

Exploration of the Cross-border Integration Practice Teaching System for Labor Education in the New Era

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Abstract: *The fundamental mission of education in the new era is to foster virtue, nurturing all-round socialist builders and successors with sound moral ground, intellectual ability, physical vigor, aesthetic sensibility and work skills, fully leverage the intermediary role of labor education in morality, intelligence, physical fitness, aesthetics. It is necessary to continuously strengthen the exploration of cross-border integration of labor education in practical teaching, and the exploration of value orientation and curriculum system construction paths in the cross-border integration of labor education curriculum construction in universities, emphasize the practicality, generative, innovative, and situational nature of labor education, and integrate it with disciplines and majors to educate people.*

Keywords: *Labor Education, Cross-border Integration, Practice Teaching System, New Era*

1. The Problems in the Construction of Labor Education Curriculum System in Chinese Universities and the Limitations of Educational Effectiveness

Labor education, that is, the cultivation of labor literacy, includes both basic labor knowledge, skills, and abilities, as well as excellent labor spirit and quality. For a long time, various regions and schools have adhered to the combination of education and productive labor, and have achieved certain results in terms of labor concept and practical education. However, due to insufficient efforts in family education, labor education, and the integration of labor education courses, problems such as the weakening of labor education and the low emphasis on the value of labor education in education have emerged.

Firstly, the weakening and alienation of school labor education leads to lower labor literacy among students. School education plays a leading role in human development, and the weakening of labor education in the education system and school level will directly manifest in students' development, such as high scores and low abilities, low self-care ability, and a lack of appreciation for labor achievements. Labor accompanies the process of human growth, and the lack of labor can easily lead to low overall labor literacy of students, leading to insufficient "labor" in comprehensive development. The author conducted a survey questionnaire on the labor literacy of undergraduate students in Zhaoqing University, with a total of 352 samples. The questionnaire results, as shown in Fig. 1.

Show that only 37% of students have a high level of familiarity with labor education, and only 11% of students participate more in daily labor activities. It can be seen that contemporary universities do not attach enough importance to labor education, and there are obvious deficiencies in labor literacy among college students. The alienation of labor education, such as using labor as a means of punishment, weakens the value of labor, exacerbates students' resistance to labor, and is not conducive to the development of students' correct labor concepts.

Secondly, universities carry out labor education through traditional knowledge teaching, which has problems such as insufficient understanding, practicality, innovation, and obvious subject separation, which is not conducive to the comprehensive cultivation of students' labor education literacy. In the process of education and teaching practice, labor education has not been effectively incorporated into the national education system, and lacks its due practical status[1]. At present, the content of labor education courses in universities mainly focuses on imparting basic labor knowledge, but lacks practical labor skills. The questionnaire survey shows that students' positioning of labor education is more focused on knowledge and ideology, and there are doubts about whether practical labor education

belongs to labor education, as shown in Fig. 2.

(CHART ONE) YOUR PREVIOUS UNDERSTANDING OF LABOR EDUCATION

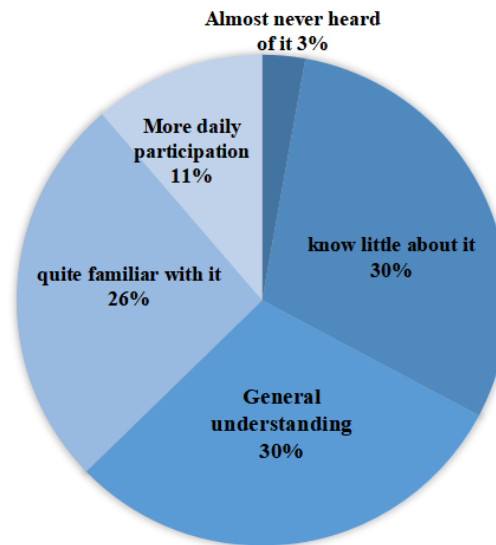


Fig. 1 The questionnaire results

(CHART TWO) THE ASPECTS OF LABOR EDUCATION INCLUDES

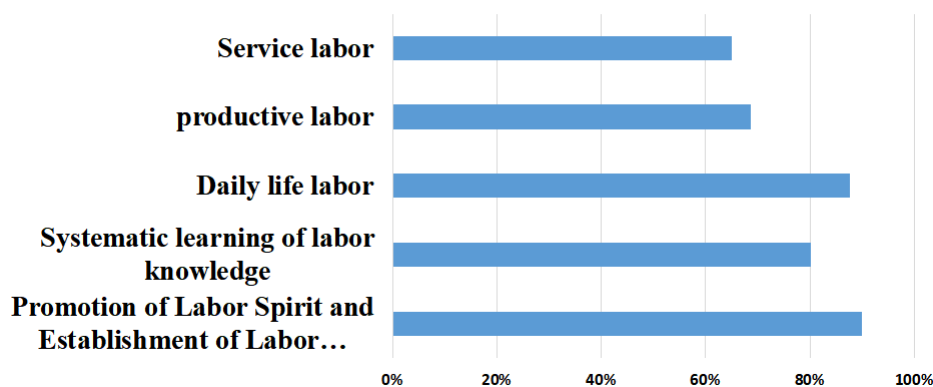


Fig.2 There are doubts about whether practical labor education belongs to labor education

