

# Research on the Promotion Strategy of Primary and Secondary School Labor Education in the New Era

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**Abstract:** Labor education is an important content of vocational education in primary and secondary schools in the new era. Carrying out labor education in primary and secondary schools can cultivate students' good labor thinking and habits, and exercise students' labor ability. However, the degree of emphasis on labor education is generally insufficient, the status of independent curriculum is not clear enough, and the evaluation system and mechanism are not perfect. It is suggested to strengthen the top-level design; to construct the labor education evaluation system; to perfect the labor education resources; to arrange the labor education content of each study section and discipline; to strengthen the construction of the main body of the school labor education evaluation and other measures, so as to improve the educational effect of labor education in primary and secondary schools.

**Keywords:** Primary and secondary schools; Labor education; Educational evaluation

## 1. Introduction

Implementing labor education is an inevitable requirement for carrying out quality education, and an important link for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, the beauty and labor. Since the 18th National Congress of the CPC, the state has attached great importance to labor education in schools. General Secretary Xi pointed out that labour education should be emphasized during the middle school students education in order to promote the spirit of work among our students, educate and guide them to admire and respect work, and understand that work is the most glorious, the most noble, the greatest and the most beautiful, so that they can work hard, honestly and creatively when they grow up." From March to July 2020, the CPC Central Committee, The State Council and the Ministry of Education successively issued the Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era and the Guidelines for Labor Education in Universities, Primary and Secondary Schools (Trial) and other documents, emphasizing at the national level that "participation in labor education curriculum learning and practice should be incorporated into the comprehensive quality evaluation system of students. We will establish and improve the standards, procedures and methods for the evaluation of students' labor literacy, and carry out the evaluation of ordinary performance and the comprehensive evaluation of school blocks." The introduction of these policies has greatly promoted the development of labor education, and the evaluation method of labor education in the new era has also changed. In view of the problems existing in the evaluation of labor education, the research group set up a special research group, which carried out a special investigation in the first half of 2023. The research group has held symposia, conducted field research and interviews in more than 20 urban and rural primary and middle schools in S Province, listened to opinions and suggestions widely, and learned from advanced experience. At the same time, questionnaire star was used to carry out a questionnaire survey[1].

## 2. Labor Education Curriculum Development Basic Situation

### 2.1 The basic realization of full coverage of labor education courses

In recent years, with the national intensive introduction of labor curriculum related requirements, education departments at all levels generally improve the level of attention to labor education in primary and secondary schools, most of the province has carried out labor education activities. Among the primary and middle schools that participated in the survey, 95.78% of them have opened labor education courses, 87.66% of them at least once a week, and 78.48% of them twice a week.

## ***2.2 The forms of labor education courses are flexible and diverse***

Based on the educational practice of the school and the characteristics of students, the development of labor curriculum is proposed to "create real situations related to life, solve practical problems in life, cultivate students' industrious habits" as the basic follow, with housework, campus labor, service labor and creative labor as the main content. More than 50 percent of the respondents adopted four methods: cleaning, hand-making, volunteer activities and planting plants. In addition, schools conducted various forms of labor education courses, such as cooking, breeding and newspaper bazaar. Some schools have also developed labor teaching contents such as embroidery that are more in line with students' reality and school characteristics in combination with regional characteristics and school-based curriculum content.

## ***2.3 Labor education evaluation mechanism has taken shape***

Labor education evaluation is an important link of labor education activities, its purpose is to promote the improvement of students' labor literacy and all-round development of quality. The survey found that nearly 30 percent of schools have established a clear responsibility department and evaluation mechanism, and 41.28 percent of schools will include labor education scores in the evaluation system of teachers and students. The results show that many schools have made preliminary exploration in the construction of labor education evaluation mechanism, but there is still a large room for improvement.

## ***2.4 The tripartite cooperative labor education mechanism of home, school and community has taken shape***

The survey shows that class duty, campus labor, off-campus practice base experience, community volunteer service, labor homework are the main forms of labor education activities. A survey of schools that have carried out labor education activities shows that in primary and secondary schools, campus labor, class duty and labor homework account for 87.6 percent, 94.3 percent and 88.7 percent, respectively. Community service and off-campus labor practice base experience accounted for 31.1% and 14.35%, respectively. This shows that the school, the family, the society tripartite cooperative labor education mechanism has taken shape[2-3].

