

The challenge of labor education in higher vocational colleges

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Abstract: Labor education for college students in the new era aims to cultivate future workers who can practice hard work, honest work and creative work. At present, colleges and universities have made a series of achievements in the implementation of labor education for college students in the new era, but there is still room for further improvement. At present, the problems existing in the labor education of college students in Chinese higher vocational colleges involve three aspects: schools, teachers and students, which are mainly reflected in the lack of curriculum setting and environmental guarantee for implementing labor education in some schools. Secondly, some teachers lack of labor education concepts and teaching methods synchronized with The Times. Third, at present, most college students have negative labor values, and they have low labor emotion and attitude. In order to better improve the teaching quality of the current labor education curriculum in higher vocational colleges, the school should first establish a comprehensive and three-dimensional labor education system to ensure the systematization and integrity of the current labor education curriculum view in higher vocational colleges. Second, teachers can improve the form of labor education through flexibility, and explore the labor education method combining reality and problem orientation. Finally, the school actively creates labor situations to let students experience different labor roles and help students establish correct labor values.

Keywords: Higher vocational colleges; labor education; problem research

1. Introduction

Labor education naturally has the value of comprehensive education. Throughout the long history of higher education in China, the labor education that targets college students has always been the concept of morality, intelligence, physical education, beauty and labor. On the one hand, it is to meet the demands of the party and the state for professional and technical personnel with balanced development in different periods; On the other hand, compared with China's traditional labor education and foreign labor education, China's labor education pays special attention to college students, especially the labor values of college students with the connotation of socialism with Chinese characteristics[1].

The change of the labor field in the new era also puts forward a series of new challenges to the labor education of college students. With the progress of technology and the continuous expansion of labor horizon, the acceptance of the new labor content in the new era, the adaptation of the new form of labor, and the understanding of the new role of labor have become the urgent issues to be solved in the labor education of college students in the new era. These new topics are intertwined with the traditional inherent labor education topics, so that researchers have to maintain a prudent balance between inheritance and innovation, reality and ideal, theory and practice, which is the historical background of this study. What's more, with the continuous progress of productive forces, the meaning behind the word "labor" is more and more rich, and "education" has undergone earth-shaking changes both in terms of technological means and educational concepts. Both in theory and practice challenge the traditional "labor education", which also makes the implementation of labor education for college students face a more complex technical environment and economic environment[2]. It is of certain theoretical significance to clarify the relationship between college students' labor education and the complex labor education environment and to solve the problems existing in it.

2. Method

The research methodology used in this study was the mixed methods. Firstly, quantitative research is used to further understand the current implementation status of labor education curriculum in higher vocational colleges and the challenges faced by labor education curriculum in the current process of implementation. Secondly, the literature survey method and the historical research method are adopted. The literature survey method mainly collects data and effective countermeasures for the support system and the implementation of labor education curriculum in higher vocational education.

3. Results

The following results were found through:

3.1 The school has established a comprehensive and three-dimensional labor education system

On the basis of ensuring the independence and systematization of the labor curriculum system, the school actively explores the benign interaction between labor education courses, general education courses and specialized courses, and hidden courses such as campus labor practice and campus culture mechanism. At the same time, on the one hand, the construction of the labor curriculum system and the curriculum integration between primary schools, middle schools and vocational schools; on the other hand, the construction and the integration of family, enterprise, society and other resources in space. Only such a labor curriculum system can cultivate workers who meet the standards of socialist construction in terms of ability and workers who identify with the core socialist values in terms of values.

3.2 Improve the form of labor education through flexibility and explore the labor education method combining reality and problem orientation

Since the labor education in colleges and universities takes collective labor as the main form of education, it is necessary to improve the form of labor education in the guidance of colleges and universities with the values of self-reliance and team cooperation, and to make efforts in the organization principle of collective labor. On the basis of good organization principle of collective and collective labor can better in fully mobilize the initiative and enthusiasm of the collective members, teachers should ensure in the teaching of collective and collective labor organization and effectiveness, also is the self-reliance self-improvement and team cooperation maintain a certain tension, make both. The importance of this point is especially prominent performance in the creative labor. In addition, the exploratory method of labor education must also respond to the new elements appearing in labor and labor education. Based on new technology, new social demand, and to people more comprehensive and more complex understanding, new labor form emerge in endlessly, new ways of labor, labor subject, labor object is constantly discover, discovery, invention, so the school should pay attention to flexible and diverse collective labor to improve labor education form, explore the combination of reality and problem oriented labor education method.

3.3 The school actively creates labor situations to let students experience different labor roles and help students establish correct labor values

For college students, they can actively create different labor situations, actively experience different labor roles, and recognize a series of differences and gaps between labor methods, labor results and labor evaluation standards in practice, so as to lay a realistic foundation for the correct understanding of the status, role and significance of different labor and workers. With the intuition, vital nature of labor and labor education and the acquisition of valuable materialized labor results, the participating students can more truly experience the value and significance of labor, and have a deeper understanding of their own abilities and responsibilities.

