

The Historical Contribution of Lenin's Labor Education Thought

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Abstract: Lenin is the successor and development of Marxism. If Marx and Engels of labor education discussion more stay in theory level, then Lenin is closely linked with the Soviet Russia development, more targeted focus and realistic pertinence "education must serve the proletarian politics and socialist construction" the basic principle of marxist education thought. On the theoretical level, Lenin's labor education thought not only enriched and developed Marxism-Leninism, inherited the development of Marx and Engels' labor education thought, promoted the Russian revolution and construction of Russia, but also provided strength and practical experience reference for other socialist countries.

Keywords: Lenin; labor education; education theory

1. Introduction

Lenin's discussion on the thought of labor education has its specific basis of time and reality. In the socialist construction of the Soviet Union after Lenin, especially in China, compared with the historical era that Lenin lived in at that time, compared with the past revolutionary war years and planned economy years, the environment, object, content, carrier and goal of Marxist labor education all happened greatly. How should we objectively evaluate what kind of historical contribution does Lenin's labor education thought have? In theory, how to enrich Leninism, developed the Marx and Engels education thought, in practice to promote the Russia, the socialist revolution and construction has what value, since the May 4th movement in 1919 spread into China, until the 18th congress before, the Chinese labor education theory and practice provides what experience for reference? These questions need to be answered urgently.

2. It successfully inherited Marx and Engels' idea of "educational production with labor integration"

"Education must be combined with productive labor" is an important proposition of the Marxist thought on the comprehensive development of human education [1]. Marxism inherits and develops the western humanistic philosophy tradition, takes practice as the root of humanized nature, and puts forward the important value of human freedom and all-round development."The thought of comprehensive human development" is the important ideological basis of Marx and Lenin's thought of labor education. Marx and Engels believed that whether man is the most essential feature that distinguishes communist society from capitalist society. It is the main starting point of Marx and Engels to realize the combination of "education and productive labor" and realize the comprehensive development of the health and freedom of the working class. The improvement of workers' material and spiritual conditions requires reasonable and perfect labor education.

Therefore, labor education and comprehensive technology education are the important dimensions of Marx and Engels' educational thought. Marx and Engels' thought of "combining education with productive labor" is the source of a series of important viewpoints such as the essence, purpose, method and content of socialist labor education. On this basis, Lenin as the successor of marxism, development and proletarian revolutionary leader, in the Soviet revolution and construction practice, further points out that the all-round development of people is the highest goal of socialist development, "education and productive labor" reality is to realize the all-round development of realistic path. Lenin began to be exposed to Marxism in his youth, and gradually became a firm believer, theoretical innovator and practical pioneer of Marxism [4]. He carefully investigated and deeply understood the educational thought of Marx and Engels' "combination of education and productive labor", and took it as the

methodology and theoretical principle of Soviet socialist education, which formed the theoretical basis of its analysis, criticism and reconstruction of Russian labor education.

3. It opened up the Soviet labor education thought and trained talents to help the construction of Soviet socialism

3.1 Pioneering the Soviet labor education thought

Lenin led the victory of the Russian proletarian revolution, and the cultural and educational construction after the establishment of the Soviet regime realized the leap of Marx's labor education thought from theory to practice, and opened up the Soviet Union's labor education thought. Lenin's labor education thought is not only an important part of Lenin's educational thought, but also an important dimension of Lenin's educational thought, which plays an important role in Lenin's educational thought system. Lenin has been since his youth

We need to deeply recognize the shortcomings of the Russian education system. After devoting himself to the socialist revolutionary work of the Russian Communist Party (cloth), the focus of his work mainly focused on the study of Marxist theory, propaganda and organization of workers and other proletariat to carry out socialist movements. Lenin and Krupskaya, as well as the Russian Communist Party (Bu) party members, have visited western Europe and other developed capitalist countries for many times to investigate the labor education system [5]. By learning the experience and practices of workers 'education, national education, labor education, comprehensive technical education and other aspects of the national workers' parties under the background of the industrial revolution, Lenin's labor and educational ideas were finally formed and put into practice. Under the influence of Lenin's labor education thought, a large number of world-class important educators emerged in Soviet Russia and the Soviet Union, such as Pavlov, Makarenko, Kelov, Vygotsky, Zenko, Suhomlinsky and other educators, which made the Soviet education cause present unprecedented prosperity.

