

Analysis on the “One plus N” Labor Education Model of Vocational Colleges from the Perspective of “Three Alls Education”

Wenyu He

Nanjing City Vocational College (Nanjing Open University), Nanjing, Jiangsu, China

Abstract: *As a battle position of operational talents cultivation, vocational college labor education should insist on implementing the important concept “Three Alls Education”, explore labor education innovation model in an active way, walk steadily on the “examination road” of college education in the new era. In order to cultivate the students’ right values from vocational college and realize high-quality employment through improving the labor practice ability, it is necessary to build the “One plus N” labor education model in the levels of content, form and space which make all related elements of labor education works as a whole of joint forces to achieve collective efficiency.*

Keywords: *“Three Alls Education”; Labor Education; “One plus N” Model*

1. Introduction

As an important part of the educational system, labor education is a key breakthrough of colleges in the new era to practice the important concept “Three Alls Education”. As a consequence, it’s of great significance to explore the labor education model of vocational colleges. In 2020, there have unveiled “a guideline on strengthening education on the hard-working spirit among students in universities, secondary and primary schools in the new era”, which put forward the direction of a new labor education paradigm in the new era. Firstly, the idea of “implementer diversity” of labor education in an “all-member cultivation” way which means the implementers can be all sides such as school, family and society should be held. As a compulsory course, good labor education lessons should be taken in a real sense. All college students should become the educated ones who uphold the value of labor and respect the laboring people. Secondly, as an important step of “all-procedure cultivation”, vocational colleges should think and implement actively, follow the rules of cultivating talents in various steps and break the barriers among subjects, teaching and supervision. By this way, the students will become the beneficiaries of the new labor education pattern. Lastly, “all-around education” should be achieved by organizing all essential factors. Vocational colleges should explore different means of cultivation such as the cooperation on and off campus, school-enterprise cooperation, cooperation between school and locality. What’s more, combining closely with the need of local economy and the reality of students’ major, the education should be useful and practical which makes the students to be the undertaker of the cause of the new era.

2. Necessity of Labor Education in Vocational College

Labor education is the specific practice of labor value theory in education cause of our country. On the one hand, labor education means an important battlefield of all around education, and colleges should educate students through labor education and cultivate qualified builders and reliable successors for the cause. It is believed that labor is the most basic practical activity and never be “theoretical” or “mysterious” as labor is the premise for human existence. It’s an eternal truth that no matter thousand years ago or modern society, people can only survive through labor. On the other hand, as the subject of the labor, people establish a connection with the object world by reforming it. It is in this connection that people increases self-recognition, develop self-enhancement and promote social progress. “A thought determined actions. What kind of thought one have affects people’s attitude and actions toward labor directly”. (Yang Guowei,2021:28)^[1] Presently, our country is in the historic intersection of realizing the goal of struggle. Understanding the theory of labor value not only lays foundation for labor practice, but also the students can benefit from the coordinated and full development in all aspects and become fully-developed people finally.

Labor education is the necessary requirement to deepen the college education reform in the new era. “Three Alls Education” is the guiding idea and the implementing principle of the education cause in our country which also fits for labor education class. “All-member cultivation” emphasizes a wide scope of subjects, a strong sense of awareness and a heavy burden of responsibility. “All-procedure cultivation” emphasizes time element, which means labor education should be in the whole procedure of the study and life of students and care about the need of different grades and steps of the students. “All-around education” emphasizes space element. That is to combine on and off line teaching resource to build a multi-dimension labor education model by optimizing the physical environment and cultural environment. Since September 2018, we have known that we should cultivate qualified builders and reliable successors for the cause from moral, intellectual, physical, aesthetics and labor aspects in the national conference on education. After that, in the process of deeply implementing the spirit of related documents and speeches, the education system has made further efforts and reached a consensus on “Educating Five Domains Simultaneously”. Labor education is inseparable with moral, intellectual, physical, aesthetics education. Labor practice can improve the effect of “Foster Virtue through Education”, simplify the knowledge that learned, strengthen body and spirit and express the beauty of labor. Labor education should be adopted in the whole process of cultivating talents mainly by means of curriculum. It also should connect with the other four necessary kinds of education, emphasize the practical effect, realize “Knowledge and Action Combination” and thus promotes the “Full Scale Development”.

Labor education is an important content of cultivating operational talents in vocational colleges. Firstly, different from the labor education in primary schools, middle schools, high schools and undergraduate schools, labor education in vocational schools has the characteristic of highly vocational. Labor education in vocational colleges should pay more attention to train the labor skills of students which make them be skilled in certain kind of work and prepare for the future work. Secondly, labor education in vocational colleges should be more focused on the cultivation of the right view of profession-choosing. Mr Huang Yanpei points out that morality education should be highly emphasized and “Diligent and Sociable” should be the cultivation principle of professional emotion and social service spirit. Vocational colleges should teach students “treat the professions of mental labor and manual labor fairly, concentrate on one's own job and contribute to the social development.” (Ma Jibin, 2022:21)^[2] Lastly, labor education in vocational colleges is characterized by coordination. Many courses in vocational colleges adopt “Combination of Production and Teaching”, “Combination of Learning with Working” and “Combination of school and enterprise” models which can also be used in labor education. That is, all aspects of social forces: enterprises, bases, communities should participate in labor education and provide high quality operational talents for our society.

