

The Connotation and Value Implication of Kindergarten Labor Education in the New Era

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Abstract: Since the founding of the People's Republic of China, the labor education in kindergartens has gone through three stages of development: exploring the combination of productive labor and education, the alienation of the function of labor education, and the correct name of mental labor. According to historical experience and the characteristics of the times, the author defines the connotation of kindergarten labor education in the new era in terms of value, goal, content and form. According to the connotation, it combs out the important value of the kindergarten labor education in the new era in terms of individual experience accumulation, self-consciousness, social development and the formation of the psychological quality of responsibility personality.

Keywords: new era, kindergarten, labor education

1. Introduction

On March 26, 2020, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools in the New Era, which clearly stated that "in order to build an education system that comprehensively cultivates moral, intellectual, physical, artistic and labor skills... we should comprehensively grasp the basic connotation of labor education... define the overall goal of labor education... so as to comprehensively build a labor education system that reflects the characteristics of the times"[1]. Although there is no suggestion on the implementation of labor education in the kindergarten education stage, preschool education is an important part of basic education and the foundation stage of school education and lifelong education in China. It should conform to the trend of labor development in the new era and the implementation suggestions on labor education in China, so that children can establish correct labor values and have the spirit of advocating, loving and working hard. Through the historical evolution of kindergarten labor education after the founding of the People's Republic of China, this paper attempts to clarify the transformation logic and development trends of kindergarten labor education after the founding of the People's Republic of China. Combining the development trends of labor education in the new era with the development changes of kindergarten education, it provides reference for the current implementation of labor education in kindergartens.

2. Historical evolution of kindergarten labor education thought

Since the founding of New China, labor education in kindergartens has undergone several phased changes. Focusing on the guidance of labor education policies in several stages and the support of kindergarten labor education practice, the author combed the kindergarten labor education experience and explored the three development periods of production labor and education combination, labor education function alienation, and proper name mental labor.

2.1 Exploring the period of combining productive labor with education

In the early days of the founding of New China, there was an upsurge of learning from the Soviet Union. According to Marxism Leninism, labor has creative value. Mao put forward the idea that education should be combined with productive labor, including kindergarten education, which should pay attention to the combination of productive labor and children's intellectual education and sports.

In 1952, the Provisional Regulations for Kindergartens (Draft) issued by the Ministry of Education

of China pointed out that the educational activities in kindergartens include physical education, language teaching, environmental awareness teaching, drawing and manual teaching, music teaching and calculation teaching. Although there is no mention of early childhood labor education, its educational principles mention that it is necessary to create opportunities for children to complete simple tasks independently, guide children patiently, and develop their initiative and ability and habit of independent life [2]. Among them, the cultivation of children's independent living ability and habits includes the content of labor education. This fully reflects the importance of learning Marxism Leninism and affirming the combination of productive labor and education.

In 1958, the Central Committee of the Communist Party of China and the State Council issued the Instruction on Education, which pointed out that the Party's educational policy is to educate the proletariat to serve politics and combine education with productive labor [3].

In response to the national education policies, kindergartens attach importance to labor education. In addition to cultivating children's independent living ability, they explore the combination of education and production labor. Rural kindergartens organize children to observe agricultural production labor in a planned way, and do some simple agricultural production labor. Urban kindergartens organize children to observe production labor in factories. The content of labor education in this period mainly includes the cultivation of production labor knowledge and skills, the cultivation of independent living ability, and the cultivation of children's practical ability.

2.2 Period of alienation of labor education function

The period from 1966 to 1976 was the period of China's Cultural Revolution, during which the position of labor education was significantly improved. Labor education was regarded as the only way to "implement the principle of close combination of hands and brains, learning and labor, production and education, theory and practice" [4]. However, regarding labor education as the fundamental way to solve the problem that theory is divorced from practice, the political significance of labor education is exaggerated. Obviously, the understanding of labor education in this period was biased, which opposed labor and learning, mental labor and physical labor, and intellectuals and workers, farmers and producers [5].