3.2 Cultivating talents to help the construction of Soviet socialism

After the death of Lenin, Stalin period still followed the thought of Lenin's labor education, put forward "Communist party members should master technology", called on the whole Party to attach great importance to the ideological context of cultivating a large number of senior specialized technical personnel from the front line of industrial and agricultural production. In the 1820s and 19 30s, Makarenko led the Golgi Engineering Corps and the Jerrensky Commune, which was not only self-sufficient, but also paid 5 million rubles in net profit every year [2]. Tens of thousands of advanced workers, trade union activists and outstanding Communist party members from the front line of industrial and agricultural production have been directly sent to institutions of higher learning to learn specialized cultural knowledge and labor skills. After returning to the grassroots business, these students have become senior professionals among the leading cadres of the Soviet national economy, and the professional and technical business backbone of the profession. This policy of dispatching higher education, which selects grassroots workers to go to universities, continued until the mid-1830s, when middle school graduates in the Soviet Union received professional technical training enough to meet the source of college freshmen. At the same time, it is also a model of labor education adapted to the economic and social development of the country, the beginning of the first time in human history in accordance with the detailed national plan, and the beginning of the large-scale socialist modernization of mankind.

4. World historical significance: to help realize a new type of international labor relations

Once was criticized by some scholars at home and abroad, Lenin's thought and theory on labor education and comprehensive technology education were criticized as having "narrow national character". All kinds of revisionists, opportunist and bourgeois Soviet problem researchers, attempt to deny the Russian October revolution world historical significance, criticism of Leninism, the historical phenomenon of "accidental" nature imposed on the Russian October revolution victory, the Leninism and Lenin's thoughts confined to the scope of "the reality of Russia" narrow."Both the Eastern revolution and the construction of the eastern society have encountered the unique, complex and backward cultural dilemma of the East [3]." We must dialectically view the historical contribution made by Lenin's labor education thought under the unique, complex and backward historical

background in which he lived.

4.1 Advocate the spirit of labor and carry out social public welfare labor

Lenin's ideas on labor education and comprehensive technical education inherited Marx and Engels' vision of future education. It is the crystallization of all the progress and advanced ideas accumulated by humanity, as well as their excellent wisdom, and represents the future educational aspirations. In the process of continued development throughout the history, it has been convincingly proved that Lenin's thought of labor education for the growing youth is of extremely profound world historical significance. Become the driving force to carry out proletarian labor education innovation in the world. "Communist Saturday voluntary labor is the working class to create new history." He gradually freed the Soviet Republic from the impact of economic damage, supported the socialist economic construction of the Soviet regime, eliminated the Marxist stance of the party, and resisted the erosion of the capitalist environment on the Russian Communist Party (Bolshevik). After the collapse of the Soviet Union, the tradition was once diluted. Lenin labor education thought emphasized by "Saturday compulsory labor", "everyone involved in labor" as the slogan of the socialist movement, unprecedented in human history highlights the ordinary working people labor value, efforts to promote human labor value reasonable return, advocating "justified" social overall labor values, labor spirit, labor spirit of human social history development, realize the better life has eternal spiritual value. At present, many countries in the world have begun to understand the value of this activity again. Many CIS countries have organized national "Saturday voluntary labor", and some state leaders even led their own government officials to participate in public welfare activities similar to "Saturday voluntary labor". This means, "Not everything in the Soviet era was bad. The spirit of collectivism is good to organize people to participate in Saturday voluntary labor together." In contemporary China, voluntary labor on Saturday shows the spirit of labor, the spirit of model workers and the initiative of labor, which is the important nutrient for promoting the great new project of the Communist Party of China under the new development pattern of double cycle.