4. Discussion

With the introduction of a series of policy documents on labor education, the current labor education of Chinese college students has made a series of remarkable achievements. At the same time, the new problems under the new situation also pose some new challenges to the labor education of

college students. It is the premise of summarizing the successful experience in time, treating the defects and shortcomings existing in them rationally and objectively, clarifying the crux of the problems, and ensuring the continuous development of the labor education of college students in the new era. Table 1 shows the survey results of the current situation of labor education courses in higher vocational colleges as follows:

Table 1: The current survey results of labor education status in higher vocational colleges in China are as follows: N=462.

Options	N	The proportion of %	sort
A.The school has constructed a labor curriculum system of combining hands and brain and integrating knowledge and practice	462	100.00	1
B.Teachers should implement the value guidance with diversified forms and methods of labor education	447	96.00	2
C.It has a complete and independent labor teaching system	223	48.00	3
D.Teachers' labor education goals can all be fully completed	210	45.00	4
E.At present, college students can establish the correct labor values	205	44.00	5

4.1 Achievements of labor Education for College Students in the New Era

The achievements of college students in the new era are systematic, which is not only reflected in the systematization of higher education, but also reflected in the systematization of the internal logic of labor education. For the former, it means that these achievements include all the subjects of higher education; for the latter, it means that there are all aspects of labor education.

4.1.1 The school has constructed a labor curriculum system that combines hands and brain and integrates knowledge and practice

According to the survey of table 1, the current Chinese higher vocational colleges have generally built the hand brain and use, the unity of labor curriculum system (100%), which means that contemporary "unity of" expand the traditional theory category, and become a theory of socialist society, in addition to the moral unity, more emphasis on education and production, labor, this is the important value of labor education with Chinese characteristics, is also the important value in the construction of labor curriculum system to follow.

In contrast to the educational standpoint of using hand and brain and combining knowledge and action, it is divorced from practice, social practice and social production practice, one-sided emphasis on theoretical study, only saying but not doing, one-sided emphasis on the importance of mental work, and neglecting the bad phenomenon of physical work. Some scholars have pointed out that " The thought of neglecting physical labor is an obstacle to the progress of our new society, and the young people engaged in mental labor should and must go through a period of physical labor, which is necessary for their all-round development of moral education, intellectual education and physical education[3]. This reflects the educational position of "paying equal attention to hand and brain, and the unity of knowledge and action", and puts the thinking of this problem under the dimension of the contrast between the old and the new society and the all-round development of human beings.

It is precisely because of the complexity of the relationship between hand and brain and knowledge and action of college students that it determines the systematization and independence of the college labor curriculum system. Therefore, the setting of the labor curriculum system in colleges and universities should also respond to the current educational problems and social concerns in these two dimensions, so as to realize the value guidance of education.

4.1.2 Teachers should implement value guidance in diversified forms and methods of labor education

According to the results of table 1,96% of respondents think the current college students various forms of labor education, they believe that teachers mainly through the following forms of labor education to realize the cultivation of college students self-reliance values: on the one hand, teachers, especially counselor teachers encourage college students through the form of daily life labor, promote independent independent labor experience, develop self-reliance self-improvement of labor quality.

Whether independent housework or dormitory personal housekeeping, is require college students to develop good personal labor habits, from daily life into love labor, hard work, advocating the good quality of labor, in the form of individual labor to understand and practice of the family, the responsibility and obligation to the society. On the other hand, the teachers of professional courses encourage college students to improve their ability to solve problems independently and respond to external challenges through innovative and entrepreneurial labor methods, and to cultivate their labor quality of autonomy and self-improvement. Therefore, this means that the current college teachers can implement the value guidance of students with diversified forms and methods of labor education.

Therefore, the form of labor education used by a good teacher must not only respect the students 'subjectivity, enthusiasm and creativity, but also can effectively integrate it into the team cooperation, in order to achieve the maximum of students' personal value and collective value[4].

4.2 The Challenge of Labor Education in the New Era

There are still a series of problems in the labor education of college students in the new era. Some of these problems are derived from the historical legacy of traditional education, some are limited by the current objective conditions, which restrict the implementation of policies, but some are also attributed to the loss of individual values. These deficiencies in the labor education of college students in the new era are also a new starting point for the future development.

4.2.1 Some schools' labor education lacks independence and system

Through the survey results show that only 48% of the investigators think the current China's higher vocational has a complete and independent labor teaching system, which means that having the ability to open independent, professional labor education course school is still a minority, more colleges and universities choose labor education and specialized courses, ideological and political courses, practice, social practice, the integration of the path. Although the labor education relying on professional courses and professional teachers can achieve immediate results without need or even only investing less teaching resources. But its defects are also obvious: it weakens the independence of labor education virtually, thus narrowing labor education into labor education within a certain professional category. As a result, professional training as labor skills learning is still dominant.

To "students labor scientific literacy comprehensive, systematic, scientific cultivation is lacking. What's more, just as "labor" cannot be equated with "labor education", we cannot think that professional labor is inevitably accompanied by labor education. Professional labor is likely to focus on the practice of professional skills, but it is clear that professional skills are only one of the desired goals of labor education[5].

