

Exploration on the Integration of Labour Education in Universities, Elementary and Secondary Schools in the New Period

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Abstract: This article is based on the specific content requirements of the "Opinions" in the context of the new period, and conducts research on the current development status of the integration of labour education in universities, secondary school, and elementary schools. Through research, it is found that the implementation of labour education in universities, secondary school, and elementary schools has achieved certain results, but there are still some obstacles, such as insufficient understanding of the connotation of the integration of labour education in universities, secondary school, and elementary schools, lack of coherence in labour education in different stages, and lack of institutional guarantee for labour education integration. On this basis, drawing on the experience of labour education at home and abroad, in order to strive for the integration of labour education in the the new period, practical and effective development strategies are proposed from the aspects of integrated labour education goals, integrated labour curriculum, and integrated labour teachers, promoting the construction of an integrated labour education system for elementary, secondary, and elementary schools in China.

Keywords: The New Period, Labour Education In Elementary and Secondary Schools, Integrated, Current Development, Countermeasures and Suggestions

1. Research Background

As China enters the new period of socialism with Chinese characteristics, the development of labour education will directly determine the labour spirit, labor value orientation, and labor scientific level of socialist builders and their descendants. Our national leaders has also pointed out the importance of labour multiple times in his speeches at the conference. In March 2020, our country published the "Opinions on comprehensively strengthening labour education in elementary and secondary schools in the new period". The "Opinions" pointed out the need to incorporate labour education into the entire process of talent cultivation, connect all stages of elementary and secondary schools, and run through various aspects of families, schools, and society[1-2].

The publication of the "Opinions" indicates the future growth direction of labour education in the new period - integrated labour education should be carried out in various stages of universities, secondary school, and elementary schools. After years of development, various levels, regions, and schools have adhered to the integration of education and labour practice, accumulating some experience in labour education practice and achieving some good results. However, the issue of combining labour education in various stages of universities, elementary and secondary schools is still far from being taken seriously. Elementary school, middle school, and university stages are almost independent, lacking effective connectivity, and even having simple and repetitive content, disconnected and inverted courses in each link, which greatly weakens the systematic and effective work education in schools. In fact, labour education is an organic whole formed by the conventional organization of subsystems at different levels such as elementary school, secondary school, and university. Different stages of school labour learning have a consistent impact on the overall development of students.

2. The Value of the Integration of Labour Education in the New Period

Entering the new period, the Party and the state have proposed the concept of "integrated labour education that runs through all levels of education in universities, secondary school, and elementary schools", highlighting the importance of not only focusing on labour education in different stages, but also emphasizing the coherence of labour education in different stages. At the same time, it also reflects that promoting labour education in universities, secondary school, and elementary schools is an important demand for labour education in the new period[3].

2.1. The Synergy of Labour Education in the New Period Needs to Realize Integrated Construction

At present, China is facing a series of profound and complex historical changes, with both practical challenges and development opportunities. In order to accelerate the construction of a socialist modernized country, it is urgent to accelerate the construction of a new period labour education system, actively explore new methods of education reform, build a new platform for collaborative education, create a new pattern of integration of labour education in universities, secondary school, and elementary schools, and promote the upgrading and innovation of labour methods and the diversified transformation of labour forms. Labour education is an important means and method of education that is different from moral education, intellectual development, and aesthetic education, and is special. Firstly, labour education has a systematic nature. Labour education is a comprehensive system that involves both theoretical knowledge and labour practice, aiming to cultivate students' correct labour perspectives, attitudes, and habits[4-5]. The second is that labour education has a long-term nature of implementation. Labour education is a long-term educational work, and its implementation process runs through different stages of education such as preschool, elementary school, secondary school, and university, and runs through different stages of life for each person, such as childhood, adolescence, and youth[6-7].

2.2. Integration of Labour Education is an Effective Way to Improve the Effectiveness of Labor Education

The establishment and implementation of labour education content are important elements that influence the effectiveness of labor education. It is necessary to promote the integrated construction of reasonable planning of labor education content to enhance the validations of labour education[8]. It is necessary to raise the integrated construction of reasonable planning of labour education content to improve the effectiveness of labour education. Due to the different physical and mental development characteristics of students of different ages and academic stages, it has become an inevitable trend for labor education in the new period to scientifically set up labor education content, organize and implement labor education based on students' cognition, interests, and hobbies. It is also a necessary requirement to effectively raise the focalization and practical validations of labour education.

