

Realistic problems and reform paths of labor education for college students in the new era

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Abstract: Labor education for university students is one of the main contents of the all-round development of university students in terms of ethics, intellect, physique, aesthetics and labor, which is of great significance to guide college students to face up to the value of labor, help them to cultivate the labor spirit and promote them to improve their labor literacy. This paper firstly reveals the three major problems of labor education for college students in the new era, namely, weakened value identity, dislocation of resources and lack of practice mechanism. On this basis, the importance of labor education reform for college students in the new era is analyzed. Finally, four major reform paths are proposed, namely, the creation of labor education system, the creation of labor education atmosphere, the construction of labor education ecology, and the improvement of labor education evaluation system. In order to give full play to the comprehensive nurturing value of labor education.

Keywords: college students; labor education; reform; path

1. Introduction

Labor is the basis of people's survival and development, and its combination of education is the most powerful force for transforming modern society. In the context of the new era, China has clearly put forward the idea of "building an education system that fosters all-round training in morality, intelligence, physical fitness, aesthetics and labor", and the mission and significance of labor education have been clarified at the present time. As innovative and knowledgeable workers in the future, college students are an important force to promote the high-quality development of China's economy and society in the future. On the basis of inheriting the traditional labor education concept, labor education for college students in the new era should pay more attention to cultivating students' moral quality, humanistic literacy and innovation ability. Therefore, an in-depth study of the problems and countermeasures of labor education for college students in the new era is of great significance to promote the in-depth development of labor education.

2. Problems of labor education for college students in the new era

In the new era, labor education occupies the same important position as moral education, intellectual education, physical education and aesthetic education, and labor education has entered an unprecedented stage of development. However, influenced by various factors such as history, concept and reality, labor education for college students still faces many problems.

2.1 Weakened value identity and lack of labor concept

The ancient Chinese educator Confucius criticized the idea that his students preferred to grow crops rather than to be officials, distinctly reflecting an unequal attitude toward working people. Similar ideas were found in the West, where the philosopher Aristotle argued that the nobility engaged in the affairs of the city-state must have leisure time and detachment from material production [1]. Thus, it can be seen that both in China and abroad, in ancient times there existed wrong ideas of feudalistic labor, which have been influenced to this day. Although in modern times, the ideology of social division of labor has no more distinction between high and low labor, and the ideology of despising manual laborers no longer exists. However, people's misunderstanding of labor still exists, and the misconceptions about labor have not completely disappeared with the rapid development of economy and the gradual improvement of people's living standard. The ideology of devaluing labor still exists.

Especially in contemporary times, some young college students are influenced by bad ideas and nakedly disregard the value of labor spirits. Compared with secondary school, college students have more time to contact with the outside world and are more likely to be stimulated by outside ideas, and are easily misled by some wrong information and thus form bad value concepts. At this time, if schools do not intervene in time to guide students, they will lose the traditional virtue of hard work and become useful talents for the country's prosperity and national rejuvenation. Therefore, colleges and universities should pay great attention to the cultivation of correct labor concept of college students, so that students understand that only through hard work can they get a better future.

2.2 Dislocation of resources and insufficient complementary balance

In March 2020, the State Council issued the "Opinions on Comprehensively Strengthening Labor Education in Schools and Universities in the New Era" (hereinafter referred to as "Opinions"). In July 2020, the Ministry of Education issued the Guidelines for labor Education in Primary, Secondary and Elementary Schools (for Trial Implementation) (hereinafter referred to as the "Guidelines"). Under the dictates of a series of policy documents, the allocation of labor education-related resources in schools and universities nationwide has been strengthened. For example, various labor skill master workshops, vocational experience centers and labor laboratories have been established, various labor education courses have been offered, and relevant labor education teachers have been cultivated, etc. However, at present, the allocation of labor education resources is still lacking in terms of depth and breadth of implementation, and there are still shortcomings in terms of openness and sharing of implementation. The most prominent manifestation is the lack of complementarity and balance of in-school and out-of-school resources. The relevant labor education practices do not integrate in-school and out-of-school, and there is a disconnect between the explicit cultivation in school and the implicit cultivation outside school. There are problems in sharing labor resources with different characteristics and labor platforms of different majors within and outside the university. Links with off-campus engineering training centers and labor practice bases should be further strengthened to establish an integrated on-campus and off-campus labor education space, so that resources can be reasonably allocated while labor education can be integrated with industry literacy and social needs.