4.2 Respect for labor and creation, and achieve a better life

All the history of human civilization so far is a history in which time is alienated and eaten back by man itself. In the long history of human beings, human beings have been looking for the true meaning of life, the meaning of survival and the source of happiness in time. Marx believed that, "The desire to pursue happiness is born, and therefore it should be the basis of all morality." Human pursuit of a happy life is the innate nature of human beings and the moral basis of the existence is the concentrated embodiment of the nature of human beings. When give full play to their subjectivity labor, as the value of people and the highest state of life, decent labor and free life become human life connotation and survival normal, the nature of class strength rising in subjectivity labor life practice, also means that the nature of class attribute and life value to cash in decent labor, labor justice. Today, the forms of labor are more diverse and richer, the scope of workers is also wider, and the new and similar forms of labor innovation and creation are advancing with the times. Advocate using labor for justice and build a better life together. The logic of labor justice includes philosophical reflection, value examination and value ranking in the dimensions of human and human, human and nature, human and society, and human and self in the process of labor. Labor activities and labor relations are related to the multiple relationships between man, man and nature, and man and self.

4.3 Attach importance to protecting workers and contributing to common prosperity

Marx once pointed out: "Capital has only one kind of life instinct, which is to multiply itself, create surplus value, and suck as much surplus labor as possible with the means of production of itself." The movement of capital is unlimited." In today's society, with the capital logic of business seeking profit as the goal, the capital power is becoming more and more powerful, making the production of modern labor and labor products act continuously driven by economic rationality. The role of capital in controlling the whole social system is becoming increasingly powerful. Specifically, we need to adhere to putting the people at the center, promote labor justice, based on the new situation and situation, constantly update the connotation and extension of labor and workers, respect all workers, and cherish the achievements of labor. At the same time, we need to improve our social status and income level, which is conducive to economic and social development, and is conducive to the timely and happy labor and workers of the people, especially in emerging industries such as technological innovation and the Internet and new media. We will attach great importance to workers' welfare and protect their rights

and interests. To provide a broader stage for the development of labor and creation. To provide workers with better skills training, labor protection, material and spiritual treatment, so that workers more actively to master the social hot labor practice. We will continue to be problem-oriented, and promptly solve prominent problems that the working people feel strongly about. With the development of the times, we have to face the problem of a large number of rural labor loss and rural revitalization. We need to proactively identify, analyze, protect, and solve various prominent problems and contradictions encountered by workers in their struggle process, such as the "996" extra long working hours every day. We need to respond to their voices and expectations in a timely manner, continuously build new and harmonious labor relations, and promote common prosperity.

5. Reflective thinking of Lenin's Labor education Thought on the Soviet Union

During the reign of Lenin, although Lenin's labor education thought played an active role in promoting the Soviet history, it also had a bias and detours in the history. In contrast, the Soviet union after the Soviet dynasties leaders led, due to long neglect of the flesh-and-blood contact with the people, the Soviet party's leading cadres at all levels are more and more high, socialist education also gradually indifference the tenet of the people's education, estranged from the people's friendship, eventually lost the people's support and trust of the masses. The subsequent collapse of the Soviet Union cannot have nothing to do with it.

5.1 To replace teaching with labor, students are simply regarded as making up for labor vacancies

Shortly after the victory of the October Revolution, in October 1918, the Basic Principles and Regulations of Unified Labor Schools were formally formulated and published, which was a fundamental revolutionary transformation of the old schools, but there was a radical tendency in the understanding and practice of labor education in schools. In order to reverse the situation of human resource deficit caused by years of wars, students are simply used as labor force and required to participate in too much productive labor. The school did not pay attention to the teaching of cultural and scientific knowledge, abolished examinations and homework, and the quality of teaching once declined. The school overemphasizes productive labor, replaces teaching with labor, and claims that productive labor should be the basis of school life. The teaching content of production labor practice soared, and the weekly production labor time accounts for about one third of the total teaching hours of the first level schools.

