

# Discussion on the path of integrating labor education into ideological and political course teaching in colleges and universities

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**Abstract:** This paper explores the path of integrating labor education into the teaching of ideological and political education courses in universities. By analyzing the connotations of labor education and ideological and political education, and combining university teaching practices, a feasible integration model is proposed. This article mainly starts from cultivating students' practical skills, strengthening the awareness of social responsibility, and enhancing team cooperation spirit, aiming to promote the in-depth development of ideological and political education in universities.

**Keywords:** Labor Education; Ideological and Political Courses; University Education; Practical Skills; Social Responsibility; Team Cooperation

## 1. Introduction

Ideological and political courses in universities are an important part in cultivating students' comprehensive qualities. Labor education, as a form of education with strong practicality and emphasis on hands-on skills, has the potential to integrate with ideological and political courses. However, how to effectively integrate labor education into the teaching of ideological and political courses in university education practice still requires in-depth research and discussion. This article explores the organic combination of labor education and ideological and political courses from aspects such as cultivating students' practical skills, strengthening the awareness of social responsibility, and enhancing the spirit of team cooperation, aiming to provide new ideas and paths for the teaching of ideological and political courses in universities.

## 2. Analysis of the Connotations of Labor Education and Ideological and Political Courses

### 2.1 The Connotation of Labor Education

The connotation of labor education covers several key aspects, with the primary focus being the cultivation of students' practical skills. Labor education, through hands-on participation in actual work, seeks not only to transmit theoretical knowledge but also to profoundly cultivate students' practical operational skills. This direct practice helps students understand and apply theoretical knowledge learned in the classroom during hands-on operations and stimulates their ability to think about practical problems.

Moreover, labor education emphasizes the cultivation of teamwork awareness and a sense of social responsibility. Through participating in collective labor, students learn to cooperate with others and feel the close connection between the individual and society in actual work. This helps to cultivate a spirit of teamwork in students, gradually forming a positive concept of social responsibility.<sup>[1]</sup>

Overall, labor education is committed to making students more competitive and adaptable in their academic and career pursuits by fostering practical skills, operational abilities, and professional qualities. This comprehensive connotation is not only beneficial for the holistic development of students but also provides an effective way for society to cultivate talents with practical abilities and a sense of social responsibility.

## ***2.2 The Connotation of Ideological and Political Courses***

Ideological and political courses in universities, as the main channel for cultivating students' ideological and political qualities, encompass several key aspects. Firstly, these courses focus on students' learning of the Marxist theory system. By deeply studying the basic principles of Marxism, students can establish a profound understanding of the laws of social and historical development and form a solid theoretical foundation.<sup>[2]</sup>

Secondly, the connotation of ideological and political courses includes the cultivation of socialist core values. In this process, students are exposed to the specific content of socialist core values, gradually forming a positive and responsible ideological character, laying a solid foundation for their future social roles.

Additionally, ideological and political courses involve the construction of national legal concepts. Through in-depth learning of national legal systems, students gradually develop legal thinking and establish correct legal concepts, becoming qualified citizens of a socialist country governed by the rule of law.

In summary, the connotation of ideological and political courses includes not only learning theoretical knowledge but also emphasizes the cultivation of socialist core values and the construction of legal concepts. Through comprehensive coverage of these aspects, these courses aim to cultivate students' correct ideological views and positive value orientations, providing a profound ideological foundation for their future social participation and leadership capabilities.

## ***2.3 The Intrinsic Connection Between Labor Education and Ideological and Political Courses***

There is a close intrinsic connection between labor education and ideological and political courses, which is reflected not only in the consistency of educational objectives but also in their organic combination in practice. Firstly, both labor education and ideological and political courses share the common goal of cultivating students' comprehensive qualities. Labor education focuses on the cultivation of practical skills, operational abilities, and professional qualities in students, while ideological and political courses emphasize the enhancement of students' ideological and political qualities, including the cultivation of socialist core values and the construction of legal concepts.<sup>[3]</sup> Both aim to cultivate well-rounded talents with practical skills and a sense of social responsibility.

