

Discussion on the function of labor education in the establishment of moral education

Xue Tao*, Aijuan Xiao

Sichuan University, Chengdu, Sichuan, China
*Corresponding author: taoxue0702@163.com

Abstract: Labor education is an essential part of the comprehensive education system, which is conducive to students' moral, intellectual, physical, and aesthetic development. It lays the foundation for the other four education. General Secretary Xi Jinping pointed out at the National Education Conference that it is necessary to cultivate socialist builders and successors who develop morally, intellectually, physically, and aesthetically. Labor education is conducive to promoting students' healthy growth and overall development. The fundamental task of implementing moral education in a college education can be realized by relying on labor education to realize personal dreams, leading values, and practicing nurturing people. The function of labor education in cultivating moral character should follow the principle of "three comprehensive education" educate people with culture, guide people with actions, develop students' correct view of labor and labor dynamics, and build the practice system and mechanism of labor education.

Keywords: labor education; moral education; function; path

1. Introduction

Colleges and universities fundamental tasks are to adhere to moral education and cultivate socialist builders and successors who develop morally, intellectually, physically, and aesthetically. "In September 2018, Xi Jinping stressed at the National Education Conference that students should be educated to promote the spirit of labor, to respect labor, to understand the truth that delivery is the most glorious, noble, great, and beautiful, and to be able to work hard, honestly and creatively when they grow up. They should be able to work hard, straight, and creatively. Xi Jinping's speech has enriched the connotation of education policy, elevating labor education from an effective way to promote the all-round development of people to a high level alongside moral, intellectual, physical, and aesthetic education. For a while, labor education has been placed in a relatively marginal position to some extent and weakened and diluted in higher school education. The reaffirmation of the education concept of educating people through labor in the new era is not only an inheritance and development of the Marxist viewpoint and practical spirit of work but also a response to exploring the unique problems faced by national development and individual development in the new era.

2. Theoretical cornerstones of labor education

Labor is the activity of creating material and spiritual wealth for human beings. "Labor creates both man and society, and labor is a development process from simplicity to complexity. Therefore, labor becomes the 'mechanism' of the development process of society from the simple to the complex. On this basis, the revelation of the inner logic of social development becomes an organically connected system." [1] Labor is the mechanism by which the elements of productive forces combine and interact, and labor is also the mechanism by which the links of production relations are interconnected. Engels (Engels, F.) points out that Marxism "finds in the history of the development of labor the key to understanding the whole history of society." [2] "The history of the development of labor is consistent with the history of social and human development. The former is the basis and cause of the latter. The discursive nature of labor and its contradictory development is the source of all social contradictions." [3] Labor is the cell or germ that forms society and contains all its contradictions. From the epistemological point of view, labor is the key to unlocking the mystery of human social development. Labor is the logical starting point of the Marxist view of labor and labor values and is the theoretical cornerstone of Marxism. Marx (K.) created the theory of labor duality in his magnum opus "Capital," which has become the pivot of

understanding the Marxist political economy. Labor is the essential activity of man. The essence of man is labor, and the importance of man is realized through labor. Labor itself is practice, labor is the origin of education, labor is the origin of education, and the essence of education is labor, "labor" and "practice" are usually expected, so we can also see labor as practice.

Labor is work, and work is labor and has a professional nature. The development and progress of modern society, from its origin, is the result of the dialectical unification of productive forces and relations of production by using labor as a mediating mechanism, although this result has gone through a tortuous course. Education is the work of training people according to certain requirements, and labor education itself is education for survival, practical education, eternal education, education for all, education for creation, education for happiness, education for the future, and education for the whole person. The richness of the attributes of labor education is self-evident in its institutional role in the whole educational system and its historical role in the development of human society.

3. The strategic position of labor education in the overall education system

Labor education is the starting and ending point of the construction of the national education system. Labor education is also the starting and ending point of the structure of the education system for the comprehensive cultivation of moral, intellectual, physical, social, and aesthetic development, which has been witnessed by many educational practices since the reform and opening up. Labor education can enable young students to acquire correct labor concepts, labor habits, labor emotions, and labor spirit, to understand and know production technology knowledge, to master life and labor skills, and to pursue their own happy life in labor creation. Labor education can connect the world of education, the world of life, and the world of occupation. Labor education has the distinctive features of practical and advanced life core literacy cultivation activities. It has the mechanism of education-wide attributes, which is the first education of life.