## **3. The Main Problems of Labor Education Curriculum**

### ***3.1 The degree of emphasis on labor education is generally insufficient***

From the content of the overall implementation and planning of each school, the primary problem of primary and secondary school labor education in our province is the lack of understanding of the importance of labor education. From the survey results, only 41.28% of the schools will put the results of labor education into the teacher and student evaluation system, 64.7% of the schools have set up a special labor education department, and clear labor education responsibilities, about half of the schools do not have an overall plan and implementation of labor education. The main reason is that schools fail to recognize the value and significance of labor education for the development of students and the reform of education mode, and attach great importance to the study of students' theoretical knowledge, but ignore the cultivation of students' practical exercise and values.

### ***3.2 The status of the independent curriculum of labor education is not clear enough***

In essence, labor education is one of the practical forms of education. It is not only necessary for students to learn the theoretical knowledge of labor, but also to cultivate the practical ability of labor. However, the status of labor education at the present stage is not clear either in the study of labor knowledge or the practice of labor skills. Compared with cultural subjects, there is no systematic curriculum for labor education in primary and secondary schools, and labor education is mostly carried out in the way of comprehensive practical activities at the school level. According to the survey, only 55% of schools have developed an independent labor education curriculum and put it into use, 10% of schools have developed an independent labor education curriculum but have not put it into use, and up to 35% of schools have not developed an independent labor education curriculum, but simply simplified labor education into themed activities, and the status of labor education has been ignored. In the future, many efforts should be made by the society, schools and families to further clarify the status of labor education as a subject.

### ***3.3 The evaluation system and mechanism of labor education are not perfect yet***

Labor education evaluation is an important link of labor education activities, its purpose is to promote the improvement of students' labor literacy and all-round development of quality. Labor education evaluation advocates the unity of the result and process of labor learning, the development of labor literacy and the all-round development of morality, intelligence, body, United States and labor. It not only pays attention to the acquisition of students' labor skills and the mastery of the learning content, but also pays attention to the development of students' labor knowledge, methods and attitudes. The survey found that only 41.28 percent of schools will include the results of labor education into the evaluation system of teachers and students. Only 27.7 percent of the schools had a clear responsibility department and evaluation mechanism; 43.4 percent of the schools had an evaluation mechanism, but the effect was not obvious; 28.9 percent of schools had no labor education evaluation mechanism. In the schools that carry out labor education evaluation, the vast majority of teachers believe that the current labor education evaluation generally exists problems of valuing form over content, valuing result over process and valuing skill over quality[4-5].

### ***3.4 The construction of full-time labor education teachers is relatively backward***

Teachers are the organizers, implementers and leaders of labor education. Professional teachers are conducive to the realization of high quality labor education. The survey found that only 28 percent of schools have full-time teachers for labor education courses, and more than 71 percent of schools have part-time teachers for labor education courses. Among the full-time teachers of labor education courses, the structure of educational background and professional title is relatively simple. In terms of educational background, the proportion of teachers with bachelor's degree is the largest, and there is almost no master's degree and doctor's degree. In terms of professional titles, junior teachers and middle teachers are the main ones, and there are almost no senior teachers. From this point of view, the construction of labor education teachers in primary and secondary schools not only has the problem of insufficient quantity, quality and structure are not scientific and reasonable.

## **4. Countermeasures and Suggestions on Labor Education Evaluation in Primary and Secondary Schools**

### ***4.1 Strengthen top-level design and construct labor education evaluation system***

The "Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era" calls for the establishment and perfection of a labor education evaluation system based on comprehensive quality evaluation.

A special leading organization for labor education will be set up to take charge of the overall planning, specific implementation and evaluation of labor education to ensure that all work is carried out effectively.