Kindergarten is an integral part of school education, and its implementation of labor education is also greatly affected. The value of labor education has been overemphasized. The curriculum system of kindergartens is in a state of chaos. In the implementation of the curriculum, the phenomenon of replacing learning with labor and replacing mental labor with physical labor appears. The kindergarten not only highlights the importance of productive labor in educational content, but also separates labor from education in educational form by learning and working at the same time. Most of the forms of labor are manual labor and manual labor, and most of the time is labor. Finally, the learning of other disciplines in the kindergarten's branch teaching is blocked, especially in the aspects of infant intellectual education and aesthetic education.

2.3 Right name mental labor period

Reform and opening up - At the beginning of the 21st century, in order to adapt to the changes in the economic system, China's educational policy has undergone great changes. People have realized the impact on education of the excessive exaggeration of the political value of labor education during the Cultural Revolution, and people began to attach importance to the teaching of knowledge. In particular, after the Third Plenary Session of the Eleventh Congress, mental work began to receive attention. Scholars have re-recognized the relationship between labor and education in Marxist theory, that is, "the combination of modern school education and teaching with the production labor of modern machine industry". During this period, people's understanding of labor education began to change fundamentally.

During this period, the educational policy of combining mental work with physical work was put forward. Before the reform and opening up, China's understanding of labor was mainly at the level of productive labor, and labor education was also mainly at the level of receiving knowledge and skills of productive labor. In 1981, the Sixth Plenary Session of the Eleventh Central Committee adopted the Resolution on Several Historical Issues of the Party since the founding of the People's Republic of China, which pointed out that "we should adhere to the educational policy of comprehensive development of morality, intelligence and physique, being both red and professional, combining intellectuals with workers and farmers, and combining mental work with physical work". In this period,

the expression of labor education was not to combine education with productive labor. It is the first time to put forward the idea of combining mental labor with physical labor.

During this period, the labor education in kindergartens also changed. Professor Gu mentioned in the second volume of the Education Dictionary that labor education for children is a part of moral education. The main purpose is to cultivate children to establish correct labor concepts and habits, master certain labor skills, develop love for labor, respect workers and actively respect labor achievements. In the process of implementing kindergarten education, labor education has been included in the moral education, which has received a certain degree of attention. However, the main content and practice form of labor education have not been implemented in front-line kindergartens as guidance documents.

3. The connotation of kindergarten labor education in the new era

The labor education in kindergartens in the new era should draw on the historical experience of the development of labor education in kindergartens after the founding of the People's Republic of China, take the Marxist theory as the guiding ideology, and, according to the national policies and the particularity of the preschool education stage, explore the problems of "what kind of people to cultivate" and "how to cultivate" in kindergarten education. Combined with the characteristics of the new era, kindergarten labor education has given new connotation.

3.1 In terms of value, labor education in kindergartens in the new era is an important way to achieve the training objectives

Marxist theory holds that labor is the source of personal value and social value and the essence of human beings. Since human beings were born, labor has come into being. Labor education has naturally become a part of education. Labor education should be combined with moral education, intellectual education, physical education and aesthetic education. Labor education is the key to connect and integrate the "five educations", and is also a necessary means to achieve lifelong education [6].

Tao believes that education should be implemented in the form of "learning by doing". It is not equal to general kindergarten games and practical activities. The labor education in kindergartens in the new era is not only a necessary form to achieve the all-round development of physical, intellectual, moral and aesthetic education, but also to cultivate the all-round development of children's personality through labor. Therefore, labor education should not only be embodied and integrated in the five major areas of activities, but also build a special kindergarten labor education system to strengthen the cultivation of children's labor values, labor emotional attitudes and labor skills. Therefore, on the basis of promoting the all-round development of children's physical, intellectual, moral and aesthetic, we should make full use of the value of labor education to cultivate children's creative spirit and practical ability.

3.2 In terms of objectives, the focus of kindergarten labor education in the new era is to form correct labor concepts and attitudes

As mentioned in the opinions, the overall goal of labor education is to establish correct labor concepts, have basic labor capabilities and form labor habits. From the perspective of the concept of labor, the individual's attitude towards labor is hierarchical. People can like labor and respect it, but there are also people who regard labor as merely a manifestation of obligation, so the goal of labor education should also be hierarchical. According to the characteristics of preschool children's physical and mental development, children cannot master too much labor knowledge and labor capacity. Therefore, in the preschool education stage, the goal of labor education in kindergartens should focus on making children form correct labor concepts and attitudes.