Labor education is both a means and an end, with a mechanism of dual attributes. The discursive tool of the means and the end of labor education interacting, promoting, and influencing each other can reveal and explain the inner connection of the whole education or the relationship between moral, intellectual, physical, aesthetic, and labor. Labor education has the essential explanatory and carrying power for the five educations' systematic integration, integration, and overall value. The mechanism of dual attributes determines that labor education has multiple educational bearings, bearing mechanism and bearing mechanisms, and has vital openness, inclusiveness, and compatibility. "Shaping morality with labor, increasing wisdom with labor, strengthening the body with labor, cultivating beauty with labor, and innovating with labor" are essential features of socialist labor education with Chinese characteristics in the new era, which is the practical crystallization of labor education since the founding of New China. "Shaping morality with labor" "is the best antiseptic." "Increase wisdom with labor"; practice makes actual knowledge, and hard work makes wisdom. "Strengthen the body with labor" exercises people, refines people's will, and labor develops people. "Nurture beauty with labor," understanding delivery increases the aesthetic interest of people, and work is the most beautiful. "Innovation by labor" begins with labor," knowledge is in the child's fingers," hands and brains, mind and hands. The meta-educational qualities of delivery carry the essence of human creative activity, and labor education is essentially innovative.

4. Exploring the function of labor education in cultivating people's moral character

4.1. Dream Fulfillment Function

Labor education has the function of realizing dreams. One is that labor education can help young college students learn their dreams. Xi Jinping said, "With dreams, opportunities, and struggles, all beautiful things can be created." [4] It means that dreams and opportunities can only be realized by practical work and struggle. It is futile to have dreams if you refuse to work hard and struggle diligently. Young college students are in the most dynamic and struggling stage of life, and only through continuous labor and struggle can their dreams of life become a reality. And many young students in contemporary college advocate the so-called "Buddhist" life, pursuing the concept of "all can, all can." In essence, it is not to act, reflected in the usual life learning is presented in the examination by "worship the god of exams, worship the koi" phenomenon, the dream blueprint to build a large, fall in practice is in sleep, no practical action, empty of unrealistic dreams, "dream" will always remain in the "think the "dream" is always just a "thought." These phenomena are the real manifestation of the weak concept of labor and

the blurred value of labor. To realize personal dreams, the young generation of college students must establish the correct value of labor and practice the concept of labor in daily life and study, whether in classroom learning or self-learning, or practice. They should pay hard work, hone struggle, grow, and realize the struggle. Shape yourself in labor practice and hard study, develop the quality of conscientiousness and dedication, self-confidence and self-discipline, and struggle hard to build yourself better and realize a beautiful life. Secondly, the personal dream of young college students is part of the Chinese dream and the foundation for its realization. "Since modern times, the beautiful dream that our youth relentlessly pursue has always been closely linked to the historical process of revitalizing China. The great rejuvenation of the Chinese nation will eventually become a reality in the relay struggle of most young people." [5] Academic dreams, dreams of growth and success, and dreams of innovation and entrepreneurship of contemporary young college students are all essential parts of the Chinese dream. The Chinese dream of the great rejuvenation of the Chinese nation requires young college students to firmly believe in ideals, practice patriotism, strengthen character cultivation, enhance practical work and skills, enhance the spirit of labor in labor and practice, gain growth and success and lay the foundation for the realization of the Chinese dream. Young college students should set up lofty aspirations in their youth and strive for the completion of the Chinese dream for life and toil hard. At present, the realization of the Chinese dream of the great rejuvenation of the Chinese nation relies to a large extent on the improvement of the ability of science and technology innovation and the quality of the young generation. Contemporary young college students should study and research hard and actively practice labor to provide strong support for realizing the Chinese dream.

4.2. Value Leading Function

Labor education has a value-led function. Cultivating correct labor values is the most important in establishing moral education in colleges and universities. Contemporary young college students need more cultivation of labor values from elementary school to university. In family education, most modern young college students are only children. It is not too much to describe that they are clothed and fed, so their families do not cultivate students' labor consciousness and labor ability well, not to mention the guidance of correct labor values. In the social environment, most young students live in a social climate oriented by "everything is inferior, but only reading is superior." Under the influence of such traditional labor ethics, it is difficult for young college students to form correct labor values; in school education, students are influenced by exam-oriented education since childhood and only care about knowledge education but neglect labor education. Hence, students are naturally detached from labor practice for a long time and lack the cultivation of labor consciousness and ability. These living and learning environments have created some young college students with a one-sided understanding of life and labor, habitually starting from "individual orientation," lacking social responsibility consciousness, and unable to bear setbacks in life and learning, with poor psychological quality. Paying attention to and promoting labor education and cultivating correct labor values among young college students is urgent.

