

# Research on the Dilemma and Path of the Construction of Labor Education Curriculum in Colleges and Universities

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**Abstract:** Labor education occupies an important position in the construction of university education system, and the construction of labor education curriculum based on labor education is the main direction of the construction of university education system in recent years. However, at this stage, there are still problems in the labor education curriculum in universities, such as fragmentation of curriculum design, superficialization of curriculum supervision, and simplification of curriculum evaluation. While pointing out the practical difficulties in the construction of labor education courses, this article provides solutions for reference, such as creating a new ecosystem of diversified education, improving the new mechanism of collaborative talent cultivation, and constructing a scientific evaluation system in order to provide reference and reference for universities to establish and improve high-quality education systems and cultivate talents in the new era.

**Keywords:** College labor education courses; Difficulties; Resolution Path

Labor education is one of the important structural elements of the "five education" education system in colleges and universities in the new era. Incorporating labor education into the talent cultivation program in colleges and universities, and constructing and improving the labor education curriculum system are the specific education tasks entrusted to colleges and universities by the Party and the state in the new era. The labor education curriculum is one of the basic components of the higher education curriculum system, in which "labor" is the curriculum goal of the labor education curriculum for college students, and also the teaching method of the labor education curriculum for college students. It is also one of the specific learning tasks for college students during their school years. Labor education is an important part of college education, and the construction of labor education curriculum in the new era has profound value implications. However, there are still many problems and dilemmas in the construction of labor education courses in universities at this stage. It is of great significance to propose effective and executable suggestions on the implementation path of labor curriculum construction in universities.

## 1. The Value and Significance of Offering Labor Education Courses in Colleges and Universities

### *1.1. Practice the main position of scientific education and create a new ecology of diversified education*

Labor education is an important part of the national education system and a necessary way for students to grow. It has a comprehensive educational value of cultivating morality, increasing intelligence, strengthening the body, and cultivating beauty, and is the foundation of the "five educations" in the new era. Labor education is the core of college curriculum construction, and it is also one of the specific learning tasks for college students. Carrying out labor education courses for college students can help them realize the importance and necessity of labor from both theoretical and practical aspects, and facilitate the realization of the values of labor education such as moral cultivation, intellectual enhancement, physical strength, and aesthetic education. Through courses related to labor education, students can grow up through labor and deeply experience the excellent traditional spirit of China represented by "advocating labor and working hard". Colleges and universities need to clarify the issue of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them", systematically carry out labor education courses, and cultivate talents that meet national expectations, social needs, and reflect the values of the times[1].

### ***1.2. Improve the new mechanism of collaborative education and construct a new pattern of education development***

Any effective education program cannot be backed up without a complete scientific system. Labor education is incorporated into the curriculum system of colleges and universities in the form of courses[2]. It serves as a key link connecting theoretical learning in college classrooms with social practice in real life, and is organically integrated with ideological and political courses. As a whole, it runs through all aspects of college student cultivation. The opening of labor education courses is precisely based on labor education as the core, around which to build a complete college education system, so as to make college talent cultivation plans more scientific. With the introduction of labor education into the college education system, the management, teaching work, existing discipline systems, and teaching material systems of colleges and universities need to be organized and designed around the teaching goal of educating people through labor. Relevant teachers and students also need to carry out daily teaching and learning tasks around this goal. With the establishment of a system centered on labor education, relevant regulatory measures also need to be further strengthened to help the labor education curriculum improve all the way and provide a solid guarantee for universities to export more excellent discipline talents to the society.

### ***1.3. Creating a community of practical education and exploring a new model of curriculum evaluation***

Due to the differences between labor education curriculum and traditional theoretical curriculum, the evaluation of labor education curriculum achievements needs to break away from the traditional theoretical curriculum evaluation system and walk out of the error zone of fraction theory. At present, the evaluation of labor education curriculum in colleges and universities shows a trend of diversification of evaluation subjects, humanization of evaluation concepts, and internalization of evaluation practices. The diversification of evaluation subjects is reflected in the diversification of educational stakeholders composed of students, parents, schools, and society; the diversification of evaluation concepts is reflected in the need for curriculum evaluation to focus on the cultivation of student literacy. Promoting the construction of labor education courses is conducive to the overall development of students and the construction of a scientific and comprehensive curriculum evaluation system. In addition, the development of labor education courses can provide other disciplines with an improvement plan that can be used for reference - that is, fully integrating theory and practice. Fully developing labor education courses has a positive significance for promoting reform and innovation in other traditional theoretical education disciplines[3].