Kindergarten takes games as its basic activity, so it is unrealistic to overemphasize the promotion of labor capacity or the formation of labor habits, which is contrary to the rules of kindergarten education. Reflecting on the past labor education, more emphasis is placed on children's self service and self-care ability to achieve the transformation of labor attitude through simple physical labor [7]. In the early childhood stage, the correct labor concept and attitude should be expressed as children are willing to work, respect work, like work, and love work. And this is a gradual and hierarchical process. The correct labor education attitude of kindergartens initially showed willingness to work and respect for

work, that is, let children have the labor consciousness of "no work, no food", respect workers and cherish labor products. That is to say, when they have the consciousness of participating in labor, we should admit that they have a certain concept of labor. Secondly, the labor concept is sublimated through service labor, life labor and various learning activities to achieve the goal of loving labor and labor. After the formation of the basic labor concept in the early childhood, when learning at a higher stage, the educated will improve their labor ability due to the growth of age and the enhancement of their practical ability, forming a close combination of physical labor and mental labor, resulting in intelligent and even innovative labor.

3.3 In terms of content, the labor education in kindergartens in the new era shows a continuous and dynamic trend of change

Labor itself has different connotations in different historical periods. At present, emerging labor in the information industry, service industry, cultural industry, etc. is constantly emerging. The labor pattern presents a multi-disciplinary and multi-disciplinary superposition pattern. The coupling of production and consumption, time and space, knowledge and value, information and culture, knowledge and skills and other labor elements is stronger than any era [8]. The content of labor education in kindergartens will also be more and more rich, and the forms of labor will be more and more.

According to the concept of labor and the changing characteristics of the times, the content of labor education in kindergartens in the new era can be divided into the following aspects: first, self service and self-care labor, including self dressing, eating, washing hands, making beds, clothes, washing, washing small clothes and other aspects of labor; the second is to work for the masses, including working as a small duty boy in the class, announcer, helping children sort out books and toys, and preparing for meals; It also includes social practice activities outside families and kindergartens, such as picking up garbage in the community, doing small publicity, etiquette, small salesmen, small couriers, small runs and other services for others; Third, simple mental work. Mental labor does not simply mean "thinking", but labor generated to achieve a clear purpose and strive to achieve certain results [9]. In kindergartens, children use the laws of nature to serve themselves through examples of production process and labor operation. For example, in the mud workshop, why do cement and sand absorb water quickly? Why should bricks be wetted before building walls? In the sand water area, why should we dig pipes from high to low? Fourth, planting and breeding labor. Young children can achieve the purpose of labor by planting vegetables, flowers and crops, or by raising small animals such as spring silkworms, turtles, chickens, etc., to cultivate children to respect the effect of labor with real labor. Fifth, manual labor, the kindergarten can carry out manual labor activities such as paper cutting, carpentry workshop, mud workshop, weaving and dyeing workshop, stone mill, etc.

3.4 In terms of form, the labor education of kindergartens in the new era permeates the daily life

However, in recent years, it is not difficult to find that children and adolescents in China generally lack labor literacy, which leads to the embarrassing situation that labor education is difficult to integrate. In the new era, labor education can neither be regarded as the cultivation of labor concept, labor spirit, labor quality and habits, nor as the promotion of pure labor skills, which requires that labor should be integrated into multidisciplinary education. Therefore, from the perspective of form, the cultivation of labor education in kindergartens in the new era can't be simply set as a field or a unilateral educational content, but integrate it into children's one-day activities. In children's one-day activities, labor education can be infiltrated from the goal, content and implementation process. The labor education will be infiltrated into the education mode of one-day activities in kindergartens in the form of full staff, whole process and all directions.