Xi Jinping pointed out that "the value orientation of youth determines the value orientation of the whole society in the future, and youth are in the period of value formation and establishment, it is essential to grasp the value formation in this period." [6] The correct labor values of college students not only directly affect their study and life at the university stage but also relate to their spiritual traits regarding employment tendency, value orientation, and social responsibility after they go to the workplace. However, in labor education, correct values can only be cultivated after some time and with short-term efforts. Still, they can be precipitated and solidified into values only through persistence and time accumulation. Therefore, labor education for college students must cultivate their labor dynamics, habits, skills, and morals to finally establish correct labor values, thus laying a solid foundation for their future workplace.

4.3. Practice the function of educating people

Labor education plays the function of cultivating people through practice in establishing moral education. Establishing moral education is the fundamental task and goal of ideological and political education in colleges and universities. Realizing moral education in college ideological and political education is not only through theories and teachings from books but also based on practice. The effectiveness, depth, and breadth of ideological and political education can be enhanced through training. Labor is a bridge between knowledge and reality. For young college students, labor can verify not only professional knowledge but also cultivate creative consciousness through labor, experience the joy of labor, and discover the meaning of life in the process of labor while rising to the value level to realize

their own free and comprehensive development. Through labor, we can corroborate knowledge in labor practice and discover and perceive it, deepen our understanding, and expand our horizons, thus stimulating innovative creativity and enhancing the motivation to learn. Mao Zedong said, "I am very skeptical of this present education system. From elementary school to university, a total of 16 or 17 years, more than 20 years, cannot see rice, beans, wheat, millet, cannot see how workers do work, cannot see how farmers farm, cannot see how the exchange of goods, the body also messed up, really killed people." [7] To solve this problem, it is necessary to combine knowledge and labor. That is to say, purely indoctrination type of theoretical learning of professional courses makes the students become paper, and it is challenging to become familiar with the application to the actual work. Through labor practice, university students, with the coordination of hands and brains, have more profound experience and understanding of the profession in body and mind and analyze and solve problems creatively in specific situations, which is not only conducive to the cultivation of creative consciousness, creative spirit, and creative ability but also can transform the explicit knowledge learned in class into tacit knowledge, i.e., improve the knowledge level and ability of individual university students in the process of labor practice Quality.

4.4. Culture function with people

The function of labor education is indirect. Still, the potential labor education environment can influence young college students' labor values and behaviors silently in ideological and political education. Contemporary young college students are at the age when their three views are still unstable, and the external environment easily influences their outlook on life, worldview, and values. According to Marx, "Man creates the environment, and likewise, the environment creates man." [8] Young college students cannot form correct labor values without the joint action of themselves and the external environment, most of the daily life and study time of college students is spent on campus, and the campus environment, as well as the campus culture and campus activities that students are exposed to, will become the external environment that affects students' values and behaviors. Based on this, attaching importance to and carrying out labor education can make labor concept education close to students' reality and enhance. To a certain extent, students can also be educated in the process of campus activities.

At the present stage, the function of labor education to educate people is mainly realized through three levels, one is to convince people by reasoning, teachers can reason with students through logic and facts to convey the correct labor values to students, and at the same time, teachers themselves do an excellent job of establishing moral role, using their concepts and behaviors to guide students to develop the correct labor values, the second is to affect people so that educated people themselves feel care emotionally. For example, schools set up work-study positions in management to guide students in cultivating labor sentiment. Teaching assistants, management assistants, and research assistants can reduce students' financial burdens and develop good labor habits to achieve labor benefits. The third is to lead people by doing, that is, by setting up typical and role models of work, spreading the deeds of role models to subconsciously infect students so that students can establish correct labor values in the process of feeling the spirit of struggle of the characters, such as publicity of the deeds of diligent role models around college students, models of hard work, inspirational figures of hard labor, etc.; also through campus activities to promote the stories of model workers, promote the great artisans. We can also promote the stories of model workers and great artisans through campus activities so that students can experience the spirit of great artisans and influence them with their stories and character. The campus culture can be built with the heart of the glory of labor and the greatness of work, leading students to internalize and externalize the correct labor values.

5. The practical path to realizing the function of labor education in the establishment of moral education

5.1. Combined with "total education"

To realize the function of labor education in cultivating moral character, it is necessary to thoroughly combine "whole-person education," take "whole-person education" as the carrier, and play the role of "whole-person education." Strengthening labor education and promoting the spirit of labor are not only the requirements of the times for cultivating the builders and successors of the socialist cause but also manifest the laws of socialist schooling. We systematically construct a new concept and model of "whole-person education" and take labor education as a practical and systematic project to improve the quality of students. "whole-person education" means that in labor education, students' self-education and

management, family education, school education, and social education should be given full play. The state, society, schools, families, and students should be involved in the process together, emphasizing teaching by example, educating and guiding young students to be practical and practical. Students' self-labor education and management can be realized through self-care, work-study, and public welfare work. They can perform self-service labor in their daily lives, such as laundry and mopping, and participate in general welfare labor practices at school, such as participating in school environment beautification and purification activities, to experience first-hand the hardships of labor, respect labor, revere labor, and develop good labor habits. Parents need to change their mindset and cultivate students' labor awareness and ability in daily life. School education needs to combine professional courses with social practice, create conditions to carry out various kinds of social practice and practical training activities, and carefully organize "social practice to the countryside," "Western University Student Program," "rural volunteer teaching, medical support, medical support, and labor training activities. In addition, society needs to give the proper guidance to young students so that they can learn about the country, understand the culture and grow their talents. In addition, society needs to give correct advice, actively promote the socialist core values, promote the importance of labor as the most glorious, work as the greatest, and change the traditional ethics of delivery.

