are increasing. As a comprehensive form of education, labor education not only involves the cultivation of students' vocational competence but also shapes their thinking patterns, values, and sense of social responsibility. Therefore, the research and practice of the labor education system in contemporary teachers universities have become particularly important.

**Keywords:** Social Development, Educational Concepts, Teachers Universities, Labor Education, Research and Practice

## 1. Introduction

With the transformation of society and the advancement of educational reforms, contemporary teachers universities bear the responsibility of cultivating future teachers. Traditional educational models no longer meet the demands of modern society, and the expectations for teachers are continuously increasing. Labor education, as an important means of developing students' practical abilities and comprehensive qualities, has gradually gained widespread attention. The development background of the labor education system in contemporary teachers universities includes the following aspects:

**Changes in societal demands:** In the new era, the requirements for teachers extend beyond knowledge transmission and emphasize the cultivation of students' practical abilities, innovative spirit, and teamwork skills. Labor education effectively meets these demands by enhancing students' comprehensive qualities through practical experiences.

**Renewal of educational concepts:** Traditional educational models emphasize knowledge transmission while neglecting the cultivation of students' practical abilities and innovative spirit. The new era emphasizes the holistic development and comprehensive qualities of students, making labor education an excellent approach to address these aspects.

**Practical effects of labor education:** Existing research indicates that labor education has a positive impact on students' comprehensive qualities and career development. It fosters students' practical skills, teamwork abilities, innovative thinking, problem-solving skills, and other competencies, enabling them to better adapt to societal needs.

The crucial role of labor education in cultivating comprehensive qualities of teacher candidates. Labor education plays a vital role in improving the practical abilities and professional qualities of teacher candidates. It not only enhances their practical skills and professional ethics but also fosters

their innovative thinking, teamwork spirit, sense of social responsibility, and educational commitment. In terms of enhancing practical abilities, labor education provides a platform for teacher candidates to engage in practical exercises. Through hands-on operations and participation in practical activities, teacher candidates become familiar with various skills and workflows in educational practice, thereby enhancing their practical operational and adaptability skills. Concerning the cultivation of professional qualities, labor education helps to develop the professional ethics and professionalism of teacher candidates. Through practice, they gain an understanding of the professionalism and ethical requirements of educational work, as well as learn how to communicate and collaborate effectively with students, parents, and educational universities. In terms of fostering innovative thinking, labor education stimulates the creative thinking and creativity of teacher candidates. In the process of solving practical problems, they need to apply their innovative thinking to propose novel solutions and apply them in educational practice. Regarding the cultivation of teamwork spirit, labor education often requires students to collaborate in teams to accomplish tasks collectively. Through cooperation with others, teacher candidates develop teamwork spirit, communication and collaboration skills, and leadership abilities. This is of great significance for future teachers, as maintaining good cooperative relationships with colleagues, students, parents, and other stakeholders is essential in their profession. Regarding the cultivation of a sense of social responsibility, labor education guides teacher candidates to focus on social issues and fosters their sense of social responsibility and civic consciousness. By engaging in social and labor practices, teacher candidates gain a better understanding of society, show concern for others, and take the initiative to assume the social responsibilities of educators.<sup>[1]</sup>

## **2. The theoretical foundation of labor education in the new era**

The connotation and goals of labor education in the new era reflect society's new requirements and expectations for labor education. It emphasizes the cultivation of students' practical abilities, professional ethics, innovative spirit, social responsibility, and comprehensive qualities. Through the cultivation of practical abilities, students can master practical skills and methods, improve their practical operational capabilities. The cultivation of professional ethics enables students to have good educational work qualities and professional integrity. The cultivation of innovative thinking encourages students to propose novel perspectives and solutions to adapt to societal changes. The cultivation of social responsibility guides students to pay attention to social issues and develop the awareness and ability to contribute to social development. These connotations and goals aim to cultivate new-era workers with practical abilities, professional ethics, innovative consciousness, and social responsibility, making positive contributions to society and educational development.<sup>[2]</sup>

Labor education in the new era is closely related to subject education and ideological and political education. Labor education emphasizes the cultivation of students' practical abilities, professional ethics, and innovative consciousness, while subject education focuses on students' learning and mastery of subject knowledge. The two are interrelated and mutually supportive. Subject education provides the theoretical foundation and professional knowledge for labor education in the new era, enabling students to better apply subject knowledge to problem-solving in practice. At the same time, labor education in the new era deepens students' understanding and application of subject knowledge through practical activities, enhancing the effectiveness and practicality of subject education. In addition, ideological and political education also plays an important role in labor education in the new era. Ideological and political education can guide students to establish correct outlooks on life, values, and social responsibility, cultivate their civic consciousness and social responsibility, enabling them to actively participate in and contribute to labor practices. Therefore, labor education in the new era, subject education, and ideological and political education are intertwined, providing a solid educational foundation for cultivating well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor development.