2.3. The Inevitable Requirement of Integrating Labour Education and Practicing the Scientific Labour Concept

The advancement of society in the new period is facing various challenges, which requires students in the new period to have the labour ability to adapt to social development. The important components of labour education in the new period is mostly "post-00s" students, who have a natural sense of distance from labour and have a huge difference in their understanding of labour compared to the previous generation. The comprehensive development of students cannot be separated from scientific labour education. The implementation of the "Opinions" provides a basis for reforming labour education. Practicing scientific labour education in educational work will inevitably inject strong impetus into promoting quality education work[9]. Practicing the scientific labour concept in educational work requires us to achieve comprehensive human development and cultivate more outstanding talents for the great rejuvenation of the Chinese nation through the phased integrated labour education that spirals up in universities, elementary and middle schools[10].

3. Analysis of the Current Situation of the Integration of Labour Education in Universities, Elementary and Secondary Schools in the New Period

3.1. Schools Develop Overall Plans and Implementation Plans for Labour Education Tailored to Local Conditions

According to the survey results, in order to fully execute the Party's education scheme and in accordance with the "Opinions of the Central Committee of the Communist Party of China and the State Council on Strengthening labour Education in elementary and Secondary Schools in the New period", most schools have formulated overall plans and implementation plans for school labour education. For example, Wanjing Shui'an elementary School of labouratory school in Tai'an City and labouratory school No. 1 in Tai'an City have formulated the labour list system according to local conditions, set up compulsory courses of labour education in the school, and organically combine the labour education list with students' personal daily life, campus life and social life outside the school. In the meantime, fully leverage the role of the family, schools, and society. Based on the content and objectives of the labour list, guide parents to set up the idea of labour education, seek parental support, and jointly implement the student labour education list system through methods such as a letter to parents. Coordinate relevant social institutions, carry out public welfare labour, and improve students' social service awareness and sense of social responsibility.

3.2. The Labour Education Curriculum has been Included in the Talent Training Programs for Various Stages of Universities, Secondary School, and Elementary Schools

To advance the integrated construction of labour education, improve the mechanism of cultivating morality and talents, strengthen the simultaneous implementation of "five educations", and promote the effective execution of labour education in various school stages, schools at all levels in various regions actively incorporate labour education into talent training programs. The labour education of college students is generally highly correlated with professional exploration and employment professions. The labour education of high school students is deeply integrated with daily life, science experimental teaching, and emotional attitude and value education. The primary coverage of labour education for middle school students is to improve students' understanding of labour knowledge and skills, labour attitude and spirit. The primary coverage of labour education for elementary school students is to focus on students' hands-on labour Accumulated typical cases in labour experience.

3.3. Labour Education has been Included in the Family, School, and Social Education System

The Opinion clearly requires: "We should integrate various forces from the family, school, and society. Family labour education should be daily, school labour education should be standardized, and social labour education should be diversified to form a collaborative education pattern." According to the survey results, people generally recognize the role of family, school, and society in labour education; however, the vast majority of respondents believe that the main channels for students to receive labour education are schools and families. After the promulgation of the Opinion, various sectors of society also responded to the policy call to actively cooperate with students' labour education, establish some research travel and comprehensive practice bases, actively develop labour education practice courses, and provide more optional resources for the implementation of school labour education.

4. Problems in the Integration of Labour Education

4.1. Insufficient Understanding of the Connotation of the Integration of Labour Education

The lack of theoretical research on the integration of labour education has led to a lack of understanding of the goals, content, team building, and operational mechanisms of the integration of labour education; Some schools attach great importance to the results and effectiveness of labour education ,During the implementation process of labour education, neglecting the process and theoretical research of labour education, and lacking understanding of the fundamental goals and basic objectives of the integrated construction of labour education[11]. In addition, there has been no in-depth theoretical research on how to cultivate labour teachers, how to carry out team building, and how to unify and coordinate labour education in multiple stages in the integration of labour education in universities, secondary school, and elementary schools.