### ***4.2 Improve labor education resources and make overall arrangements for the content of labor education for each school section and discipline***

The content of labor education is an important carrier of the implementation of labor education, and the design, organization and implementation of labor education content play a decisive role in the effect of labor education. To comprehensively promote labor education in the new era, we should adhere to goal-leading, problem-oriented and result-oriented. First of all, according to the characteristics of physical and mental development of students from different age groups and the goals of labor education, we should formulate labor education contents that meet the characteristics of different age groups, the characteristics of different disciplines and the requirements of different vocational positions in light of the actual conditions of the region. For example, in primary school, emphasis should be placed on cultivating students' ability and awareness of housework; Junior high school focuses on cultivating students' self-care ability and basic skills in daily life; In high school, it is necessary to form the consciousness of vocational cognition, vocational experience and professional practice. Secondly, we should fully tap the labor education resources in the life practice of our students, play a leading role in the construction of campus culture and research activities, build a labor practice platform for students, and encourage schools to carry out labor education practice activities with local characteristics according to regional characteristics. For example, some schools can combine the characteristics of local planting on

the basis of carrying out "farm labor". By setting up planting groups, holding "farming culture experience activities", holding farming knowledge contests, so that students in the process of experiencing labor feel the joy of labor and the beauty of life. Or we can combine agricultural production with modern science and technology, lead students to strengthen the application of modern science and technology in agricultural production while carrying out agricultural production, and cultivate students' cognition and understanding of science and technology and advanced production mode. Finally, it is necessary to give full play to the advantages of disciplines, strengthen the cooperation between disciplines, form a reasonable and scientific content arrangement between study sections and disciplines, and each discipline should appropriately increase the knowledge and content related to students' life and labor[6].

#### ***4.3 Trinity, strengthen the construction of the main body of school labor education evaluation***

The subject of labor education evaluation is the organizer and participant of labor education evaluation. In the current practice of school labor education evaluation, it mainly includes schools, parents, communities and students themselves. However, there is no effective communication mechanism among these evaluation subjects, and they often disagree with each other and do not understand each other, which affects the objectivity and fairness of the evaluation. In the formulation of labor education evaluation standards, we should fully absorb the opinions and suggestions of all parties, and build a new pattern of "multi-participation" and "joint efforts". First of all, teachers play a leading role in labor education. Teachers should attach importance to the content, form and evaluation of labor education, guide students to establish correct labor values by encouraging students to participate in housework, campus cleaning, extracurricular public welfare labor and other activities, and provide students with materials and tools for labor practice, such as tools, materials, sites, etc. To create a good environment and atmosphere, so that students can have the opportunity to participate in labor education. Secondly, students are the main participants in labor education, so they should enhance their sense of ownership and responsibility. In labor practice, to improve their hands-on ability, innovation ability and labor quality, through active participation in school and community organizations of public welfare labor activities or voluntary service activities to cultivate their love of labor, love of the motherland. At the same time to improve the ability of self-awareness and self-evaluation, in the process of labor education, students through their own labor practice activities to know what kind of person they are, where to improve. In the evaluation of their own time, but also seriously analyze their own behavior and attitude, timely find problems and correct. Finally, parents are the bridge and link of labor education. They should guide their children to actively participate in labor education with a positive attitude. For example, they should allocate housework to their children within their power in the family, make good use of the opportunities provided by the school and society, and share the results and experience of labor education with their children.

#### ***4.4 Improve evaluation forms and encourage diversified evaluation methods***

In the evaluation of labor education, it is necessary to pay attention to the diversification and effectiveness of the evaluation methods, that is, to establish a multiple evaluation mechanism combining students' self-evaluation and others' evaluation, teachers' comprehensive evaluation and students' self-evaluation. Schools should establish corresponding supervision, feedback and incentive mechanism in the process of students' labor education, and evaluate students comprehensively and accurately from the three levels of school, teachers and parents. At the level of teachers, individual self-evaluation mechanism of labor education teachers can be established to record their thinking and perception of labor education as one of the basis for selecting advanced individuals or excellent teachers. At the school level, a collective mutual evaluation mechanism can be established to communicate and reach consensus within the scope of teaching and research groups and grade groups. At the family level, parents can establish a mutual evaluation mechanism, the children and parents together to complete the fruits of labor into the student's personal archives.

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