The integration of labor education and the core socialist values is one of the important theoretical supports for labor education in the new era. The core socialist values are the value orientation and behavioral norms in socialist society, including patriotism, collectivism, socialist honor and disgrace, and other core elements.

The integration of labor education and the core socialist values is reflected in the following aspects: Firstly, labor education emphasizes the importance of labor and respects the value of labor, aligning with the core socialist values of "labor creates value, striving for a better future." Labor education aims to cultivate students' practical abilities and professional ethics, guiding them to establish correct labor concepts and labor ethics, and practice the core socialist values through labor practices. Secondly, labor

education emphasizes teamwork and collective labor, consistent with the core socialist values of "unity, cooperation, mutual assistance, and friendship." Labor education cultivates students' team consciousness, cooperative spirit, and social responsibility through collective labor practices and teamwork projects, allowing them to experience the power of unity and mutual assistance in collective labor and achieve an organic combination of individuals and collectives. Additionally, labor education also focuses on cultivating students' innovative spirit and creativity, aligning with the core socialist value of "innovation leading development." Through practical activities and innovative projects, labor education stimulates students' innovative thinking, cultivating their awareness and ability for innovation, making them laborers with an innovative spirit who contribute to social development and progress.<sup>[3]</sup>

### **3. Construction of the Labor Education System in New Era Teachers Universities**

#### ***3.1 The current status and problems of labor education in teachers universities can be summarized as follows***

**Insufficient emphasis:** In some teachers universities, labor education is relatively undervalued and receives less attention. Due to its non-disciplinary nature, labor education is often marginalized and lacks sufficient resources and support. This hinders the development of labor education and prevents it from fully playing its role in cultivating students' comprehensive qualities and practical skills.

**Inadequate teacher development:** teachers universities, as important universities for teacher training, face challenges in building a qualified labor education faculty. On the one hand, some teachers lack professional backgrounds and practical experience in labor education, making it difficult for them to effectively carry out labor education work. On the other hand, limited understanding and research on the importance and methods of labor education among some teachers affect the implementation of labor education in their teaching.

**Insufficient practical environment and resources:** teachers universities face limitations in terms of practical environment and labor education resources. Some universities have restrictions in terms of facilities and equipment, making it difficult to provide diverse and adequate practical venues and conditions for labor education. Additionally, related teaching materials, teaching aids, and practical guidance materials lack systematization and practicality, making it challenging to meet students' practical needs.

**Outdated teaching models:** Some teachers universities have outdated teaching models in labor education. Traditional labor education models focus mainly on simple physical labor and lack content related to innovation and skill development. Such models fail to meet the demands modern society places on laborers and are unable to cultivate students' innovative thinking and practical abilities.

#### ***3.2 Teachers universities' labor education system cultivates well-rounded teachers through design and case studies***

In terms of curriculum design, labor education is integrated into the curriculum system, including courses that combine theory and practice. Students learn the principles of labor education and participate in labor internships and skills training. Through a combination of theoretical learning and practical exercises, students develop innovative thinking and practical abilities.

Practical activities are an important component of this system. Students engage in on-campus and community-based practices, including labor internships and community services. Through hands-on experiences and participation in social practices, students gain firsthand experience in various types of labor activities, enhancing their practical abilities and comprehensive qualities.

Through the design and practice of the labor education system in teachers universities, students can develop their practical abilities, innovative thinking, and professional qualities comprehensively. By participating in labor practices, they accumulate practical experience, cultivate a sense of labor consciousness and ethics, and lay a solid foundation for becoming qualified teachers and contributors to socialist construction in the future. Meanwhile, teachers, with the support of training and resources, can better carry out labor education and guide students' growth. This successful case also provides valuable references and inspiration for other teachers universities.