5.2. Integration of "Total Education"

To realize the function of labor education, it is necessary to integrate "whole education," follow the law of teaching and education, and play the role of "whole education." Labor education is a necessary tool to train young students to be all-rounded. From the perspective of different stages of growth and education, labor will become an important carrier and way for students to know the world, perceive society, and understand life. Therefore, guiding students to combine textbook and theoretical knowledge at different stages with social life and cultivating specific labor skills are the basic requirements for students' overall development. For young college students, it means that labor education should be integrated into daily life, into the stage of learning professional courses, into the stage of innovation and entrepreneurship, into the stage of employment, and the whole process from entrance to graduation, from school to vacation should emphasize labor education. As far as course teaching is concerned, it is more important to integrate labor education into public courses, ideological and political theory courses, and professional courses, from theory to professional knowledge. The teaching of labor education should be integrated into general classes, ideological and political theory classes, and professional studies, from idea to professional learning. To emphasize "educating people throughout the whole process," we must fundamentally attach importance to the status and role of labor education in educating people throughout the whole process, provide continuous, comprehensive, systematic, and targeted labor education, and truly integrate labor education throughout the entire process of education, teaching and personnel training, to create a new situation in the development of socialist education in China.

5.3. Play "all-round education"

To realize the function of labor education, we must follow the law of students' growth and promote "all-around education." Labor is the bridge between subjective cognition and the objective world. The most definitive test of the correctness and scientificity of acquired knowledge can be obtained only through labor. The core goal of labor education is to cultivate students' spirit of struggle and practical work so that students can feel the rewards and fun brought by labor in the process of growing their talents and refining their wills, and then form the concept of respecting labor, loving labor, and revering labor. In concrete practice, we should implement comprehensive labor education, from policy design to teaching design, and implement labor education in all aspects. In terms of educational policy design, the development and implementation of labor education requires adjusting and reforming the curriculum structure according to objective reality, giving guarantees from the top-level design, such as strengthening and appending the authority and the rule of law of labor education policy documents, re-establishing the disciplinary status and curriculum status of labor education, establishing and improving the organizational leadership and management system of labor education, supporting labor education scientific research and teaching and research activities, and improving the At the same time, we should strengthen the tilt of educational resources to labor education. In terms of teaching design, the objectives of labor education should be established. The concept and purposes of labor education should be infiltrated into the teaching syllabus and implemented into the labor education carriers such as students' award and merit evaluation, work and study support, student group organization construction and management, and campus culture construction, etc., to systematically integrate different education carriers and education resources and finally realize the "all-round education The concept and goal of "all-

round cultivation."

References

- [1] Jing Tiankui. *The key to unlocking the mystery of society - A preliminary investigation of the logical structure of historical materialism* [M]. Taiyuan: Shanxi People's Publishing House, 1981: 15.
- [2] *Selected works of Marx and Engels (Vol. 4)* [M]. Beijing: People's Publishing House, 1972. 254.
- [3] Jing Tiankui. *The key to unlocking the mystery of society—A preliminary investigation of the logical structure of historical materialism* [M]. Taiyuan: Shanxi People's Publishing House, 1981: 132.
- [4] Archambault E. "Evolving patterns of government-nonprofit relations in the delivery of human services in France" [J]. *Working Papers*, 2014.
- [5] *Selected important documents since the 18th National Congress (above)* [M]. Beijing: Central Literature Publishing House, 2014 (9): 277.
- [6] Siecakozlowski E. "An effective system of outsourcing in the Armed Forces has not yet been formed" - E-mail interview with Aleksandr Perendzhiev, Russian Association of Military Politologists, March 2012 [J]. *The Journal of Power Institutions in Post-Soviet Societies*. Pipss.org, 2013 (Issue 14/15).
- [7] *Thematic excerpts from the writings of Mao Zedong (below)* [M]. Beijing: Central Literature Publishing House, 2003 (11):1645.
- [8] *Selected Works of Marx and Engels (Vol. 1)* [M]. Beijing: People's Publishing House, 1995.92.