

Train New Talents in the Era of All-round Development through Labor Education

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Abstract: Analyze the connotation of labor education in colleges and universities from the three dimensions of goal dimension, value dimension and realization dimension. It is believed that the goal dimension of college labor education is to cultivate newcomers in the era of comprehensive development; the value dimension is to guide the establishment of correct labor values; the realization dimension highlights labor education and "Four education" integrated development. Explains the four major bottlenecks that restrict the implementation of labor education: understanding, theories, teachers, and mechanisms, and puts forward the path of labor education to cultivate newcomers in the era of comprehensive development from aspects such as strengthening organizational leadership, improving evaluation mechanisms, strengthening teacher construction, establishing curriculum systems, and exerting joint forces.

Keywords: labor education; all-round development; newcomers of the era

1. Introduction

The party and the country attach great importance to student labor education. General Secretary Xi made important arrangements for education in the new era at the National Education Conference, clearly identifying labor education as an important part of education for all-round development, and emphasizing the cultivation of socialist builders and successors with comprehensive development of moral, intellectual, physical, artistic and labor. In March 2020, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Strengthening Labor Education in Universities and Primary Schools in the New Era", systematically designing and comprehensively deploying to strengthen labor education in universities, middle schools and primary schools. The "Proposals of the Central Committee of the Communist Party of China on Formulating the Fourteenth Five-Year Plan for National Economic and Social Development and the Long-term Goals for 2035" issued by the Fifth Plenary Session of the 19th Central Committee of the Communist Party of China proposed to build a high-quality education system, with special emphasis on improving pay attention to the students' labor and innovation spirit, change the way of educating people, strengthen the integration of the five educations, and promote the all-round development of people. In November 2020, General Secretary Xi pointed out in his speech at the National Recognition Conference for Model Workers and Advanced Workers that labor education should be included in the whole process of talent training, and education and guidance young people should establish a labor concept that is proud of hard work and shameful of hard work. Train generations of high-quality workers who love work, are hard at work, and good at work [1]. At present, our country is embarking on a new journey of building a modern socialist country in an all-round way and realizing the grand blueprint of the Chinese dream of the great rejuvenation of the Chinese nation. It needs a large number of high-quality, comprehensively developed talents to support. In accordance with the new requirements of the party and the state for the cultivation of talents in colleges and universities, colleges and universities should actively adapt to the new needs of national strategic development and new trends in the development of higher education in the world, vigorously strengthen labor education, promote the comprehensive development of morality, intelligence, physical education, and labor for college students in the new era. Develop newcomers of the era, and provide solid talent guarantee for the country's socialist modernization and the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

2. Profoundly grasp the connotation of the three dimensions of strengthening labor education in colleges and universities

2.1 Target dimension: cultivate newcomers in the era of comprehensive development

In the report of the 19th National Congress of the Communist Party of China, General Secretary Xi put forward the new requirement of "cultivating new people of the era who are responsible for the great task of national rejuvenation", which pointed out the direction and provided fundamental follow for the cultivation of talents of socialism with Chinese characteristics in the new era. The colleges and universities are the base for the cultivation of talents in our country, and they bear the responsibility of cultivating newcomers of the times. The "Xi Important Instructions on National Moral Model Commendation Activities" emphasized that the national moral model embodies the feelings of loving the motherland and dedicating to the people, the spirit of striving for continuous self-improvement and forge ahead, and the noble sentiment of being proactive and advocating morality. "Family and country feelings, fighting spirit, noble sentiment" is the definition of newcomers of the times. From the perspective of quality, newcomers of the era must have firm ideals and beliefs, noble morals, and strong comprehensive capabilities; from the perspective of mental state, the newcomers of the era must be confident, struggling, and responsible; from the responsibilities of the era, the newcomers of the era must be able to shoulder the responsibility of national rejuvenation. The implementation of labor education is an important measure to improve the education system and an important link in the implementation of the fundamental task of morality education cultivation of people. It is conducive to improving the labor ability and level of college students, and cultivating the ability of college students to handle complex social relationships.

2.2 Value dimension: guide the establishment of correct labor values

Labor values are the core of labor literacy, and directly affect the value judgment and value selection of workers. In the new era, colleges and universities are facing new challenges. From the external environment, emerging information technologies represented by the Internet and artificial intelligence have developed rapidly. Humans have entered a new era characterized by informatization. Capital, information, technology, and knowledge have become humans. An important part of the factors of production and life has a profound impact on the formation of people's labor concepts. In particular, in the information age, college students' access to information is more diversified and open, and some young students' understanding of labor values appears to be biased. Phenomenon such as getting rich overnight, getting money for nothing, money worship, materialism, likes and hats, etc. frequently appear among college students. Labor education in colleges and universities poses challenges, and guiding young scholars to establish correct labor values has become an important task of labor education in colleges and universities. We must use Marxist labor values and Xi labor concept of socialism with Chinese characteristics to guide college students in the new era to actively participate in productive labor, establish the value orientation of respecting labor, loving labor, and advocating labor, and ensure that the form of labor education resonates with students' comprehensive development.