#### **4. Strategies and Methods for Labor Education Practice in Teachers Universities in the New Era**

With the rapid development of society and continuous changes in education, the strategies and methods for labor education practice in teachers universities in the new era have become important topics of discussion. When it comes to cultivating teachers with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor, the following are some strategies to consider: Firstly, teachers universities should emphasize a practice-oriented approach. Labor education should focus on practical operations and hands-on experiences, combining theoretical knowledge with practical applications to develop students' practical abilities and problem-solving skills. Students can participate in labor internships, community service, and on-campus practical activities to deepen their understanding and awareness of labor through firsthand experiences and practical operations. Secondly, diversified forms of practice are essential strategies. Teachers universities should provide diverse forms of practice, including on-campus and community-based practices. On-campus practices can involve setting up laboratories, workshops, and other facilities where students can engage in labor operations and innovative designs, cultivating practical skills and an innovative spirit. Community-based practices can involve organizing students to participate in community services, rural teaching support, and other activities to help students understand social needs, develop a sense of social responsibility, and enhance their teamwork skills. Thirdly, the professional development of teachers is crucial for labor education practice. Teachers universities should focus on accumulating teachers' practical experience and professional development in labor education. They should provide teacher training and learning opportunities, enhance teachers' understanding of labor education theory and practice, and improve their teaching abilities in labor education. At the same time, encouraging teachers to participate in labor practices and innovative research can generate a demonstrative effect among teachers. Fourthly, innovative teaching models are necessary strategies. Labor education in the new era requires innovative teaching models to improve teaching effectiveness. Project-based learning, cooperative learning, problem-based learning, and other teaching methods can be employed to cultivate students' innovative thinking and practical abilities. Additionally, modern technological means can be utilized to conduct blended learning activities, combining online and offline teaching, to enhance teaching efficiency and quality. Finally, establishing cooperative partnerships is an important strategy for labor education practice. Teachers universities can establish partnerships with enterprises, communities, and other educational universities to jointly carry out labor education practice activities. Through collaboration with external partners, students' practice areas can be expanded, providing them with more practical opportunities and resource support. In summary, the strategies for labor education practice in teachers universities in the new era should focus on a practice-oriented approach, provide diversified forms of practice, prioritize teachers' professional development, adopt innovative teaching models, and establish cooperative partnerships. These strategies will help cultivate teachers with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor, enabling them to meet the needs of social development and make positive contributions to the field of education.

Teachers universities face challenges in labor education practice in the new era, but they can take a series of measures to address these challenges. The following is an analysis of these challenges and corresponding responses: Firstly, there is a challenge of transforming educational concepts. In the new era, labor education needs to pay more attention to the cultivation of students' practical abilities. However, traditional educational concepts still tend to focus on knowledge impartation and examination results. To address this challenge, teachers universities can strengthen teacher training, improve teachers' labor education concepts and practical abilities, and enhance students' awareness of labor education through promotion and guidance, guiding them to establish correct labor perspectives. Secondly, there is a lack of practical environments and resources. Labor education requires providing good practice environments and abundant practical resources, but teachers universities may face issues such as insufficient laboratory equipment and limited facilities. To address this challenge, teachers universities can actively seek resource support, establish cooperative relationships with relevant enterprises and communities to share practice resources. Additionally, innovative teaching models can be employed, utilizing virtual laboratories, online platforms, and other means to expand students' practice space and resources. Thirdly, there is a need to improve evaluation systems and recognize practical achievements. Traditional educational evaluation systems often emphasize written examinations and rankings, which make it difficult to accurately evaluate and recognize the practical achievements of labor education. To address this challenge, teachers universities can explore the establishment of diversified evaluation systems, including observation of students' practical processes, practice reports, and portfolio showcases, to comprehensively assess students' practical abilities and achievements. Additionally, encouraging students to participate in relevant competitions and selection activities can enhance the recognition of practical achievements. Finally, there is a challenge in

students' awareness and participation. Some students may lack interest in and active participation in labor education, relying too much on traditional classroom teaching. To address this challenge, teachers universities can design attractive and challenging labor practice projects to stimulate students' interest and motivation. Furthermore, strengthening guidance and counseling for students can help them understand the importance and significance of labor education, cultivating their active participation awareness. In conclusion, teachers universities in the new era may face challenges in labor education practice, including the transformation of educational concepts, insufficient practice environments and resources, imperfect evaluation systems, and students' awareness and participation. However, through the implementation of teacher training, resource sharing, innovative evaluation systems, and student guidance, these challenges can be addressed effectively. By adopting appropriate strategies and methods, teachers universities can provide high-quality labor education practice, cultivating teachers with comprehensive development and meeting the needs of the new era.