3. Problems of Labor Education in Vocational College

The status of labor education is marginalized. From the level of schools, vocational college has the distinctive characteristics of vocational education feature, certain education aims and clear employment directions. But vocational colleges usually neglect the importance of labor education on top-level design and doesn't take labor education as an important part in educating students. Labor education not only appears in the form of minor subject, but also the course design just meet the lowest requirements of the guideline documents which only meets the pass line. From the perspective of teachers, they haven't formed an atmosphere of all member take part in labor education because vocational colleges trivialize the importance of labor education. In major courses, teachers just focused on their major subject teaching and seldom add thoughts and practices of labor education. In scientific research, the exploration of labor education theory is lacked which can't matches the requirements of the new era and can't guild practical teaching and activities. From the perspective of students, the idea “the brain worker governs and the manual worker is governed” influences the students' attitude to labor education, and some of them even totally neglect the skills and thoughts of labor education. The requirements of course examination just become a mere formality. The practice of collectivism, dedication spirit and teamwork which are emphasized in labor education but lacks effective combination in reality.

The content of labor education is outmoded. The educational system has pointed out that a knowledgeable, skilled and creative labor force should be built and the spirit of model workers and craftsman be carried forward to form a social morality that everybody is proud of labor and an atmosphere of striving for perfection. In contrast, the labor education in vocational colleges lacks the education on “the Three Spirits”. Therefore, the students will be deficient in competitive power and sense of fulfillment in their future career. As a result, it's not an easy job for the vocational colleges to shoulder the responsibility of cultivating advanced skilled talents of our country. What's more, the

content of current labor education course is too old-fashioned for students to learn. It lacks something interesting which makes the students don't love to learn the course. The teaching cases not typical which is decoupled from students' majors and thus makes students don't want to learn the course. The result of practical training courses gives an unsatisfactory effect which can not be combined with practice and the students don't will to learn the course.

The form of labor education is simplified. Some of the vocational colleges can't make scientific and systematic designs of labor education which is expressed by the misunderstanding of emphasis on either repetitive practice training or biased-set course of totally theoretical course. The curriculum design of labor education should be a spiral progress, from shallow to deep. But in reality, the course is in a disorder manner to some extent. The content of labor education in various phases lacks connections and even disconnect with each other. After the labor education in primary school and high school, students have grasped the basic labor skills. However, the content of labor education in most vocational colleges is just the simple repetition of the previous labor education which lacks knowledge hierarchy and connections and thus leads to fragmentation on the vertical level. Moreover, labor education, which is fragmented, scattered and marginalized, has no organic integration with other subjects. Without combination of the students' major requirements, labor education lacks overall optimization on the horizontal level.

4. Construction of "One plus N" Labor Education Model

To find out a creative practical model of labor education in the new era, it's necessary to put forward a strategy to improve the effect of labor education, that is "One plus N" labor education model.

In content, "1" refers to a compulsory course, "N" refers to n optional courses that related to labor education. Curriculum is the core carrier of educating students which is designed to realize the cultivating goals of schools. According to the survey, students think that compared with moral, intellectual, physical and aesthetic education, labor education is neglected and has little relation with higher education enrollment. To ensure the effective implementation of labor education, a scientific, valid and normal curriculum system should be built. The labor education teachers should realize the importance of labor education from the strategic perspective of "Three Alls Education", hold to the "main position" of compulsory class and have good labor education lessons. The schools should build a team of professional labor education teachers whose scale and quality can satisfy the requirements of professional labor education course. The building of curriculum system cannot be separated from optional classes. With the elements of school-base resource, community resource, city resource, local traditional resource, intangible cultural heritage and "Red Culture" resource, labor education course with local color and rich culture can be set up. It's quite an effective way to inspire the passion of labor by imitating the ways of hand-making. For example: the handcraft of cattail leaf fan, stone rubbing, pottery ornament, tie-dyed crafts and paper cutting etc.

In form, "1" refers to a theme activity, "N" refers to n daily activities that related to labor education. There are different kinds of "Topic Months" has achieved effective results in many vocational colleges, such as: mental health day, the memory of revolutionary martyrs, memorial day of learning from model workers. Thus, these activities can be learned by labor education. A series of labor education can be used to propaganda in labor education theme activities which has provided a stage for labor education knowledge and skills of vocational students. They learn from doing, do from knowing. By this way, they have deepened their labor education knowledge in theme activities. Daily life labor, professional labor and social service labor are the main content of labor education. Schools should make a daily life labor activity list that related with their majors and enhance the labor awareness from multiple perspectives. Daily life labor includes campus environment, dormitory environment, classroom environment that are closely related with students' daily life. Schools can arrange the activity members to perform duties and to be the "guardians" of beautiful campuses. Actually, labor education carries some part of profession enlightenment, so it can be combined with different majors of which labor education elements can be deeply explored. For instance, "To strengthen learning of labor education knowledge, skills training, education of labor right and responsibility, education of profession equality, education of labor discipline and laws, labor emotional attitude and the cultivation of behavior custom, building of labor spirit, protection of labor safety (YeRong, 2022:101)^[3].

In space, "1" refers to a school, "N" refers to n labor education places. From the perspective of school, vocational colleges should pay close attention to labor education course, optimize the setting of the course, increase input in scientific research, develop practical base in school. Meanwhile, the

teachers should have theme class meeting about labor education and normalized labor education in campus, classroom and dormitory. Community activities, volunteer activities and society activities should be held as supplementary ways of labor education. It should be noted that labor education class can not be limited to once a week. The course should range from school to family and society which can realize a joint effort from all sides. Families should tamp the coordinated function in labor education which provide labor practical education chances in clothing, cooking, living and transporting. Students take part in labor activities whenever and wherever possible, grasp necessary housework labor skills and complete labor education record jacket in schools. Society should carry out the responsibility of labor education with school and family and provide more opportunities and places for vocational college students. In order to expand labor space, such as maintenance centers, farms, communities should offer as many chances as possible to students.

5. Conclusion

As an important method of realizing “Three Alls Education”, we should push ahead “One plus N” labor education model to achieve a coordinated new pattern of school, family and society.

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