Secondly, there is a natural fit between labor education and ideological and political courses in practice. Labor education emphasizes students' skill development through actual work participation, while ideological and political courses focus on guiding students' correct ideological concepts through theoretical learning. Combining these two, the cultivation of hands-on skills in actual work can lead students to a deeper understanding and implementation of the theoretical knowledge learned in ideological and political courses. For example, through labor practice, students can better understand the application of socialist core values in actual work, forming a positive professional attitude.<sup>[4]</sup>

Furthermore, labor education emphasizes the cultivation of teamwork and social responsibility, resonating with the goal of ideological and political courses to cultivate students' sense of social responsibility. Through participating in collective labor, students not only develop teamwork skills but also deeply understand the close connection between the individual and society, forming an awareness of social responsibility. This aligns with the concept of ideological and political courses in cultivating students to serve the socialist rule of law country, forming an organic intrinsic connection.

Overall, the intrinsic connection between labor education and ideological and political courses is not only consistent in educational objectives but also presents an organic combination in practice. This connection provides a more comprehensive and effective teaching path for university education, enabling students to not only possess practical skills in actual work but also cultivate ideological and political qualities that align with socialist core values.<sup>[5]</sup>

## **3. The Theoretical Foundation of Integrating Labor Education into Ideological and Political Education in Universities**

### ***3.1 Theoretical System of Labor Education***

The theoretical system of labor education establishes the basic framework of labor education, providing a theoretical basis for its integration into ideological and political education in universities.

Key elements of the labor education theoretical system include practical education, comprehensive quality cultivation, and the cultivation of a sense of social responsibility, among others.

Firstly, the labor education theoretical system emphasizes practical education. This concept believes that through hands-on operations, students can better understand and apply the theoretical knowledge they have learned. Practical education not only helps students develop skills in actual work but also promotes a deep understanding of theory. In university ideological and political courses, through the labor education theoretical system, theoretical knowledge can be materialized, allowing students to better practice socialist core values in real life.

Secondly, the labor education theoretical system focuses on comprehensive quality cultivation. Labor is not only about skill training but also about the improvement of overall quality.<sup>[6]</sup> This system stresses the cultivation of students' practical skills and also pays attention to their teamwork, communication skills, and other comprehensive qualities. This aligns with the goals of university ideological and political courses, collectively fostering well-rounded socialist builders and successors.

Additionally, the labor education theoretical system focuses on cultivating a sense of social responsibility. Labor is a process of interaction between the individual and society, and the system believes that through labor, students will more profoundly feel their close connection with society and form an understanding of social responsibility. This view is consistent with the goal of university ideological and political courses to cultivate a sense of social responsibility, enabling students to more consciously practice socialist core values and become citizens with a sense of social responsibility.

Overall, the labor education theoretical system provides a theoretical foundation for integrating labor education into university ideological and political courses. Through the organic combination of practical education, comprehensive quality cultivation, and the cultivation of a sense of social responsibility, the labor education theoretical system offers rich theoretical support for university ideological and political courses, allowing students to develop more comprehensive and profound qualities both in terms of thought and action.

### ***3.2 Theoretical System of Ideological and Political Education in Universities***

The theoretical system of ideological and political education in universities is the theoretical support for cultivating students' ideological and political qualities, guiding the integration of labor education into ideological and political courses. This system mainly includes the study of basic principles of Marxism, the cultivation of socialist core values, and the construction of legal concepts.

Firstly, the theoretical system of ideological and political courses in universities emphasizes the study of the basic principles of Marxism. Through studying these courses, students deeply understand the basic principles of Marxism, including core concepts like dialectical materialism and historical materialism. This not only helps students establish correct worldviews and outlooks on life but also provides strong support for applying Marxist theory in actual work. This aligns with the practical requirements of labor education, enabling students to more profoundly understand and apply the theoretical knowledge learned in ideological and political courses through actual labor.

Secondly, the theoretical system of ideological and political courses in universities focuses on the cultivation of socialist core values. Through these courses, students are introduced to the connotations and practical requirements of socialist core values, gradually forming a positive and morally sound ideological character. This value cultivation complements the comprehensive quality cultivation of labor education, enabling students to better reflect socialist core values in labor, becoming well-rounded socialist builders.

Additionally, the theoretical system of ideological and political courses in universities also emphasizes the construction of legal concepts. Through studying national legal systems, students gradually develop legal thinking and establish correct legal concepts. This echoes the cultivation of a sense of social responsibility in labor education, making students more legally conscious in actual work, becoming qualified citizens of a socialist rule of law country.