2.3 Lack of practice mechanism and single method and means

Before the issuance of the "Opinions", labor education was not given enough attention compared with moral education, intellectual education, physical education and aesthetic education. According to relevant studies, before 2020, less than 20% of colleges and universities will carry out labor education, and only 1.9% of all colleges and universities will systematically design labor education [2], so labor education is in a dangerous situation of being marginalized. After the introduction of the "Opinions", labor education has become a hot topic, and colleges and universities have introduced measures to improve the status of labor education and ensure the effective implementation of labor education. However, due to the long-term weakening of labor education, the implementation of labor education is still in a fragmented state and has not yet formed a mature practice mechanism, which is manifested in the following aspects. Firstly, in terms of organization and management, most colleges and universities have not set up special management departments to be responsible for the implementation of labor education, while some colleges and universities have attached labor education to the management of Academic Affairs Office, and some colleges and universities are directly responsible for labor education by secondary colleges. As a result, the formulation of labor education training program, the arrangement of teaching hours, the improvement of assessment system and the daily supervision of teaching are independent of each other. Secondly, in terms of teacher management, due to the extreme shortage of professional teachers, most colleges and universities do not have full-time teachers of labor education, and most teachers of labor education are physical education teachers, counselors or leaders of colleges responsible for ideological and political work. Due to the lack of practical experience of labor education and weak theoretical foundation of these teachers, it is difficult to guarantee the teaching effectiveness. Thirdly, in terms of curriculum setting, some colleges and universities do not offer real labor education courses, the curriculum system of labor education has not really formed, and the credits of labor education have not been established. The infiltration of labor education is mainly carried out through professional courses. And some colleges and universities that have opened labor education courses also have problems such as unreasonable distribution of the ratio between theoretical and practical courses, and too simple social practice and professional practical training.

3. Importance of labor education reform for college students in the new era

In life, people cannot live without labor, and only through labor can they get what they want. In the context of education reform in the new era, combining university education with labor and actively carrying out labor training is definitely not a trivial matter. The reform of labor education for college students in the new era is of great importance.

3.1 Guide college students to correctly understand the value of labor

Labor value education is the core of labor education and the starting and ending point of labor education. The university stage is an important period for the formation of correct worldview, outlook on life and values, and the value orientation of college students is directly related to the development and progress of the whole society in the future. Therefore, cultivating college students to form correct labor values is one of the important meanings of labor education for college students. In the background of the new era, talents must have a strong practical spirit, be innovative and more diligent and down-to-earth. Colleges and universities should further awaken students' labor consciousness so that they can respect labor activities and stimulate their enthusiasm to participate in them. This is a useful education for the country. With labor education as a carrier, college students can form correct labor values in the process of participating in practical activities, change the wrong idea of getting something for nothing, and become a high-quality college student who pays attention to practicality and respects labor.

3.2 Help college students build up the spirit of labor

The spirit of labor refers to the spirit of revering labor, loving labor, hard work and honest work. The spirit of labor is the concept of labor and the attitude and style that workers uphold in the process of labor, which embodies the positivity, consciousness, glory, dedication and extensiveness of labor, etc. At the same time, the spirit of labor is a necessary condition for every worker to create a better life and promote social development and the strength of the motherland. The spirit of labor, the spirit of model workers and the spirit of craftsmen all embodies the national spirit with patriotism as the core and the spirit of the times with reform and innovation as the core, which is a powerful spiritual force to inspire the people of the country to win continuously. Young college students are the most energetic force in society and the main force to promote social progress. The development and progress of China must depend on the contribution of the wisdom and power of the vigorous young college students. The labor education of college students is of great significance in helping college students to establish the spirit of hard work and advancement, form the labor consciousness of daring to create, and consciously resist the improper wind.

3.3 Promote college students to improve labor literacy

From ancient times to the present, labor has always been a necessary activity for human beings [3]. Through unremitting labor, human beings not only promote the continuous development of individual workers, but also promote the continuous progress of science and technology and social productivity. Therefore, the labor of workers is not simply arbitrary, but a creative work carried out by aspiring and ideal workers. In this process, the sum of knowledge, skills, character and habits displayed by individual workers is labor literacy. The "Guidances" clearly propose to improve and perfect the evaluation criteria of students' labor literacy, which reflects the importance and urgency of improving students' labor literacy. In the process of receiving labor education, college students not only learn skills and knowledge, but also learn culture and science, so that their overall quality can be improved, their skills can be developed, and their labor literacy can be exercised. This is of great significance for college students to crack various problems after graduation.

4. The reform path of labor education for college students in the new era

In addition to the "what" and "why" of labor education, we should also focus on the "how" of it. Only by putting labor education into practice can we maximize its educational effect.

4.1 Create an educational atmosphere that respects labor

The creation of labor education atmosphere is the basis for the vitality and power of labor education in colleges and universities. Only by combining labor education activities with systematic, lasting and long-lasting labor culture atmosphere based on local and school conditions and deploying various

resources can colleges and universities truly create a labor culture environment conducive to inspiring college students. In traditional labor education, the organizers often take a simple and direct approach without paying attention to the creation of atmosphere, which causes the gradual decline of college students' labor interest and stagnation of labor consciousness. Therefore, labor education in the new era must cultivate an educational atmosphere of respecting and revering labor among college students in a subtle environment, and guide them to experience the joy of sowing hope and harvesting fruits through labor and creation. On the one hand, it is necessary to strengthen the propaganda and strengthen the leadership. Through the promotion of media platforms, the organization of skill competitions, the promotion of thematic education and the promotion of classic cases, the university should promote the values of labor in a popular way, enhance the rational cognition of labor, improve the emotional recognition of labor and help college students form an active and positive consciousness of labor. On the other hand, we should promote the typical and establish the advanced. The advanced deeds of model workers should be vigorously promoted. Through a series of activities such as the selection of advanced figures and the propagation of model workers' deeds, we should help college students feel the spirit of labor from the model figures and make them truly understand the truth that "happiness is the result of struggle".