5.2 Single labor curriculum, the lack of practical work quality training

In the early days of the establishment of the Soviet regime, the labor education courses in schools were mainly agricultural production labor and manual labor in experimental orchards, vegetable gardens and fields, and a single form of labor replaced comprehensive technical education. It has severed the connection between labor and comprehensive technical education and cultural basic theoretical knowledge. Even if some schools set up the labor class, it is often regarded as the only discipline that undertakes the responsibility of comprehensive technology education, without implementing the educational principle of "curriculum labor" in other disciplines.

There is the tendency of floating on the surface to be divorced from the society and life. As a result, the young people who are about to face graduation are still indifferent to labor, lack of front-line production labor skills training, unwilling to engage in first-line factory labor and agricultural production. Vocational training has blindness. The school decides the professional scope of production and teaching, which is relatively casual, does not completely according to the accurate needs of all departments of the national economy, and does not estimate the practical needs of young people to offer labor education courses that they are willing to accept.

5.3 The negative influence of labor education thought in the wartime communist policy

With "everyone participates in labor" and "the principle of no food without labor", the main content of labor education constitutes the basic content of communist labor education in wartime. After the war, the policy and the inadaptability of the law of socialist economic development in peace were increasingly exposed, and caused social unrest. After the war, the top Bolshevik leaders tended to continue with the wartime communist policy. They insist that the wartime communist policy, is the Marx and Engels about socialist ideas and Paris commune principles, directly applied to the Russian

socialist construction practice, can realize the Soviet union by the backward feudal serfdom countries to civilized socialist countries "direct transition", is a direct bridge to socialism. Practice has proved that, as an attempt to "direct transition" to socialism, wartime communism is undoubtedly a failure. During the wartime communist policy, although the Soviet regime won the war, it seriously affected the efficiency of economic construction, resulting in social political instability and productivity decline, and reduced the people's trust in the new Soviet regime and the Russian Communist Party (Bu) Party.

In the spring of 1921, a serious economic and political crisis struck Soviet Russia. Under the destruction of the war and natural disasters at that time, it caused great harm and influence to the people's lives, leading to a serious economic crisis and political crisis. As a result, after the war, the Russian agricultural land area is greatly reduced, the grain sown area is very limited, the grain production is greatly reduced; the industrial enterprises recover the state, the state is unified control, the production efficiency is seriously low, the product supply is seriously insufficient, and the supply of daily consumer goods and means of production is not smooth. In addition, the labor distribution organization distributes the means of production and living from top to bottom through the redundant intermediate links, so that both the production and supply chain and the life supply chain are not smooth, the industry enterprises fail to start normally, the workers cannot pay wages, and the living quality of the workers is extremely low and difficult. This distribution method further encouraged the bureaucratic habits and bureaucratic style, such as workers' strikes, peasant riots and soldiers' rebellion, which intensified the internal contradictions of the Soviet society. As the working class, which was the strength of the proletariat, took the lead in supporting the October Revolution, during the implementation of the wartime communist policy, they opposed the leadership of the Russian Communist Party (Bu) Party and the Soviet regime.

6. Conclusion

To sum up, Lenin is the successor and development of Marxism. If Marx and Engels of labor education discussion more stay in theory level, then Lenin is closely linked with the Soviet Russia development, more targeted focus and realistic pertinence "education must serve the proletarian politics and socialist construction" the basic principle of marxist education thought. On the theoretical level, Lenin's labor education thought not only enriched and developed Marxism-Leninism, inherited the development of Marx and Engels' labor education thought, promoted the Russian revolution and construction of Russia, but also provided strength and practical experience reference for other socialist countries.

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