2.3 Realization dimension: highlight the integrated development of labor education and "four education"

Only when labor and moral, intellectual, physical, and aesthetic education reinforce each other can the students' overall growth and talent be realized. As an important part of the "five education", old education should actively integrate into the other "four educations". First, we must use establish education by labor. Actively organize and guide students to participate in various public welfare and voluntary services, promote students to continuously improve their pursuit of self-worth, and at the same time guide students to vigorously promote the spirit of selfless dedication, and vigorously cultivate noble moral sentiments in labor. Second, we must increase our wisdom with work. Strengthen student innovation and entrepreneurship education, support and guide students to give full play to their professional advantages, and vigorously carry out social practice activities; encourage and support students to participate in various science and technology and discipline competitions, innovative and entrepreneurial activities; actively build platforms, vigorously carry out internships and practical activities; vigorously guide and encourage graduates to work in difficult areas and grassroots employment. Third, we must strengthen our body with work. Guide and encourage students to use the summer, winter, and weekend vacations to carry out practical education activities on farming and housework; extensively mobilize students to participate in school work such as kitchen assistance in

canteens, cleaning of public areas, and campus beautification to exercise students' physical strength and improve their physical fitness. Fourth, we must cultivate beauty through hard work. Fully excavate labor education resources in campus culture, such as the history of school struggle, founding history, and development history, and organize them into a book to enrich students' spiritual life and cultivate students' humanistic quality; organize students to carry out popular science consulting services, help the disabled, and respect the elderly volunteer service activities such as, caring for the elderly, promote traditional Chinese virtues; encourage students to participate in the practice of inheriting intangible cultural heritage, deepen the understanding of "the beauty of labor", and promote Chinese history and culture.

3. Fully understand the four major bottlenecks restricting labor education

3.1 Know the bottleneck

For a long time, under the influence of traditional exam-oriented education, most of my country's education evaluation system revolves around scores, advancement, diplomas, essays and hats as the main content. This has caused the phenomenon that school education generally emphasizes scores and ignores quality. Labor education appears in the college education system, the trend of weakening and marginalization [2]. The specific manifestations are as follows: First, the education content is not well understood. Most colleges and universities believe that labor education is mainly the training of labor habits or labor skills, ignoring the training of labor values, labor emotions, labor attitudes, and labor morals; the second is the deviation of the educational form. Although many colleges and universities have organized students to carry out labor education activities such as learning practice, voluntary service, innovation and entrepreneurship, most college labor education is a scattered labor education model, and there is still no system, and labor education in many colleges and universities emphasizes practical forms, there is no ideological guidance, no curriculum support, and there is a big gap between the requirements of labor education throughout the whole process of talent training in colleges and universities.

3.2 Theoretical bottleneck

From the perspective of theoretical research, labor education in China is still in the preliminary exploration stage. At present, apart from general research on the concept, significance, importance, necessity, and experience summary of labor education, there is a lack of in-depth labor education implementation and system construction. The research and discussion of the problem has not yet formed a labor education theoretical system with Chinese characteristics. From the perspective of applied research, the current labor education research pays little attention to the characteristics and needs of college students, and the results of the research are not strong and not highly targeted in guiding colleges and universities to carry out labor education. From the perspective of research methods, the labor education system involves a wide range of areas and requires a cross-disciplinary and cross-field research method. However, the current research methods are mostly qualitative and the research is not scientific and systematic enough [3].

3.3 Teacher bottleneck

In order to fully implement the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Strengthening Labor Education in Colleges and Universities in the New Era", in July 2020, the Ministry of Education formulated the "Guiding Guidelines for Labor Education in Colleges and Universities (Trial)", which clearly requires colleges and universities to work Education is incorporated into the professional talent training program, and special labor-specific education compulsory courses can be specially set up, with no less than 32 hours of undergraduate level. As a course, labor education needs to be equipped with professional teachers specializing in labor education. However, judging from the situation of colleges and universities that have opened labor education courses, most colleges' labor education courses are held by counselors or teachers from Marxist colleges. Most of these teachers are not teachers engaged in labor education, and lack systematic labor theory knowledge and knowledge. Labor skills do not have the ability to organize and implement labor education, and the effect of labor education is poor. At the same time, it is necessary to provide no less than 32 hours of labor-specific education compulsory courses in colleges and universities, and a large number of teachers are required to teach. According to the survey, 90% of

colleges and universities cannot meet the demand for labor-specific education compulsory courses.

3.4 Mechanism bottleneck

From the perspective of management and organization and implementation, the country has not yet established an organization to guide labor education, and there are no clear regulations on labor education and organization implementation departments in colleges and universities. At present, the implementation of labor education organizations and implementation departments in universities are quite different, and some the lead unit is placed in the academic department, some in the student department, some in the Marxist college, and in the league department. Due to the difference in department strength and focus, the organization and implementation of labor education vary greatly. The progress of labor education in colleges and universities is very uneven. From the perspective of system construction, there is currently no scientific and standardized evaluation system for inspecting and evaluating the labor education carried out by schools, and the incentive mechanism for labor education is missing; at the same time, there is no set of standards to scientifically evaluate student labor. In terms of literacy, the effect of labor education cannot be measured.