In summary, the theoretical system of ideological and political education in universities provides theoretical guidance for integrating labor education into ideological and political courses. By organically combining the basic principles of Marxism, socialist core values, and legal concepts, this theoretical system offers systemic theoretical support for the comprehensive shaping of students' ideological views, enabling them to better practice socialist core values in labor practice and become new-era youths with legal concepts and a sense of responsibility.

### ***3.3 Construction of Integrated Theoretical Foundations***

The construction of a theoretical foundation integrating labor education and ideological and political courses in universities is key to achieving their organic combination. This construction process needs to fully consider the theoretical connotations of labor education and ideological and political courses, finding commonalities and complementarities between them, providing strong theoretical support for integration.

Firstly, constructing the integrated theoretical foundation requires clarifying the commonalities between labor education and ideological and political courses. Both emphasize the cultivation of students' overall qualities, focusing on improving students' practical skills, sense of social responsibility, and comprehensive qualities. Through theoretical comparison and analysis, finding common educational objectives between them provides a common theoretical basis for integration.

Secondly, the integrated theoretical foundation should fully explore the complementarity of labor education and ideological and political courses. Labor education focuses on cultivating students' practical skills and teamwork spirit, while ideological and political courses emphasize enhancing students' ideological and political qualities and sense of social responsibility. By deeply exploring the complementary relationship in their theoretical connotations, finding key elements that make them complement each other provides profound theoretical support for constructing an integrated theoretical foundation.

In constructing the integrated theoretical foundation, existing educational theories on interdisciplinary integration can be referenced, organically integrating the theoretical points of labor education and ideological and political courses. For example, problem-solving teaching methods can be borrowed, integrating real-world problems into ideological and political courses, guiding students to use the theoretical knowledge learned in ideological and political courses to solve practical problems in labor practice. This approach emphasizes practicality while promoting a deep integration of theory and practice.

The construction of the integrated theoretical foundation also needs to focus on innovative teaching methods. Utilizing modern educational technologies, a series of practical projects can be designed, allowing students to exercise practical skills and deeply contemplate issues related to socialist core values. This innovative teaching method helps organically combine the theoretical content of labor education and ideological and political courses.

In summary, constructing an integrated theoretical foundation is key to achieving the organic combination of labor education and ideological and political courses in universities. By clarifying their commonalities and complementarities, drawing on interdisciplinary integration concepts, and innovating teaching methods, theoretical guidance and practical support can be provided for the organic integration of university ideological and political courses and labor education. This integrated theoretical foundation not only helps cultivate more comprehensive qualities in students but also meets the requirements of higher education in the new era.

## **4. Practical Approaches to Integrating Labor Education into University Ideological and Political Courses**

### ***4.1 Pathways to Cultivate Students' Practical Skills***

To achieve the organic integration of labor education with university ideological and political courses, cultivating students' practical skills is crucial. Here are some innovative practical approaches aimed at deepening students' understanding of ideological and political course theories through planned labor practice activities and transforming it into actual capabilities.

#### ***4.1.1 Integration of Labor Practice and Professional Knowledge***

Incorporate relevant labor practice activities into the learning process of professional knowledge, enabling students to transform abstract theoretical knowledge into practical operational skills. For example, in engineering disciplines, students can be organized to participate in the design and implementation of engineering projects. By getting involved hands-on, students not only understand engineering principles but also acquire practical engineering skills. This integration enhances students' ability to apply professional knowledge in practice, making them capable of understanding theory and skillfully applying it in actual work.

#### ***4.1.2 Team Collaboration Projects and Cultivation of Social Responsibility***

Organize students to participate in practical team projects aimed at cultivating their team

cooperation consciousness and sense of social responsibility. For example, community service projects could be designed, requiring students to cooperate from project initiation, implementation to summary. Through teamwork, students experience the relationship between the individual and society in actual work, nurturing their sense of social responsibility. This approach integrates labor practice and team collaboration into ideological and political courses, allowing students to experience the practical application of socialist core values.

#### ***4.1.3 Case Analysis and Construction of Legal Concepts***

Introduce case analysis, where student teams collaborate to solve real problems, fostering students' legal concepts. For instance, select cases related to professional knowledge and social legality, requiring students to analyze the cases and propose solutions. This approach enables students to apply professional knowledge to solve real problems and feel the application of legal concepts in reality, forming correct legal thinking.

Through these innovative practices, the organic integration of labor education and university ideological and political courses can be better achieved. These approaches consider not only the cultivation of professional knowledge but also emphasize the comprehensive quality cultivation in teamwork, social responsibility, and legal concepts, enabling students to not only practice practical skills in labor but also better practice socialist core values, becoming new-era youths with ideological and political qualities.