The Marxist labor concept mentions that labor is the fundamental driving force for the development of social history, and the ultimate determining force for social development is not spirit, will, or deity, but human labor practice. From this, it can be seen that labor practice plays an important role in the development of human and society. Therefore, in the course content design, it is necessary to pay attention to both the theoretical knowledge and labor spirit cultivation of labor education, as well as the cultivation and training of labor skills. At present, in terms of the content of labor education, it is too simplistic, fragmented, utilitarian, and lacks innovation, which leads to a lack of interest in the development of labor education among students and the inability to truly appreciate the value and significance of labor. The function of school labor education is not effective.

Thirdly, the implementation of labor education in universities is single and weak, making it difficult to form a cohesive force. At present, the development of labor education in universities still mainly revolves around lecture based classroom teaching, supplemented by professional internships. In terms of labor education, there is insufficient cooperation between internal and external forces in universities, and the combination of learning and application is not good, which cannot create an atmosphere of labor glory and usefulness. For example, the investment in the construction of campus culture for labor spirit and model worker spirit is low; Emphasizing professional learning, neglecting the integration of disciplines and the cultivation of comprehensive literacy. In terms of carrying out labor education related activities, there is insufficient publicity, organizational capacity, cooperation with schools,

enterprises and institutions, and a lack of practical resources for labor education.

2. The possibility and necessity of cross-border integration in the construction of labor education courses in universities in the new era

Marx believed that humans are the product of labor, which creates all the necessary material and spiritual conditions for human survival. Labor is the first necessity of life at any time[2]. Human development cannot be separated from labor, and labor education in the new era should endow it with the connotation of the times and reflect the characteristics of the times. The Opinions of the Communist Party of China Central Committee and the State Council on Comprehensively Strengthening Labor Education in Colleges, Secondary and Primary Schools in the New Era clearly point out the significant significance of labor education: labor education is an important content of the education system of Socialism with Chinese characteristics, directly determining the labor spirit, labor value orientation, and labor skill level of socialist builders and successors[3]. Education, technology, and talent are an organic whole that jointly supports the construction of a socialist strong country, and the development of all three cannot be separated from the shaping of people by labor. Labor education in universities is not only a cause for shaping positive and correct labor concepts and cultivating survival labor skills, but also an important guarantee for promoting social development. The cross-border integration of labor education is an important measure to promote the cultivation of high-quality talents and the construction of a strong country.

Firstly, the cross-border integration of labor education curriculum construction in universities in the new era is necessary to implement the fundamental mission to foster virtue. The implementation of moral education urgently requires the construction of a comprehensive training mechanism for moral, intellectual, physical, aesthetic, and labor education, and the adherence to cross disciplinary education for all staff, processes, and aspects. The report of the 18th National Congress of the Communist Party of China clearly stated for the first time that the fundamental mission of education is to foster virtue. It requires the cultivation of socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor for the Party and the country, as well as the cultivation of new people with ideals, courage to take on responsibilities, ability to endure hardships, and willingness to strive who can shoulder the great task of national rejuvenation. Labor education has a comprehensive educational value of cultivating morality, increasing intelligence, strengthening physical fitness, and cultivating aesthetics. By strengthening the cross-border integration of labor education curriculum construction in universities, such as promoting the integration of labor education and humanities and social sciences related disciplines, it can increase the practicality of humanities and social sciences, improve students' practical skills, and strengthen the combination of theoretical knowledge and practice in disciplines; Integrating labor education with science and engineering related disciplines, enhancing the humanities literacy of the discipline and establishing a correct labor concept. The realization of the fundamental task of cultivating morality and cultivating people requires both a sound mechanism for cultivating morality, intelligence, physical fitness, aesthetics, and labor, as well as a comprehensive social collaborative training for all employees throughout the entire process. The comprehensive cultivation of the entire process requires universities to increase the integration of labor education and organic teaching of various disciplines and majors. Through classroom teaching and practical teaching, the integration of labor concepts, career concepts, and professional knowledge can effectively guide practice, thereby promoting the healthy development of cognition and abilities.