4.2. Lack of Coherence in the Integrated Practice of Labor Education in Various Academic Stages

In the current environment of large-scale epidemic air defense, most schools implement online teaching, making it difficult to carry out large-scale integrated labour education offline activities. It hinders the exchange of labour education teachers in various stages, and also hinders the practical development of the integration of labour education in each stage. At the same time, in the integrated teaching practice of labour education in universities, secondary school, and elementary schools, the teaching practice of labour education in different stages has not achieved effective connection. The curriculum content of labour education in elementary and middle schools should be a gradual process from shallow to deep, but currently, the content of labour education in each stage is simple and repetitive, without in-depth and organic connection, and without achieving a spiral upward trend, resulting in low effectiveness of labour education integration[12].

4.3. Insufficient Institutional Guarantee for the Integration of Labour Education in Universities, Secondary School, and Elementary Schools

A sound guarantee mechanism is a necessary condition for the smooth implementation of the integration of labour education in universities, elementary and middle schools. However, in the current situation of labour education in universities, elementary and secondary schools, there is a lack of management departments, teaching staff, labour resources, funding guarantee, evaluation and feedback mechanisms, resulting in low effectiveness in the implementation of the integration of labour education in universities, elementary and secondary schools[13]. In March 2020, after the issuance of the "Opinions", various regions, departments, and schools strengthened the integration of labour education, but did not form a complete supporting system for labour education. Some schools' labor education matters are managed by other departments such as the Academic Affairs Office, without establishing a specialized labor education management institution, forming a unified leadership and management mechanism.

5. Suggestions for the Development Of Integrated Labour Education In Universities, Elementary And Secondary Schools In The New Period

5.1. Focusing On Developing Labour Literacy and Building Integrated Labour Education Target

Universities, secondary school, and elementary schools should clarify that the overall goals of labour education should maintain coherence with the specific goals of each stage, and the establishment of labour education goals for each stage should be based on labour literacy, reflecting its phased nature.

(1) Elementary school labour education emphasizes practicality. In the lower grades of elementary school, labour education should be mainly focused on personal life and daily life, and the cultivation of labour awareness and labour safety awareness should be strengthened. In the middle and upper grades of elementary school, labour education should mainly focus on campus labour and family labour, guiding students to develop a preliminary attitude of loving labour and life[14].

(2) Middle school labour education emphasizes universality. We should balance the study of domestic economics, production labour inside and outside the school, and service labour, arrange labour education content, carry out vocational enlightenment education, cultivate a serious, responsible, hardworking labour quality, and enhance public service awareness and sense of responsibility.

(3) High school labour education emphasizes service oriented education. We should focus on enriching professional experience, organize and carry out service-oriented and productive labour, cultivate students' sense of labour independence, and actively serve others and society.

(4) Vocational school labour education emphasizes skills. We should focus on combining the characteristics of our major, enhance students' sense of professional honor and responsibility, improve their level of professional labour skills, and cultivate a positive and responsible labour spirit[15].

(5) College labour education emphasizes creativity. We should focus on innovation and entrepreneurship, combine disciplines and majors to carry out production and service labour, accumulate professional experience, and cultivate creative labour abilities.

5.2. The construction of comprehensive labor education curriculum promotes the serialization and cohesion of curriculum

(1) College, middle school and primary school organic unified labor education system strong curriculum construction. This will enable the labour education curriculum at various stages of education in elementary, secondary, and university to form a system that is from low to high, from shallow to deep, circularly ascending, and organically unified. This requires the city to optimize the resource cluster of labour education courses, establish a diverse, open, and cross cutting labour education resource pool, and promote the integration of labour education courses. It is necessary to provide theme design, course materials, and supporting materials for labour education in elementary and secondary schools in the form of curriculum outlines from top to bottom, and also guide schools to develop labour education curriculum resources from bottom to top.

(2) Reasonably arrange the substance of work education based on the characteristics of different stages, and find the key points to effectively connect the labour education curriculum of universities, secondary school, and elementary schools. Through the above work, the vertical and horizontal connection between labor education courses at different stages of college, middle school and primary school is realized, and the connection between labor education courses at different levels (stages) is realized, and the distance between different levels of learning is narrowed. The work actively explores the interconnection and organic connection between labor education curriculum and other types of courses at various learning stages of universities, middle schools and primary schools, and actively carries out special research on interdisciplinary and interdisciplinary integration of labor education.