First of all, the goal of kindergarten labor education is grafted into the goal of each link of kindergarten one-day activities. The cultivation of children's labor literacy requirements overlap with each link of the one-day activities in different aspects. Some activities focus on the cultivation of labor concepts, some links focus on the cultivation of labor skills, and some activities focus on the cultivation of labor spirit. Secondly, the education content of the one-day activity in the kindergarten also contains rich labor education resources. It is necessary to deeply tap the potential elements of each activity type and activity content to provide a solid foundation for the implantation of labor education. Finally, the key to the placement of kindergarten labor education in the one-day activities depends on the time and method of penetration. It is necessary to naturally integrate labor education into the one-day activities of kindergarten in a flexible and vivid way at the right time. For example, in the independent activity

"Funny Stone Mill", when children operate the stone mill by hand, teachers can integrate the background the great deeds of the inventor of graphite and the benefits that the stone mill brought to people at that time. So that children can experience the hardships of ancient people's labor, experience the wisdom of ancient people's labor, and know how to respect the feelings of working people.

4. The value implication of kindergarten labor education in the new era

4.1 Kindergarten labor education is a necessary means for children to accumulate experience

Education is a process of constantly improving oneself. It is a process in which people, on the basis of understanding the objective laws of the world around them, exert their subjective initiative to use the objective laws to transform the objective world. In the process of acquiring the necessary self-care ability and basic knowledge, children get experience distillation mainly through operation and reflection after personal experience. In the process of labor, children repeatedly operate and think to achieve active self construction, rather than passive input and notification, which can improve children's ability to understand the world and is a necessary means for children to accumulate experience.

As a result of cognition, children's cognition of laws and their mastery of tools can make them unforgettable for life. For example, in the woodworking workshop, children use saws, electric drills and other tools to conceive, assemble and build real materials, discover the mysteries of various scientific common sense and mathematical cognition, and understand more deeply. On the other hand, the cognition acquired by children through their own labor is more vigorous, which can make children more interested and more likely to become an action guide for children's follow-up awareness activities.

As a cognitive power, kindergarten labor education can stimulate children's desire for exploration and knowledge. Children, teenagers and adults have very different personality characteristics. They are active, curious and inquisitive, and have a strong curiosity and desire for knowledge. Therefore, children's labor experience can drive their internal motivation of active learning and independent exploration.

As a way of cognition, kindergarten labor education can enable individuals to develop in an all-round way. In the process of labor, children play the role of vision, hearing, touch and other sensory perception, and consolidate their original cognitive foundation through hands-on operation, communication, discussion and practice, and let individuals form a new cognitive structure through the process of assimilation and adaptation. The carrier of labor education is a form of practical activities, not language transmission or theoretical meditation. It is based on the labor subject in the process of labor, through the operation, practice, use and re creation of the labor object, so as to achieve the combination of hands and brains [10].

4.2 Kindergarten labor education is the medium for establishing children's self-consciousness

The kindergarten stage is the stage when people's self-consciousness changes from physiological self to social self. At this stage, children begin to have a preliminary understanding of their role, status, rights and obligations in a certain social relationship. For example, today I am a member of the small etiquette team. I will stand up straight, receive children warmly, and do a good job in etiquette. In the process of carrying out labor education in kindergartens, through various forms of labor, their self-care ability and self-confidence are enhanced, so as to achieve correct self establishment.

On the one hand, it serves as a medium for correct self-awareness. In the process of labor, children use certain means of production to communicate and cooperate with others, control and control their own labor activities and willpower in order to complete the established labor results. The labor results and processes obtained illustrate the nature of human beings different from animals, and also show the value and significance of self existence. In addition, children interact with the environment and others in the process of labor, compare their own values with the abilities and conditions of others, gradually decentralize themselves, and achieve correct self evaluation.

On the other hand, as a medium of self experience. Self experience is often closely related to self-evaluation. It is an emotional experience held by the Lord and me to the guest. It reflects the relationship between the needs of the Lord and the reality of the guest. When the guest meets the needs of the Lord and me, a positive sense of self experience will be generated. In the process of work,

children's individual skills, knowledge, wisdom, physical strength, will and other aspects will be displayed and transformed into work results, and the work results will be appreciated by others, resulting in a sense of self achievement and a positive sense of self experience. Although kindergarten activities are mainly games, children live in large social groups and are greatly influenced by adults around them. They are eager to grow up and have the ability of parents or adults around them. Therefore, for children, this experience gained in labor creation is stronger than the self-esteem and self-confidence generated by any activity.

