

Exploring the Path of Integrating Labor Education into College Civics Classroom under the View of "Greater Civic Education"

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Abstract: In recent years, the Party Central Committee has repeatedly mentioned the importance and effectiveness of strengthening labor education in important fields such as education and culture, and Secretary government has pointed out that "we should publicize and lead all young people to correctly establish the thinking of loving labor and correctly form good habits of loving labor, so as to cultivate a group of high-quality workers who are diligent and courageous for the development of the motherland". Higher education, which is responsible for cultivating and delivering human resources to our country, should pay attention to the general policy of our country, improve the talent training system, and consider strengthening labor education as one of the requirements for its development. Under the concept of "Great Civic Education", we emphasize the effectiveness of labor education in the process of moral education in colleges and universities, advocate "moral education of life" and "moral education of the main body", and mobilize the main body of students' ability by approaching their practical life, which is conducive to internalizing the traditional externalized moral theories into moral consciousness rooted in students' heart and serving the purpose of solving the current social problems, thus realizing the educational purpose of putting learning into practice and knowledge into action. The purpose of education is to realize the application of learning and the integration of knowledge and action.

Keywords: Greater civic education, Labor education, Ideological and political education, Current situation, measures

1. Ideological and political education and labor education in colleges and universities from the viewpoint of "Greater Civic Education"

1.1. The connotation of "Greater Civic Education"

The overall view of ideological and political education is relative to the traditional view of ideological and political education. It refers to the overall understanding of further improving the level of students' ideological and political education. It represents a fundamental way to further improve the effect of students' ideological and political education[1]. The essential goal of the overall ideological and political education is to follow the basic laws of students' growth and cognitive psychological characteristics in the teaching process. Need to be student-centred. Put moral education first. At the same time, we must pay attention to educating people in the whole staff, the whole process of educating people, and the comprehensive education of people. To comprehensively implement quality education and training for students. In this way, the overall systematicness and active adaptability of ideological and political theory education can be improved. Further help students achieve unity of knowledge and action. In this way, students can comprehensively improve their literacy in the future study, work and life. In this way, the actual effect of improving the ideological and political teaching of universities can be achieved [1-2].

1.2. The connotation and relationship between ideological and political education and labor education in colleges and universities

Civic education refers to the practical activity of directly influencing students' thoughts in a planned, organized and purposeful way and making them truly adapt to the norms of social development. The concept of "labor" in labor education is different from "labor" in the usual sense, and generally refers to labor education with moral significance, which focuses more on the cultural and spiritual production practices on the basis of physical and mental labor. The difference between labor education and labor

education in the sense of moral education is that it focuses more on cultural and spiritual production practices than physical and mental labor. Therefore, ideological and political education and labor education in colleges and universities are both different and necessarily related to each other[3]. Although labor education and political science education seem to be two completely different teaching systems, in fact, because they both originate from the same theoretical logic and have the same value direction and logic of reality, they have strong internal interaction with each other, but they are obviously different in terms of teaching plan, curriculum objectives and contents. The integration of the two can cultivate more high-level comprehensive talents for the cause of China's socialist modernization.

1.3. The significance of strengthening labor education in colleges and universities

General Secretary government has stressed: "In the socialist era is out of work, in the new era is also out of work. The whole society needs to respect model workers and promote the spirit of labor, so that loyal labor and diligent work will become a trend." For schools, labor teaching has always occupied a major position. The ideological and political theory class of university is the main base for students to carry out classroom teaching of ideological and political theory, and the main base for students to carry out systematic study courses of Marxist basic theory, and it is also the main position for students to carry out systematic and scientific education of Marxist view of labor. It is the main platform to cultivate students with good labor quality, and the main grasp to cultivate students' innovative labor quality and enhance their innovative and creative ability.