(3) This project actively builds an interactive communication platform for school, family and society to cooperate in educating people, and explores and proposes a "trinity" pattern of labor education. It can clarify the rights, responsibilities and obligations of different subjects, clarify the cooperative relationship between subjects, integrate the advantages of different education subjects, promote the close combination between subjects, expand the spatio-temporal scope of the integration of large and small labor education, and constantly improve the effectiveness of education.

5.3. Implementing a Collaborative Education Mechanism and Expanding the Implementation Channels of Integrated Work Education

(1) The expansion of on-campus labor education practice sites. The study penetrates labor education into all aspects of the daily operation of schools, organizes and carries out diversified labor practices, effectively cultivates students' labor consciousness and improves students' labor ability. In the course of work, at least one labor practice classroom shall be built in every primary and secondary school, and at least one on-campus labor education workshop shall be built in every vocational college and ordinary higher education institution.

(2) Construction of practical resources for labor education. In the research work, through integrating the resources of secondary and higher vocational colleges, vocational enlightenment education is carried out for ordinary primary and secondary schools, and vocational experience activities are carried out by using the resources of vocational colleges such as equipment and practice training places, so as to cultivate students' correct labor values. At the same time, relying on higher vocational colleges, relevant enterprises and institutions, technology and cultural venues and other construction practice bases, such as "agriculture+", "industry+", "technology+", "ecology+", "culture+", "tourism+", "manufacturing+" and other industry labour practice education bases.

(3) Labor education practice resource sharing mechanism. In the project research, we made full use of the existing comprehensive practice base, youth off-campus activity places, vocational colleges and ordinary colleges and universities labor practice places, and established a sound open sharing mechanism. By encouraging vocational colleges and universities to build vocational experience centers, carry out vocational skills training for middle school students, open practice places and facilities and equipment for primary and secondary schools and regular institutions of higher learning, and encourage regular institutions of higher learning to open demonstration bases for labor education for primary and secondary schools.

5.4. Construction of integrated labor education teaching staff

(1) Construction of labor education teachers. Through adopting a variety of measures, the establishment of a combination of full-time and part-time labor education teachers, supplement the

labor education compulsory course teachers in universities and primary and secondary schools. Further, promote vocational colleges, primary and secondary schools, regular institutions of higher learning to establish a labor education teacher exchange and sharing mechanism. We actively establish a special employment system for labor education teachers, encourage schools to set up model worker studios, skill master studios, honorary teacher positions, etc., and hire professionals in related industries as part-time teachers.

(2) Training of labor education teachers. We encourage primary and secondary school teaching and research institutions at the city and district levels to have labor education teaching and research personnel, to set up labor education teaching and research groups in primary and secondary schools, and to set up labor education teaching and research departments in institutions of higher learning. The project research will include labor education into the content of teacher training, strengthen teachers' labor consciousness and concepts, and enhance the consciousness of implementing labor education. At the same time, support local colleges and universities to set up labor education-related majors and train labor education teachers with professional quality.

(3) Construction of the evaluation system for labor education teachers. The project team proposed to improve the evaluation system of labor education teachers, improve the evaluation standards by classification, reasonably determine the workload of labor education teachers, and incorporate the organization of extracurricular labor education, labor week or labor month into the teaching workload. We will further improve the status and treatment of labor education teachers, and ensure that they enjoy the same treatment as other full-time teachers in performance evaluation, title evaluation and recruitment, evaluation and excellence, and professional development.

5.5. Integrated top-level design of labor education security system

The project team actively calls on the municipal government to strengthen the overall coordination of labor education work, clarify the responsibilities of the district governments and relevant departments, and establish a long-term mechanism for the comprehensive implementation of labor education.

(2) Strengthening of support. This work coordinates the superior subsidy funds and own financial resources, raises funds in various forms, accelerates the construction of off-campus labor education practice bases and on-campus labor education places, strengthens the standardization construction of school labor education facilities, and establishes a supplementary mechanism for school labor education equipment and consumables.

(3) Security guarantee. We have actively established a safety control mechanism involving the government, schools, families and society, and encourage the purchase of insurance related to labor education.

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