## **2. Problems in the Construction of Labor Education Courses in Colleges and Universities**

### ***2.1. Shallow construction and single teaching mode***

Due to "the obvious exogenous characteristics of the development of labor education in different times," labor education currently occupies a prominent marginal position in the teaching work of universities. At the school level, most universities in China still focus on theoretical learning and research while neglecting practice. In the process of talent cultivation in universities, practice is more about letting students visit and experience themselves rather than doing it themselves. When colleges and universities carry out relevant courses, they often equate professional practical courses with labor education courses, or labor education courses are a part of professional practical courses. Under such guidance, students participating in relevant courses will only consider it to be the use of professional knowledge learned daily to solve practical problems, resulting in the failure to achieve the goals of normal labor education courses. At the same time, many colleges and universities have not yet been able to change their thinking and accurately grasp the important value of educating people through labor. They still adhere to the traditional view of focusing on theoretical learning and combining practice, so that labor education is only regarded as a second classroom activity. Some schools have not even conducted labor education related courses, only using part of the "general education courses" to cover labor education. The biggest problem with colleges and universities that downplay the importance of labor education is that it can lead to erroneous guidance for ordinary students, leading to the prevalence of fractional theory[4].

## ***2.2. Weak teacher base and insufficient regulatory force***

Teachers are the main body of imparting students' knowledge, the core of the curriculum, and also an example of cultivating students' awareness. At this stage, most college teachers participating in teaching labor education courses are not full-time teachers, although policies allow colleges and universities to expand the labor teacher team through a "full-time and part-time combination" approach. However, this does not mean that the allocation ratio of "part-time" labor teachers to "full-time" labor teachers can be ignored and the former can be polarized. Full-time teachers will have more professional and unique insights when teaching labor education related courses. Through their solid knowledge reserves and enthusiastic teaching attitude, students' enthusiasm for class can often be more aroused. In addition to cultivating a professional teaching team, universities also have the problem of insufficient supervision. Some scholars have found through research that "there are currently three phenomena in the implementation of labor education courses in some universities, namely, no plan, no outline, and no assessment." There is a need for further discussion and improvement on whether teachers are conscientious and responsible in class, whether they prepare lessons in advance, and whether the methods of inspecting students are reasonable and compliant, and can have a real inspection effect.

## ***2.3. Policy is vague, and evaluation mechanism is vague***

The labor education curriculum consists of three parts: general labor education curriculum, professional integration curriculum, and labor literacy development curriculum. The general labor education curriculum is divided into two parts: theoretical courses and practical courses. Colleges and universities usually focus on theoretical aspects in this part. The labor education in the general education curriculum lacks the cultivation of labor consciousness and the output of ideology, while the practical part adopts the method of award-winning selection to encourage students. The professional integration course consists of two parts: visiting learning and practical exercises. There is a significant difference between the visiting learning and practical exercises in universities and the labor education in the basic education stage, focusing on combining the professional knowledge learned in the classroom with practical exercises. However, the current inspection method of the professional integration course mainly focuses on students submitting practical reports based on the visiting learning situation, and the educational effect achieved by simple visiting learning is limited. Colleges and universities urgently need to establish a complete inspection system for professional integration courses, which requires a full process evaluation and can quantify the results. In terms of labor literacy, it is generally composed of social practice activities conducted by students in extracurricular time. However, currently, domestic universities still rely on the length of volunteer service to evaluate their performance, ignoring other factors, which can easily lead to the occurrence of students only paying attention to the length of time and being perfunctory. Due to the above problems, universities are in urgent need of finding solutions to these problems.