### ***4.2 Strategies to Enhance Awareness of Social Responsibility***

To effectively integrate labor education with university ideological and political courses, strengthening students' sense of social responsibility is particularly crucial. Here are specific and practical strategies aimed at fostering a stronger sense of social responsibility in students through their implementation.

#### ***4.2.1 Social Responsibility-Oriented Course Content***

In ideological and political courses, adjust and design course content to organically integrate the concept of social responsibility. Introduce cases, problem discussions, and industry-related course content concerning social responsibility, allowing students to naturally encounter the concept of social responsibility during their learning. For example, in economics courses, introduce cases of corporate social responsibility, letting students analyze the responsibility and impact of businesses in economic activities. This stimulates students' sense of social responsibility, helping them understand and internalize this concept in their studies.

#### ***4.2.2 Social Responsibility Requirements in Practical Projects***

Define the requirement of social responsibility in practical project designs, guiding students to experience a sense of social responsibility in actual operations. Projects could include community service, public welfare activities, environmental projects, etc., requiring students to deeply contemplate and feel their social responsibility during the project implementation. For instance, for engineering students, design an environmental engineering project, requiring them to consider the environmental impact during project implementation and propose sustainable development suggestions. Through practical labor practice, students will more profoundly recognize their actions' impact on society, forming a stronger sense of social responsibility.

#### ***4.2.3 Courses on Social Responsibility Discussions and Debates***

Set up specific courses or modules to organize students to discuss and debate social responsibility. Guide students to deeply ponder the concept and importance of social responsibility and strategies in specific contexts, stimulating their attention and thought on social responsibility issues. For example, in sociology courses, organize debates on social issues, guiding them to consider individual responsibilities and obligations in society. Such course designs cultivate students' critical thinking, making them more responsible and accountable.

Through these strategies, students' sense of social responsibility can be more comprehensively strengthened, enabling them to better practice socialist core values in the integration of labor education and ideological and political courses, and contribute positively to future social development.

### ***4.3 Practical Methods to Enhance Team Collaboration Spirit***

In the process of cultivating students' team collaboration spirit, a series of practical methods are needed to help students better understand and experience the importance of teamwork. Here are some specific practical methods:

#### 4.3.1 Project-Driven Team Collaboration

Project-driven is an effective method for team collaboration training. By providing students with actual projects and encouraging them to form teams to complete tasks, this practice tests not only their professional knowledge but also exercises their team collaboration spirit. For example, in computer science disciplines, a software development project can be designed, requiring students to complete different modules as a team, thereby cultivating their team collaboration and communication skills.

#### 4.3.2 Team Building Activities

Regularly organize various team-building activities to improve students' team cohesion and cooperation ability. These activities could include outdoor expansion, team games, collective performances, etc. Through interactions in informal settings, enhance the trust and understanding among team members, thereby better promoting team collaboration. For example, in outdoor expansions, students need to overcome obstacles and solve problems together, cultivating a sense of urgency and unity in team collaboration.

#### 4.3.3 Cross-disciplinary Collaboration Projects

Encouraging collaboration between students of different disciplinary backgrounds is an important way to cultivate comprehensive qualities. Cross-disciplinary collaboration projects enable students to better understand and respect the characteristics of different disciplines and cultivate interdisciplinary thinking abilities. For example, in a humanities and engineering collaboration project, arts students could be responsible for assessing the social impact of the project, while engineering students handle the actual engineering design, working together to complete a comprehensive project.

Through project-driven, team-building, and cross-disciplinary collaboration methods, students' team collaboration spirit is cultivated. This includes exercising communication skills through actual projects, holding diverse team-building activities to enhance cohesion, and promoting collaborative projects between different disciplines to develop interdisciplinary thinking.

### 5. Conclusion

Through the analysis of the connotations of labor education and ideological and political courses, the construction of an integrated theoretical foundation, and the exploration of practical paths, this paper proposes a feasible model for integrating labor education into university ideological and political courses. This model aims to encourage students to develop practical skills, deepen their sense of social responsibility, and improve their teamwork abilities in actual operations. This integrated approach helps expand the teaching domain of ideological and political courses in universities and provides stronger support for the holistic development of students. In practice, schools can flexibly adjust and innovate according to actual conditions to better realize the deep integration of ideological and political courses with labor education.

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