## **5. Evaluation and Effects of Labor Education in New Era Teachers Universities**

### ***5.1 Building a reasonable evaluation index system for labor education is a crucial step to ensure the achievement of labor education goals and improve the quality of education***

**Practical operational ability:** Assessing students' skill level and accuracy in practical operations. This includes students' practical application abilities in different labor fields, such as handicrafts, experimental operations, and technical operations.

**Problem-solving ability:** Evaluating students' ability to solve problems in practical processes. This includes their ability to analyze problems, propose solutions, implement plans, and make judgments and decisions regarding issues.

**Innovation ability:** Assessing students' innovative thinking and creativity in labor practices. This includes their ability to generate innovative ideas, design innovative products or solutions, and apply novel methods and creativity.

**Collaboration and communication ability:** Evaluating students' performance in teamwork and communication. This includes their ability to collaborate and coordinate tasks with others, communicate effectively, play an active role in teams, and solve cooperation-related problems.

**Sense of responsibility and professional ethics:** Assessing students' attitudes and sense of responsibility towards labor, as well as their understanding and adherence to professional ethics and standards. This includes their understanding and practical abilities in terms of work quality, safety awareness, professional integrity, and career development planning.

Through such a comprehensive evaluation index system for labor education, teachers universities can more accurately assess students' performance and development in labor education, provide them with targeted guidance and support, and further enhance their comprehensive qualities and career development capabilities.

### ***5.2 Labor education plays an important role in the comprehensive qualities and career development of teachers students***

**Cultivating practical abilities:** Labor education focuses on students' practical operations and skill development. Through practical operations and projects, teachers students can gain rich practical experience and improve their practical abilities. This includes teaching skills, laboratory operation abilities, and other practical skills, making them more confident and proficient in future teaching practices.

**Enhancing innovation ability:** Labor education encourages teachers students to develop innovative thinking and creativity in practice. By facing practical problems and challenges, teachers students are stimulated to propose innovative solutions, cultivate their innovation consciousness and abilities. This will enable them to flexibly respond to various situations in future teaching and provide innovative teaching methods and strategies.

**Cultivating teamwork abilities:** Labor education is usually conducted in the form of teamwork, requiring teachers students to collaborate with others to complete tasks. Through cooperation, coordination, and problem-solving with team members, teachers students can cultivate good teamwork and communication abilities. This is particularly important for becoming a collaborative teacher, as

teachers need to establish good cooperative relationships with colleagues, parents, and students.

Cultivating professional ethics and awareness: Labor education helps teachers students better understand the nature and requirements of the teaching profession, cultivating the correct sense of professional ethics and professional standards. By participating in labor practices, teachers students can understand the professional responsibilities and mission of teachers, learn how to establish good relationships with students, parents, and society, and always maintain professionalism and integrity in the field of education.

In summary, labor education has a positive impact on the comprehensive qualities and career development of teachers students. It cultivates their practical abilities, innovation abilities, and teamwork abilities, thereby improving their overall qualities. At the same time, labor education helps teachers students establish the correct professional concepts and professional ethics, laying a solid foundation for their future as outstanding teachers.

## 6. Conclusion

In conclusion, significant achievements have been made in the research and practice of labor education in new era teachers universities. These achievements include the adjustment and construction of labor education systems, innovation in evaluation methods and tools, and in-depth research on the impact of labor education on the comprehensive qualities and career development of teacher candidates. These research and practical results provide theoretical basis and practical guidance for the education and training of teacher candidates, contributing to the cultivation of more excellent teachers who are adaptable to the demands of the times.

The future development direction of labor education in teachers universities includes strengthening the integration of practice and theory, enhancing innovation and entrepreneurship education, and promoting interdisciplinary integration. However, labor education still faces challenges such as cognitive biases and resource integration. It requires joint efforts from teachers universities and society to promote the development of labor education and contribute to the cultivation of outstanding teachers and talents who can meet future educational needs.

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