4.2 Create a multi-party collaborative labor education system

The "Guidances" proposes the establishment of a collaborative implementation mechanism for labor education; the "Opinions" provide opinions on the respective positions of family, school and society. The establishment of a multi-party labor education system with the cooperation of family, school and society plays a very important role in improving the labor skills of college students and cultivating their labor sentiment. The family plays a basic role in the multi-party coordination mechanism, and should seize the opportunities of labor in daily life, regularly cultivate the labor habits of college students, help them master the necessary labor life skills, and implicitly form a good family culture of respecting labor. The school plays a leading role in the mechanism of multi-party cooperation, coordinating and deploying multi-party resources, clarifying the responsibilities of labor education, stimulating students' internal motivation, reasonably arranging labor education courses, and guiding students to form correct labor values. Society plays a supportive role in the multi-party coordination mechanism, coordinating companies, enterprises and factories to fulfill their social responsibilities, opening labor practice places, providing labor opportunities, and supporting schools to organize college students to participate in productive labor practice within their ability. Family, school and society are mutually linked and collaborative. Families should make good communication between families and schools and cooperate with the labor education of schools, and at the same time, they should push college students to the society and participate in community governance and other public welfare work. Labor education in school needs to be connected with students' daily life as much as possible, while social forces should be introduced to jointly build a labor education platform and build and share a stable labor practice place.

4.3 Build a comprehensive development of labor education ecology

The all-round development of moral, intellectual, physical, aesthetic and labor education is the focus of modern education. Labor education does not exist alone, and the construction of an educational ecology with comprehensive development of moral education, intellectual education, physical education, aesthetic education and labor education is not only conducive to the integration of labor values in labor education, but also can achieve a good life and perfect life of college students. Labor education promotes moral education: The formation of character needs to be formed through accumulation of little by little in long-term practice, and labor education can promote students to form good qualities of diligence, strength and pragmatism, which play a very important role in the formation of students' correct character. Labor education promotes intellectual education: innovation is the basis of labor, and students' labor is both physical and mental behavior. Labor not only cultivates life and survival skills, but also promotes the development of intelligence and creative higher-order thinking. Labor education promotes physical education: practical labor behavior depends on excellent physical quality as support, and life productive labor plays an important role in improving students' physical quality and immunity. Labor education promotes aesthetic education: the process of labor is actually a process of discovering beauty, identifying beauty, experiencing beauty and creating beauty, and through labor can improve students' aesthetic quality and humanistic sentiment. Schools should deeply explore the entry point of integrating labor education with moral education, intellectual education, aesthetic education and physical education, discuss and formulate educational guidelines for integrated development, establish a labor education curriculum system with compatible majors and subject penetration, strengthen the preparation of labor education materials, and finally build an ecology of labor education for comprehensive development.

4.4 Improve the evaluation system of labor education

Labor education evaluation is a key link and an important means to guide the value and benign development of labor education, and it is of great importance to solve the realistic dilemma of labor education in practice, improve the operation system of labor education in reform, and give full play to the nurturing function of labor education in the new era. It is directly related to the labor ability, labor level and labor style of workers. Influenced by the long-term neglect and marginalization of labor education, the reform of labor education evaluation cannot be delayed. Compare with moral education, intellectual education, physical education and aesthetic education, the evaluation of labor education has its inherent characteristics. Labor education has the role of comprehensive education, so the evaluation of labor education should not only focus on students' certain labor behavior or the results of certain labor, but also on the establishment of labor values, the understanding of labor connotation, the mastery of labor skills, the creation of labor methods, and the habits of labor process. Therefore, the evaluation of labor education should not only include summative indicators, but also process indicators such as cognition and emotion. It is necessary to combine quantitative and qualitative evaluation, and integrate summative and process evaluation in order to make a comprehensive examination of students' labor, form an overall judgment of students' labor literacy, and objectively reflect the internalization process of students' personality in the process of labor quality improvement.

5. Conclusion

Education is the fundamental task and inevitable pursuit of colleges and universities. The level of education in colleges and universities not only determines the future work and life of students, but also has a key impact on social progress and national wealth and strength. Labor education, as the last short board to make up for the comprehensive education of morality, intellect, physique, beauty and labor, is the key link to realize the effectiveness of comprehensive education. The new era needs new theories, and labor education for college students can only adapt to the requirements of social development if it keeps pace with the times and embraces the old and the new. In order to give full play to the comprehensive education function of labor education in colleges and universities, this paper puts forward measures for reforming labor education of college students from several angles on the basis of analyzing the real problems of labor education in colleges and universities, and proposes new solutions for reforming labor education of college students in the new era. Colleges and universities also need to combine the actual performance of college students, constantly summarize their experiences, explore more effective ways to promote the normalization and long-term effect of labor education, and promote the sustainable and high-quality development of labor education.

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