



# Probe into the Optimal Path of the Curriculum System of Labor Education in Colleges and Universities

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**Abstract.** Labor education is an important part of the socialist education system with Chinese characteristics, an indispensable part of the development of comprehensive education, and also a new requirement for education in China put forward by the CPC Central Committee in the new era. Colleges and universities are the main position to promote the development of labor education, so we must investigate and explore the current situation of labor education curriculum in colleges and universities, and find problems from it. According to the author's interview, it is found that the main problems of labor education curriculum in colleges and universities focus on the curriculum content, teaching staff, after-class evaluation and so on. To improve the course of labor education in colleges and universities, we should start from these aspects, innovate the form of curriculum, strengthen the specialization of teaching staff and perfect the curriculum evaluation system, so as to promote the high quality development of labor education in colleges and universities.

**Keywords:** new era · Labor Education · Curriculum Construction

## 1 Introduction

Since General Secretary Xi Jinping proposed at the National Education Congress in 2018 to bring “labor education” into the system of all-round development of students, the development of labor education in China has entered a new era. Since the beginning of the new era, the central and local exploration of labor education in colleges and universities has never stopped. The Ministry of Education has issued a series of outline documents, such as “opinions on strengthening Labor Education in Primary and Middle Schools in an all-round way”, “guiding outline of Labor Education in Primary and Middle Schools (trial implementation)” (hereinafter referred to as “outline”), etc. These documents are stimulating the attention of all walks of life to the labor education of students, and the construction of the curriculum system of labor education in colleges and universities is also in full swing. However, the process from scratch is not achieved overnight, it is bound to move forward in twists and turns, and finally move towards maturity and standardization. On the basis of examining the necessity and realistic predicament of carrying out labor education in colleges and universities at present, this study explores

the standardized construction of the curriculum system of labor education in colleges and universities.

## **2 The Realistic Predicament of Carrying Out Labor Education Curriculum in Colleges and Universities**

Through interviews, the author found that in the past two years, after the introduction of the outline, most colleges and universities can actively implement the national policy, offer relevant courses, so that the labor education curriculum from scratch, to achieve a qualitative change. However, there are still many practical problems in the exploration of labor education.

### **2.1 The Teaching Form is Single and the Teaching Content is Lack of Originality**

The effect and quality of a course are directly related to the enthusiasm of students, but throughout the current labor education courses in colleges and universities, there are disadvantages such as single teaching form, rigid teaching content and old-fashioned teaching means. First of all, the teaching form is single. The main performance is that the current labor education curriculum in colleges and universities is mainly in the form of theoretical curriculum and practical curriculum. The simple teaching form of theoretical course is not enough to stimulate the resonance of students, and it is not systematic. Practice lessons, such as Labor week, exist in the form of one-sided pursuit of simple labor skills, which makes labor education manifest, neglects the real needs of society for college students' labor, and the duration of practice courses is short, with little effect. Secondly, the teaching content is rigid. The main performance is that the contents of most of the labor education courses in colleges and universities are much the same, neglecting the professional and regional characteristics of different schools, so that the labor education curriculum floats on the surface of the labor concept and basic labor skills. For example, normal colleges, agricultural colleges and universities, medical colleges and universities should have their own characteristic labor education courses. Thirdly, the teaching means are old-fashioned. At present, most of the teaching methods of labor education in colleges and universities still adopt the teaching form of teachers' oral retelling, and the students' independent labor is the teaching form, which makes the course dull and neglects the real requirements of the students, and can not achieve the goal of people's education.

### **2.2 Shortage of Resources for Specialized Teaching Staff**

Through the author's interview, at present, there are some problems in the teaching staff of labor education: fewer full-time teachers, heavy teaching tasks and lack of professional training. First of all, the number of full-time labor education teachers is small. Most of the labor education teachers in colleges and universities are part-time teachers such as ideological and political course teachers or teachers or counselors of innovative and entrepreneurial colleges. Most of these teachers have undertaken certain scientific

research, management or ideological and political work outside the labor education curriculum, and can not devote themselves to the research of labor education curriculum, which will inevitably reduce the quality of teaching. Second, lack of specialized training. Due to the shortage of full-time labor teachers and the heavy task of part-time teachers, there are few professional labor education curriculum training in terms of time and energy, and there is a lack of communication platform for labor education teachers. The labor education resources of each school are seriously unbalanced. Some schools can cooperate deeply with out-of-school enterprises to provide a wealth of internship posts for students. Compared with some schools, the number of linkage between schools and enterprises is less, the number of opportunities is less, and the coverage of students is small.

### **2.3 The Evaluation System of Labor Education Curriculum is not Perfect**

The Evaluation system of Labor Education Curriculum in Colleges and Universities is an important means to measure the quality of Teachers and professors and the effect of students' Learning. However, the curriculum evaluation system of labor education in colleges and universities is not standardized and perfect. On the one hand, the evaluation mode of labor education curriculum in colleges and universities is limited to the form of questioning and final examination questions or papers, focusing on the investigation of labor theory knowledge, but can not measure the "soul" and "core" of labor education-labor view. There is no quantitative standard for the labor will and ability shown by the students in the labor education curriculum, which will inevitably lead students to deal with the examination passively and fail to achieve the educational goal of labor education. On the other hand, colleges and universities lack the measurement of the quality of teachers' labor education curriculum, and lack of consideration of teachers' labor attitude, labor knowledge and the fit between classroom and students. The double imbalance between the evaluation system of students and teachers will make the labor education curriculum fall into a vicious circle in which teachers do not attach importance to it and students do not take it seriously.