2. Analysis of the current situation and problems of labor education in colleges and universities

2.1. The current situation of labor education in colleges and universities

Under the guidance of the State Council and the Ministry of Education, higher education institutions are paying more and more attention to the issue of labor education, and many institutions have integrated labor education into their normal teaching programs, and further expanded the effective forms of labor education in the process of labor education practice, so that the dilemma of "no way to teach labor" in higher education institutions can be changed, The basic theories of labor education have been penetrated into all undergraduate courses through the teaching of specialized courses, and various forms of teaching practice, technical work, scientific experiments, work-study and community practice have been used to ensure the teaching results of labor practice[4]. Although the labor education of college students has started to receive attention and achieved certain practical effects, it has not achieved good results due to the constraints of many factors, and still faces many problems.

2.2. The main problems of labor education in colleges and universities

First of all, the integration between the teaching of Civics and Labor Education in colleges and universities is not high. In the content system, the teaching of Civics in colleges and universities mainly emphasizes on the basic aspects of worldview, outlook on life, values and legal concept cultivation, but neglects the cultivation of labor concept, so that the "neglect" in the educational content is very likely to cause the Civics teaching in the "lofty pavilion This kind of "neglect" in education content is very likely to cause the teaching of Civic and Political Science to be in a "lofty pavilion" without realistic education carrier. Secondly, colleges and universities do not establish perfect management and evaluation system in building socialist labor education classroom. At present, some colleges and universities do not integrate labor education into the compulsory courses in the talent cultivation link, and many teachers do not pay enough attention to the concept of labor teaching, and lack the penetration of labor teaching in the education of professional courses. The number of students participating in labor education is limited by the limitation of labor teaching sites in colleges and universities. Although some institutions have established professional labor training bases, the time allocation is often very scarce. Finally, labor education in colleges and universities has not yet become an integrated system of school, society and family, because labor education covers all aspects of school, family, social education and lifelong education, and family is the crucial "base" of quality education. The society becomes a big platform for children's labor education, and it provides important resources for children to practice labor in all aspects, thus becoming a "coordinator" for students to cultivate labor concepts. However, in practice, many times our labor education is "solo" and does not constitute a "trinity" of parents, school and society.

2.3. Analysis of the problems of ideological and political education in promoting labor education in colleges and universities

Some institutions completely ignore the significance of labor education, thinking that labor education is a clichéd issue, and it is because of such misunderstanding that the content of the ideological and theoretical teaching of labor courses in some institutions is still a small proportion of their ideological and theoretical teaching courses. Moreover, so far, because there is no scientific and standardized management system for labor courses in colleges and universities, and there is no standardized, unified and institutionalized syllabus and teaching materials for labor courses, schools are basically in the position of doing their own jobs and making piecemeal efforts in terms of teaching contents and class time settings of labor courses. The lack of attention to the labor education of college students and the ineffective supporting measures have not only led to the insufficient level of basic research on labor education and old teaching contents, but also led to the lack of attractiveness of labor education to students and the unsatisfactory teaching effectiveness.

3. The basic path of strengthening labor education for college students in colleges and universities

3.1. Integrating labor education into the system of college Civics course and giving full play to the function of Civics education carrier

We build a mechanism of symbiosis, co-construction and integration between socialist labor education and university ideological and political teaching, and actively play the role of synergistic education. We have made full use of the main channel of school education of ideology and politics, and infiltrated the idea of socialist labor education into the ideological and political theory teaching in higher education. Both labor education and ideological and political education focus on the cultivation of values and can and must be integrated with each other. The curriculum and teaching methods of higher education must be integrated to promote the formation of effective mechanisms [3-4]. In the process of labor education, students should make full use of the main position of daily ideological and political teaching to correct students' wrong thoughts and guide their normal speech and behavior with "core values of socialism with Chinese characteristics", so as to grasp the important channel of ideological and political teaching classroom which is infiltrated with labor moral education.