4. Use labor education to cultivate newcomers in the era of comprehensive development

4.1 Strengthen organizational leadership

One is to suggest the establishment of a labor education steering committee at the national level. Responsible for the formulation of the national labor education overall plan and development outline, as well as the overall coordination of the organization and implementation of the national labor education. The second is to suggest that all universities set up labor education committees. The school leader in charge of student work serves as the team leader. The members are composed of the heads of the office, the student work department, the personnel department, the educational affairs department, the security department, the financial department, and the Marxist college. They are mainly responsible for the labor education work planning and organization of the university and implementation to ensure the implementation of labor education in this unit.

4.2 Improve the evaluation mechanism

One is to improve the evaluation mechanism for the organization and implementation of labor education in colleges and universities. From labor education planning, implementation goals, means, measures, effects, etc., build a multi-dimensional evaluation mechanism for the organization and implementation of labor education in colleges and universities, establish a reward and punishment incentive mechanism, and promote the implementation of labor education in colleges and universities. The second is to establish and improve the evaluation standards of student labor literacy. Incorporate one of the most important dimensions of labor education into the student's comprehensive quality evaluation system, as an important content to measure the overall development of students, focusing on evaluating the achievements and effectiveness of labor education of students, as well as labor education to enhance students' sense of social service and sense of responsibility, technological innovation, etc. effect. The third is to establish a multi-dimensional assessment and supervision mechanism. We will jointly promote the organization and implementation of labor education in colleges and universities through the establishment of an assessment and supervision mechanism involving industry management departments, society, families, and universities themselves.

4.3 Strengthen the construction of teachers

One is to build a team of professional teachers. Excellent teachers are the foundation of labor education. The state should strengthen the training of labor education talents, encourage and support teachers' colleges and universities to open labor education majors, and vigorously train high-level labor education talents. In accordance with the needs of labor education curriculum construction and talent training, colleges and universities should strive to build a professional labor education teacher team with excellent business and strong teaching ability through external introduction and internal integration. The second is to build a team of part-time teachers outside school. Fully relying on the resources of alumni enterprises, cooperative enterprises and other social resources of universities and colleges, hire skilled workers with high-level labor skills, labor models, etc. as instructors of labor

practice in colleges and universities, and become an important supplement to the teaching force of labor education in colleges and universities. The third is to strengthen teacher training. Include labor education as an important content of teacher training, strengthen teachers' awareness of carrying out labor education; regularly carry out training for the professionalization of full-time labor education teachers, and improve teachers' ability and level of labor education.

4.4 Establish a curriculum system

One is to strengthen research on labor theory. In view of the new characteristics and new models of labor in the new era, as well as the new situations and new problems existing in the implementation of labor education organizations, further theoretical research should be carried out to strive for more new theoretical results and provide the latest source of materials for the construction of labor education courses. . The second is to strengthen the compilation of special teaching materials. Guided by Marxist labor values and Xi labor concept of socialism with Chinese characteristics, based on an international perspective and a development perspective, adhere to the integration of theory and practice, the integration of political and academic rationality, and the integration of value and knowledge. On the basis of integrating existing relevant teaching materials, compile authoritative and universal teaching materials, create a batch of labor education "golden courses", and gradually build a new era labor education curriculum system. The third is to promote the systematization of curriculum education. The combination of labor education with ideological and political education, professional education, and innovation and entrepreneurship education promotes the coordination and unification of the "four types of" curriculum education, and comprehensively develops labor education for college students in the new era.

4.5 Play a synergistic role

One is to give full play to the guiding role of the government. The government should strengthen the top-level design of labor education, coordinate the promotion of the implementation of school labor education, and especially issue corresponding policies and measures to support and encourage schools to organize and implement labor education. The second is to fully develop the main role of universities. All colleges and universities should introduce implementation plans to strengthen labor education in the new era based on their actual conditions, provide guarantees in terms of organization and management, condition input, system construction, and team deployment, and carry out labor education in a planned and step-by-step manner. The third is to give full play to the basic role of the family. The parents should take the lead in demonstrating, guiding and supporting their children to carry out labor education activities, especially encouraging and supporting their children to engage in innovative and entrepreneurial activities during their college years. The fourth is to give full play to the role of social support. Efforts to create an atmosphere of "loving labor and advocating labor", so that the whole society cares about and supports labor education. Guide and encourage enterprises and industry organizations to actively assume social responsibilities for labor education, provide places, platforms and practical opportunities for labor education in colleges and universities, and jointly and rationally promote labor education.

5. Conclusion

The implementation of labor education in colleges and universities is an important part of colleges and universities to build an education system for the comprehensive development of college students' moral, intellectual, physical, and artistic development. Although there are still obstacles in the implementation of labor education in terms of understanding, theory, teachers, and mechanisms, as long as we can base ourselves on the times, from a long-term and overall perspective, strengthen the construction of systems and mechanisms, start with the teaching staff and curriculum system, and fully mobilize resources. By playing a joint role, colleges and universities will be able to achieve practical results in advancing labor education and make new contributions to cultivating new people who meet the development needs of the new era.

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