# **3. The Path of Reform and Innovation of Labor Education Curriculum in Colleges and Universities**

## ***3.1. Take policy guidance as a starting point to effectively increase the level of ideological attention***

Firstly, at the school level, colleges and universities need to fully attach importance to the value connotation of labor education courses, give full play to their leadership role, and incorporate labor education courses into the curriculum education system as an important component. Mobilize the resources of the entire school as a whole for scientific planning, compilation and selection of relevant courses, and improvement of curriculum management methods. "Departments and departments within the school need to actively respond to the school's call, as the key to ensuring the construction of the labor education curriculum system, and implement relevant plans at the school level." The staff of various departments should take the initiative to assume the responsibility of school labor education, improve the teaching design of labor education, and make labor education not only stay in the development of theoretical courses, but also carry out more scientific and practical activities. At the same time, it cooperates with other teaching departments, integrates teachers and conducts centralized training, and improves the quality of education by building high-quality teachers. Departments need to promote and carry out relevant courses and activities. Through the promotion within the department, students are encouraged to attach importance to the labor education curriculum from a conscious level and are willing to participate actively. The construction funds for the labor education curriculum are

implemented, and teachers are coordinated to create the school's characteristic labor education curriculum from multiple aspects such as human, material, and financial aspects.

### ***3.2. Comprehensively strengthen process management and supervision with building a system as the core***

Firstly, colleges and universities can establish specialized management departments responsible for overall planning of labor education curriculum construction in various departments and links, so that various curriculum elements in colleges and universities coordinate with specific labor education curriculum objectives based on talent cultivation goals, and help to achieve internal consistency in the construction of labor education curriculum. Secondly, universities need to guide teachers to reasonably select curriculum content and properly handle relationships in accordance with the requirements of labor education, in order to achieve a dynamic balance between the elements of curriculum content. At the same time, fully popularize labor science knowledge related to college students' career development in labor education courses, and actively guide college students to engage in necessary practice. In addition, while supervising teachers' daily teaching, it is necessary to regularly carry out labor education related training and inspections to ensure that teachers' professional qualities are qualified. To supervise students' learning process, in addition to traditional course check-in and classroom quizzes, big data can also be used to collect information about students' daily labor practices and carry out relevant supervision to promote the development of their labor ability and literacy.

### ***3.3. Focusing on optimizing the curriculum evaluation system guided by teaching objectives***

Course evaluation is essentially a process of determining the extent to which courses and teaching plans actually achieve educational goals. It is necessary for government departments to regularly conduct research on the implementation of labor education courses in universities, evaluate the results of the research, and provide constructive opinions. The quantitative criteria for inspection by the education department can be determined by the total class hours of labor education courses carried out in a professional semester, the proportion of labor education course construction expenses, the extent to which labor education courses cover the professional field, and whether the course content meets educational objectives. Through on-site class visits and evaluation, the construction of labor education courses in universities can be urged to improve. Colleges and universities themselves need to conduct relevant assessments on teachers and students participating in labor education courses. The evaluation of teaching teachers is a teaching assessment, and the relevant standards should be formulated by the education department of the university. It mainly focuses on the syllabus and courseware provided by the instructor in class, the teaching process, whether the course itself has achieved the expected results, and student satisfaction. For the assessment and evaluation methods of students in school, it is necessary to incorporate practical situations into the assessment and establish a long-term evaluation mechanism, rather than only reflecting specific situations over a period of time. The evaluation of labor education curriculum should attach importance to the evaluation of the entire education and teaching process, that is, the evaluation of labor education curriculum itself. In order to promote the diversification of evaluation subjects, students, society, and families all participate in the evaluation process, making the evaluation system more objective and comprehensive.

To sum up, the construction of labor education courses plays an indispensable role in the construction of the education system in colleges and universities in the new era. As the foundation of the "five educations", labor education is the key for colleges and universities to cultivate talents that meet the expectations of the country and output excellent blood to the society. Colleges and universities need to unite their efforts to build their own characteristic labor education courses. Only in this way can we meet the needs of the development of the cause of the Party and the country, and cultivate a large number of high-level talents with both political integrity and talent.

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