Secondly, the theoretical basis for the cross-border integration of labor education curriculum construction in universities in the new era is Marx's theory of comprehensive human development. People with all-round development will eventually replace those who can only undertake local functions[4]. Marxism believes that the combination of education and productive labor is the only way to achieve comprehensive human development. Human life and development revolve around labor. To cultivate socialist construction and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor, it is necessary to combine labor education with morality, intelligence, physical fitness, and aesthetics education, and integrate labor education with other disciplines in the construction of the curriculum system. Without labor education as an intermediary, it is difficult to truly realize the role and influence of socialist moral education, intellectual education, sports and aesthetic education on social politics, economy, culture, and other aspects[5]. Similarly, labor education, as an intermediary link for the cultivation of moral, intellectual, physical, and aesthetic education in disciplinary disciplines, needs to be integrated with the content related to labor education in the discipline, and play an important role in cultivating comprehensively

developed individuals.

The Marxist theory of comprehensive human development is proposed for the cross-border integration of labor education curriculum construction. Provided a theoretical basis. The country needs to strengthen the cross-border integration of labor education curriculum construction and implement the fundamental mission of cultivating high-quality and comprehensive talents for comprehensive development.

3. Exploring the specific path of cross-border integration in the construction of labor education courses in universities in the new era

In the new era, it is required to cultivate a new generation of people who can comprehensively develop and grow healthily, consciously practice the core socialist values, actively inherit and promote the fine traditions of the Chinese nation, and take on the responsibility of national rejuvenation. In the new era, labor education should adhere to the basic principles of grasping the direction of education, following educational laws, reflecting the characteristics of the times, strengthening comprehensive implementation, and adhering to local conditions, in order to comprehensively build a labor education system that reflects the characteristics of the times. The cross-border integration of the construction of labor education curriculum system requires the establishment of mandatory courses for labor education, while also clarifying the main supporting courses for labor education. In addition to the mandatory courses, according to the characteristics of the subject and profession, organic integration is carried out in the value orientation, educational content, educational methods, and educational effects of labor concepts.

Firstly, construct a cross-border integration of labor education curriculum from a value orientation perspective. Activity practice has created human society and civilization. In the new era, labor education should not only focus on its social value but also on the individual value of human beings. Colleges and universities should accurately grasp the connotation of labor education, clarify the key points of labor education in this stage, make labor education practical and in place, vigorously promote the spirit of labor model and labor spirit from classroom teaching, campus cultural construction, and labor practice, so that students firmly establish the labor values of "labor is the most glorious, labor is the noblest, labor is the greatest, and labor is the most beautiful", cultivate diligence, thrift, struggle, creation Dedicated young students. Within the school, create a strong atmosphere of labor education, strengthen the display and promotion of advanced deeds, let model workers and craftsmen enter the campus, and hold labor themed lectures or craft exhibitions. From the perspective of value orientation, guide students to advocate labor, consciously pay attention to positive figures, especially those related to their professional direction, cultivate correct labor values and practice them.

Secondly, highlight the cross-border integration of disciplines and majors in the construction of the labor education curriculum system. The curriculum of labor education is theoretical, practical, and productive, and the upward development of other disciplines and majors cannot be separated from the cross-border integration of labor education. At present, The Opinions of the Communist Party of China Central Committee and the State Council on Comprehensively Strengthening Labor Education in Colleges, Secondary and Primary Schools in the New Era, has made a top-level design for labor education. Universities need to optimize the overall curriculum of the school based on this top-level design. To cultivate comprehensively developed individuals and implement the fundamental mission to foster virtue, it is required to highlight cross-border integration in the construction of the curriculum system of labor education in universities, and to construct a system in terms of curriculum design, curriculum content, education methods, supporting facilities, teaching staff, teaching evaluation, education management, and other aspects.

Create multiple types of courses in the curriculum to strengthen the cross-border integration of labor education. According to the requirements of The Opinions of the Communist Party of China Central Committee and the State Council on Comprehensively Strengthening Labor Education in Colleges, Secondary and Primary Schools in the New Era, universities should offer no less than 32 hours of compulsory labor education courses, including compulsory and elective courses, as well as credits for elective courses. Labor education compulsory courses can mainly include labor knowledge education courses, labor safety and rule of law courses, selective compulsory courses can mainly include labor model and craftsman special courses, labor practice courses, and elective courses mainly revolve around activities related to labor and profession. In the curriculum, there are both labor related knowledge content that all students need to master, as well as specialized content designed to integrate

labor and disciplines according to the offered majors. This enables labor education to highlight students' interests and personalities while integrating across borders.