3.2. Improving the management and assessment mechanism of labor education and strengthening the top-level design of labor education in colleges and universities

The management of labor education in higher education institutions basically includes the management of classroom teaching, such as the opening of labor education subjects, the reasonable arrangement of class time, the guarantee of teachers' ability and materials, and the evaluation of the effectiveness of labor education. It is necessary to improve the management system of labor education in higher education institutions, to select labor-related courses that are up-to-date, to develop a suitable curriculum, to arrange class hours reasonably, to train and select a group of excellent teachers specializing in labor education, and to improve the teaching places and equipment with necessary material resources, so as to facilitate the management of labor education in higher education institutions. At the same time, the performance evaluation system of labor education should be built, and labor knowledge should be included in the evaluation indexes of students in order to cultivate their initiative to participate in labor education more effectively, so as to improve students' awareness of labor education and guide them to adjust their knowledge of labor reasonably. At the same time, it can also help teachers get more feedback on education information, so that students can reflect and make decisions on their own education activities and classroom teaching in a timely manner, and can enrich theoretical knowledge and practical experience of labor education. The connotation of the assessment and evaluation methods of labor education must be fully clarified, including the assessment of both theoretical and practical labor education courses, and the assessment methods must also adhere to the criteria of unity of diversity and flexibility, and reflect the criteria of inspiration and validity, and carry out a tiered assessment.

3.3. Expanding the practice platform and enriching the path options of labor education in colleges and universities

Give full play to the function of the main channel of ideological and political education classroom. Schools should strengthen the leading role of labor knowledge subjects in educating people, actively

explore and open courses on labor knowledge, appropriately, timely and moderately infiltrate the basic knowledge of labor and production technology, labor discipline, labor law, workers' morality and other aspects of teaching content of related disciplines, and focus on leading students to form a good view of labor life and fully grasp the necessary labor knowledge. At the same time, theoretical teaching and practical teaching are inseparable, the former is the basis of the latter, and the latter is the extension of the former. Labor education and ideological and political education are consistent in terms of connotation and evaluation objectives [4]. Labor education enables us to establish scientific production concepts in practice, which in a certain sense improves the effectiveness of ideological and theoretical teaching. Therefore, on the one hand, we should make use of teaching resources to enhance the relevance of both practical education. We should actively carry out activities such as on-site teaching, theme lectures and expert reports on the spirit of model workers, labor spirit and craftsmanship to enhance students' immersion experience, and enhance the fun of both kinds of education with the help of digital technology, 5G, VR and other technologies. In addition, we set up experimental bases for teaching labor in schools and conduct production experiments regularly, so that students can experience the actual production, experience the joy of labor, and cultivate a good view of labor and values.

3.4. Family, university and society work together to promote and highlight the "synergy" of education

"A complete and systematic education process must be based on the combination of parental, campus, and social forces." Labor education includes higher education institutions, parents, community training, lifelong training for students, etc. The family is the main venue for labor training, and the family should give full play to the function of a "platform" for labor practice, with parents not only as participants in their children's labor activities, but also as supervisors. We should give full play to the function of the "social" (community) classroom, so that every area can be turned into a labor resource and act as a "coordinator". However, in practice, labor education in many local colleges and universities is a "solo effort" and does not constitute a "trinity" network system of labor activities among parents, campus and society [5]. Labor education is never just the work of schools alone, but only the cooperation of family, society and school can constitute the synergy of labor education, so as to improve students' sense of labor experience, provide them with opportunities to enrich labor experience, and promote the maximum effect of labor education through efficient communication and cooperation with all three parties with one heart and complementary strengths.

4. Conclusion

In the new era, labor moral education has become the main course of university political theory teaching, one of the basic classes for spreading socialist values, and the main platform and grasp for promoting the implementation of the basic tasks of moral education. Therefore, in the development and implementation of labor education, higher education institutions must firstly master the scientific cognitive methods of labor education, gradually recognize the boundaries of labor education, dialectically study and criticize the solidified concepts and persistent deviations of labor education, gradually abandon the deviations of labor education, comprehensively master the specific practical methods and connotation values of labor education, and gradually clarify the direction of labor education, in order to accelerate the formation of the labor education management system of modern universities.

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