4.3 Kindergarten labor education is an effective way for children's social development

First, kindergarten labor education provides an effective platform for children to get close to, love and understand the society. In different forms of labor, children's labor activities are carried out in a small peer group. In this process, children are essentially simulating adults' labor practices and lifestyles, and can experience and perceive skills and skills such as problem-solving and interpersonal communication in the labor process. Unlike games, labor will enable children to gain the perception and understanding of the real society. Therefore, In fact, labor education in kindergartens is also a process of children's understanding and getting close to society.

Second, kindergarten labor education can promote the development of children's prosocial behavior. Prosocial behavior refers to people's behaviors that are beneficial to others or have a positive impact on society, such as help, sharing, cooperation, comfort, sympathy, care, humility, etc. In the process of carrying out labor education in the kindergarten, the group will assist, help each other and share tools to complete the task. In the process of labor, children will have a better understanding of the hard work of the working people by combining vivid observation and profound experience, and their hearts will become more sensitive and gentle, and they will be more aware of the people and things around them, so they will learn to comfort, care, and humble others.

Third, labor education in kindergartens can improve children's ability of social interaction. The content and form of labor education in kindergartens in the new era are changing with the times, and children are young. Completing labor tasks independently will make children lack interest. Most of their labor activities will choose to complete tasks collectively. In the process of collective completion of labor, they have more opportunities to cooperate with each other, which will inevitably promote the natural partnership and its communication activities to integrate more closely, providing an effective way for children to correctly feel the emotions and feelings of others and appropriately express their own emotions and feelings [11]. On the one hand, children must stand on the position of others and look for the advantages of their own views and others' views in thinking about "how to complete the labor task". There are more occasions for mutual help and cooperation, and children are clearly aware of the benefits of such cooperation. On the other hand, in the process of labor, children constantly experience the labor characteristics of various roles of children, and solve different conflicts caused by labor tools, labor methods, etc. In order to be recognized by peers and teachers, children have to monitor themselves at any time, and gradually learn to control their emotions. The process of "decentralization" enhances children's ability to communicate and coordinate, social interaction ability has been greatly improved.

4.4 Kindergarten labor education helps children to have a sense of responsibility

Responsibility refers to the awareness, emotion and belief of individuals on their own and others, on family and collective, and on the responsibility of the country and society, as well as the corresponding conscious attitude of abiding by norms, assuming responsibilities and fulfilling obligations. From the concept, the sense of responsibility includes responsibility cognition, responsibility emotion, responsibility behavior and responsibility will. Some studies have shown that labor education is the unity of opposites between struggle and recognition, that is, the process of human liberation in pursuit of human self-esteem, self-respect and self love [12].

The labor education in kindergartens, which regards labor as the core link of labor education, reflects the particularity of labor by digging up the moral value, educational value and spirit of labor itself [13]. In the process of labor, children should respect self-esteem, self-respect and self love, thus forming a strong sense of responsibility and behavior. In the process of "labor their muscles and bones", it can also enhance children's persistence and willpower, thus forming a continuous will to take responsibility. In the process of their own labor experience, observing others' labor, and accepting the baptism of labor model spirit, they understand that labor is the basis for creating material conditions,

and gradually have a sense of responsibility.

5. Conclusion

To sum up, kindergarten labor education has experienced three periods of development from the founding of the People's Republic of China to the end of the 20th century. In order to adapt to the changing characteristics of the times, the labor education in kindergartens in the new era has more novel and rich connotation in terms of value, goal, content and form. In view of the important value of kindergarten labor education on individual experience accumulation, self-consciousness, social development and the formation of psychological quality of responsibility personality, it is necessary for kindergarten education in the new era to organically integrate labor education into the kindergarten education system. Only in this way can the kindergarten education in China take on a new look.

Acknowledgement

This work was supported by the Guizhou Humanities and Social Sciences Base Project: "School Family Society" Collaborative Education Research; Humanities and Social Sciences Project of Guizhou Education Colleges: Research on the Construction of Kindergarten Labor Education System in Guizhou Province in the New Era.

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