Highlight the cross-border integration of disciplines and majors in the content of labor education. A person with good labor literacy should have a correct understanding and positive attitude towards the value of labor, as well as a proficient understanding and mastery of theoretical knowledge and practical strategies of labor, and good labor habits[6]. The Opinions of the Communist Party of China Central Committee and the State Council on Comprehensively Strengthening Labor Education in Colleges, Secondary and Primary Schools in the New Era, clearly state in the content requirements of the construction of the labor education system: Higher education institutions should focus on innovation and entrepreneurship, actively carry out internship and training, professional services, social practice, and work-study assistance in combination with disciplines and majors, attach importance to the application of new knowledge, new technologies, new processes, and new methods, creatively solve practical problems, enhance students' awareness of honest labor, accumulate professional experience, enhance employment and entrepreneurship abilities, establish a correct outlook on career selection, and have the spirit of striving to work in difficult areas and industries. The profound principles of empty talk leading to the harm of the country and practical efforts to revitalize the country; Emphasize the cultivation of public service awareness, so that students have a risk spirit of taking proactive actions in the face of major epidemics, disasters, and other crises. It can be seen that in addition to general labor courses, universities also need to create opportunities to arrange practical training based on the disciplines and majors offered by the university. However, the cross-border integration of labor education with other disciplines and majors is not a combination of rote imitation, but an organic integration of labor education related content in other disciplines and majors, such as labor spirit, craftsmanship spirit, outstanding contribution representative figures' deeds, and subject professional skills. The cultivation of labor literacy of college students should run through the whole process of professional education, explore the labor attributes and labor education elements in different professional education systems, and give full play to the role of professional courses in cultivating labor literacy[7]. Humanities and social sciences majors contain a large number of civilizations related to industries created by human labor. Integrating labor civilization into professional knowledge increases students' emotional depth and sense of pride in labor civilization towards industry majors; Entering the new era, the elements of numbers and technology have been integrated into labor education, enriching the connotation of labor education. Science and engineering related majors fully explore and promote the deeds of advanced figures in the professional direction, increase the humanistic color of subject learning, and at the same time, increase practical operation opportunities in science and engineering, allowing students to hone their qualities and willpower of hard work in practical work, laying a solid foundation for them to display their excellent qualities of love and dedication to work and create personal and social value after graduation when entering the workplace.

Highlight the cross-border integration of disciplines and majors in the education methods of labor education. The Opinions of the Communist Party of China Central Committee and the State Council on Comprehensively Strengthening Labor Education in Colleges, Secondary and Primary Schools in the New Era, clearly pointed out that higher education institutions should organize students to enter society and focus on extracurricular labor training. Therefore, labor education should focus on practicality and generative nature, to practical training resources related to labor education and professional practice in the discipline, enable students to combine their bodies and brains, combine professional theoretical knowledge with labor knowledge, exercise practical skills, elevate character and temper will, and deepen the understanding and application of knowledge. In addition, according to different majors, unite the power of families and enterprises, strengthen the integration of industry and education, create different scenarios, and allow students to integrate into real labor situations, experience the bitterness and sense of achievement of workplace labor in advance, and accumulate practical experience for employment and entrepreneurship choices. Secondly, in the era of the digital economy, labor is no longer primarily based on simple physical labor, but has added more innovative elements such as numbers and technology. Artificial intelligence has already replaced some simple, complex or dangerous jobs. In the new era, labor education should also incorporate innovative elements such as technology and numbers in educational methods to cultivate high-quality talents. Universities should strengthen industry education cooperation with digital enterprises and enterprises in the field of artificial intelligence, and enrich students' labor practice forms.

Highlight the cross-border integration of disciplines and majors in the educational effect of labor education. Universities should establish a long-term mechanism for comprehensively implementing labor education, strengthen their organizational and guiding abilities, increase publicity efforts, and enable students to participate deeply. At the same time, a sound labor literacy evaluation system should

be established to incorporate the achievements of disciplinary labor projects, disciplinary labor skill competitions, and labor themed competitions into the comprehensive literacy evaluation system of students. An incentive mechanism should be established to comprehensively and objectively evaluate the labor process and results both inside and outside of class. Credit rewards and evaluations should be integrated into the incentive content to enhance the importance of labor education among students, families, schools, and society, and promote the development of labor education, Promoting the integration of labor education and disciplines, providing a solid guarantee for cultivating comprehensively developed socialist builders and successors, accelerating the implementation of the fundamental task of cultivating morality and talents, promoting the cultivation of high-quality comprehensive talents, and promoting the construction of a strong country.

4. Conclusions

In short, in the face of the current situation of low labor literacy among college students, universities need to strengthen the integration of labor education disciplines. From the perspective of value orientation, multi-dimensional integration helps students build a correct labor concept. From the construction of the labor curriculum system, strengthen the integration of labor education courses and subject professional courses, pay attention to the practicality and generative, situational, innovative, and reward and evaluation mechanism construction of labor education, Promote the joint cultivation of high-quality talents for comprehensive development by all staff in all aspects and stages, implement the fundamental mission to foster virtue, and export talents for the construction of a strong country.

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