## **3 The Optimal Path of Developing Labor Education Curriculum in Colleges and Universities**

The "outline" of the Ministry of Education of China points out that labor education not only directly affects the important choices of college students' professional study, living habits and employment and career choice, but also is a necessary condition for colleges and universities to carry out ideological and political work [1]. The strengthening of labor education for college students should not only take root in the excellent Chinese traditional culture, but also focus on the new era, carry out the new spirit, implement the new policy and innovate the new model, innovate the content and form from the curriculum, build the specialized teaching staff from the teacher, and construct the diversified evaluation standard from the evaluation system.

### **3.1 Curriculum Content of Multi-form Innovative Labor Education**

The difference between labor education curriculum and other courses, is that it needs to combine students' hands, brain, body, emotion and meaning, multi-sensory and multi-subject participation. Therefore, the curriculum design of labor education should fully mobilize students' various senses, and give full play to the initiative and enthusiasm of students in order to ensure the educational effectiveness of labor education curriculum. First of all, each school should choose or compile supporting teaching materials according to the professional and regional characteristics of the school, fully reflect the unique regional characteristics. For example, agricultural labor education should be developed in places where agriculture is the main industry form, handicraft based labor education should be developed in places where handicraft industry is the main industry. Secondly, in the choice of teaching means of labor curriculum, we should adapt to the particularity of the curriculum and carry out teaching with modern teaching means, such as using VR, AR and so on to carry out immersion and panoramic teaching. It is particular important for colleges and universities which are closed and lack of practical opportunities in the era of epidemic situation.

### **3.2 Employing Teachers of Labor Education Through Various Channels**

The teachers of a course directly determine the quality of the curriculum, so increasing the number of full-time labor education teachers and improving the professional degree of labor education teachers is the premise to ensure the effective development of labor education. First of all, we should expand the employment channels of labor education teachers through many channels. Colleges and universities can employ enterprise personnel to impart professional-oriented labor knowledge to students from the practical point of view, or they can also employ social "craftsman labor model" as students' internship tutor and employment tutor. Secondly, we should strengthen the security system of full-time labor education teachers, ensure that labor education teachers enjoy equal opportunities in salary payment, position promotion, professional title evaluation and so on, and appropriately set up reward regulations to increase the attractiveness of labor education teachers. Finally, organize the professional training of labor education teachers in colleges and universities regularly, and carry out academic exchanges, so that the knowledge of labor education can be updated in time, and accumulate teaching experience, high quality completion of teaching.

### **3.3 Diversified Supervision and Evaluation of Labor Education**

The "outline" implements the authoritative top-level design for labor education, and clearly points out that the realization of the goal of labor education must combine process evaluation with result evaluation, and constantly improve and perfect the evaluation standards, procedures and methods of students' labor literacy in practice [2]. Assessment and evaluation is the vane of high quality of the course, the unqualified evaluation system is in vain, teachers and students will also reduce the importance of the course. Eventually, teachers do not teach seriously and students do not study hard. On the contrary, a perfect educational evaluation system can not only objectively reflect the teaching effect, find

out teaching problems and correct them in time, but also play a supervisory role in the main body of the curriculum. First of all, the evaluation of students' learning effect should not only rely on written questions or curriculum papers, but should combine the process evaluation with the final evaluation according to the characteristics of the curriculum, and take the labor attitude and the length of labor willingness to work as the main criteria for the evaluation. At the same time, the combination of self-evaluation and other evaluation, from a number of different subjects to evaluate, objective response to the real effect of labor curriculum teaching. Secondly, the evaluation of teachers should combine the special evaluation with the comprehensive evaluation, and the school should make the overall evaluation of the labor education curriculum, and then the teachers should evaluate each link in the teaching process separately [3]. At the same time, the teachers should make the overall evaluation of the cognitive level of labor, emotional attitude and the interaction of classroom students.

### **3.4 Promoting the Integration of Labor Education in Colleges and Middle Schools**

In the new era, how to make labor education play an effective role in all stages of education in primary and secondary schools, and promote the integration of labor education? The author believes that when each school carries on the overall planning of labor education, it is necessary to firmly grasp the educational goal, At the same time, we should establish students' position, grasp students' thinking and cognitive level, behavior habits and operational ability, highlight the progressive and hierarchical in the three-dimensional teaching objectives of cognition, emotion and skills, and gradually advance from low to high according to the division of school segments. First, the goal of labor education should be integrated and integrated. On the one hand, we should highlight the gradual nature of different classes, under the guidance of the theory of "recent development area", clarify the objectives of labor education and the teaching center of each section [4]. On the other hand, it is necessary to enhance the relevance of the class. The objectives of labor education in different schools should be linked to the past and the future, and constitute a sequence. Second, we should establish a communication mechanism for labor education in primary and secondary schools, and create an integrated platform for mutual assistance. The establishment of mutual assistance platform can make teachers form educational docking vertically and increase the sharing of resources horizontally [5]. Through the establishment of mutual assistance platform, we can improve the quality of labor education and jointly promote the integration of labor education.

## **4 Conclusion**

From the perspective of Marxist view of labor, man is the product of labor, labor is the basis of the formation and development of all human social relations, labor is also the driving force to promote the development of social history. As a direct reserve group of social labor force, it is necessary for college students to carry out labor education, but the promotion of labor education should not follow the old times, but should be based on the

new era and new policies, firmly grasp students' thinking and students' cognitive level, and promote the implementation of labor education from the actual situation of students. Although the development of labor education in colleges and universities is still facing many practical difficulties, the overall trend of labor education is positive and gradually moving towards standardization and systematization. We believe that under the active practice of the government, society and colleges and universities, the concept, level and attitude of college students' labor education will also make a qualitative leap, and labor education will become an important way to train the constructors and successors of the socialist cause.

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