4.2.2 The achievement degree of the labor education goal of some teachers is too low

The research results are obvious. The low degree of achievement of labor education in colleges and universities is that only knowledge and skills are taken as the standard of assessing labor education, ignoring the cultivation of emotional goals of college students' labor values, labor attitude, labor moral character and career enlightenment. This is because some teachers lack the curriculum consciousness of labor education, so they unconsciously narrow the labor curriculum into professional courses. Secondly, the low degree of goal achievement of labor education is manifested in the single evaluation mode of some teachers' labor education, one-sided pursuit of digitalization and only fractional theory. What's more, the evaluation of labor education needs comprehensive process evaluation, self-evaluation, collective evaluation and other evaluation methods, simply score to judge a student's labor education results, even if a very high score, this evaluation result is still the evaluation result with low degree.

The low degree of achievement of labor education is that the field of evaluation is limited to the school, which separates the internal organic nature between school, family, society and enterprises[6].

4.2.3 Some college students are lost in their labor values

The results showed that only 44% of the surveyed believed that existing college students could establish the correct labor value. Although the vast majority of college students can answer high scores in labor education papers, but some college students can see the loss of labor value, which is mainly reflected in two aspects. On the one hand, it is manifested as some college students' violation of the correct labor values. This includes the blind pursuit of high consumption beyond their own economic level, the pursuit of luxury and extravagant consumption culture and the consumption trend of money worship, the money as the only standard to evaluate labor and workers, and the utilitarian value

orientation as the criterion of their study, life and even future life planning. All these phenomena show that some college students have lost their labor values. On the other hand, some college students are not deep enough in their understanding of labor values, or even not accurate enough. For example, some students simply oppose self-reliance and collaborative innovation, and cannot dialectically view the status and role of individual and collective in the labor relationship; the definition of labor is still stuck in the perceptual stage, confusing the boundary between physical exercise and physical labor, and understanding labor as physical consumption, without truly understanding the connotation of labor. The one-sided understanding of labor as physical consumption, without really understanding the connotation of labor; the interpretation of labor into social natural division, shows its understanding of the division of labor overhead value judgment[6]. These problems and challenges are derived from the historical legacy of traditional education, and some are limited by the current objective conditions, which restrict the implementation of policies, but some are also attributed to the loss of individual values.

5. Conclusions

At present, the problems existing in the labor education of college students in Chinese higher vocational colleges involve three subjects: schools, teachers and students, which are reflected in the curriculum, practical teaching, labor values and other aspects. It can be seen that although China's labor education has made some achievements, but there are still a series of challenges.

These challenges are mainly manifested in the lack of curriculum setting and environmental guarantee for implementing labor education in some schools. At present, labor courses in colleges and universities mainly focus on professional education courses that need hands-on practice, supplemented by social practice and public welfare activities with professional education as the background. In addition, based on the needs of college teaching, some research assistance and teaching assistant positions will also be set up according to the nature of professional courses. Therefore, in the talent training system of colleges and universities, the labor education curriculum is seriously dependent on the setting of professional courses, and lacks a systematic and independent labor curriculum system, which seriously restricts the implementation and development of labor education in colleges and universities. Moreover, the current labor education environment in some colleges and universities pays attention to the construction of external landscape with vision as the center and material form as the main carrier, and lacks the condensation of the internal labor spirit with local and professional characteristics. The experience of labor education environment is simplified to a single visual experience, and the intrinsic value identification gives way to the external form. Therefore, slogans, performances and publicity, which are easy to create visual impact, occupy the mainstream of labor education environment in some colleges and universities. Third, some teachers lack the labor education concept and teaching methods that keep pace with The Times. Of course, most college students currently hold negative labor values. Contemporary college students face a somewhat bizarre world: information and its values spread at the speed of light, overwhelmed; the rapid development and transformation of society, the traditional Chinese values formed in the long farming period; new technologies, new fields are invented, discovered, and some value standards in front of these new things. A series of value problems caused by this cannot but be reflected in the labor values of contemporary college students. Therefore, at present, "easy to work" more refers to the abandonment of labor rights and labor obligations, and hold a negative labor attitude in work, study and life, the emergence of "lying down", "Buddha", "touch fish" and other phenomena is the epitome of this bad phenomenon. Therefore, the "comfort" of contemporary college students can be expressed as indifference to their own study and labor, and can also be expressed as disrespect for the fruits of others' labor. It can also be shown as placing too much emphasis on the test skills and scores in the exam, while ignoring the cultivation of their own knowledge, skills and values. In short, they no longer advocate labor, respect labor, love labor.

6. Expectation

Labor education is an important part of quality education, which is conducive to improving students' ability to adapt to the society in employment. Labor education as an important way of quality education, our research as by analyzing the current problems and challenges in China higher vocational education, can make us more clear understanding to the current labor education is the root of problems in higher vocational colleges, to put forward more effective improvement strategies, make them

improve themselves in practice.

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