



# Research on the Integration of Labour Education and Practical Teaching in Higher Education

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**Abstract.** Based on the implementation of labor education in colleges and universities, this paper analyzes the relationship between labor education and practical teaching in colleges and universities and the current research situation of the two, finds out the main problems according to the general laws of higher education, and takes “building morality and building people” as the fundamental task to build the education mode of integrating labor education and practical teaching in colleges and universities.

**Keywords:** labor education in colleges and universities · Practical teaching · Integrative education

## 1 Introduction

The Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools in the New Era stressed that we should actively expand various forms and channels of labor education. However, at present, there are problems such as the mere formality of labor education. Based on the profundity and professionalism of higher education knowledge, in line with the diversification of labor patterns in the new era, guided by the formation of labor literacy, and in accordance with students’ willingness to participate, interests, professional abilities, etc., the practical teaching credits are divided into two categories: the practical teaching that all students participate in and the practical teaching that students have spare power to participate in, and the classified integration of labor education and practical teaching is implemented. The purpose is to build a model of integration of higher labor education and practical teaching, and cultivate application-oriented talents who apply their knowledge to practice.

## 2 Research Status

The research of labor education in colleges and universities is reflected in the application of the principle of “combining education with productive labor” of Marxism, the definition of the connotation of labor education in colleges and universities and the realization

path. Since 1980, labor education in colleges and universities has begun to pay more attention to its economic and technical characteristics and related ideological and political education; The research of labor education in colleges and universities has turned to the logic of educating people. Scholars have studied the shaping of labor concepts, learning of labor knowledge and forming of labor habits (Liu Xiangbing [1], 2018; Tan Chuanbao [2], 2019; Yang Lei [3], 2021), and mentioned that labor education in the new era should contain technical content (Yang Qing [4], 2021); The research is carried out from the practical teaching path of “entrepreneurship and innovation + labor” integration (Zhang Lu [5], 2021), “theory course + practice course + labor week” (Li Yuhua [6], 2021).

### **3 The Reasons for the Integration of Labor Education and Practical Teaching in Colleges and Universities**

#### **3.1 Both Labor Education and Practical Teaching in Colleges and Universities are Contemporary**

With the development of economy and society and the change of labor form, the contents of labor education and practical teaching in colleges and universities are dynamic. Generally speaking, the former is based on the profundity and professionalism of higher education knowledge, and the practical ideological education, problem-solving ability cultivation and practical training led by the formation of college students’ labor literacy; The latter is relative to the theoretical teaching of books in the classroom, all the teaching activities of training students’ practical ability and various practices, including the education activities in the links of practical training, student associations, innovation and entrepreneurship education, holiday practice, scientific research and practical research.

#### **3.2 Analysis on the Isomorphism and Symbiosis of Labor Education and Practical Teaching in Colleges and Universities**

To clarify the internal mechanism and external performance of the isomorphism and symbiosis of labor education and practical teaching in colleges and universities, both of which are aimed at cultivating students’ operational ability to solve practical problems and cultivate students’ learning awareness of independent inquiry. Both of them have the inherent relevance of curriculum, the mutual benefit of objectives and the practical drive of learning in practical operation.

#### **3.3 The Construction of Classification and Integration Model of Labor Education and Practical Teaching in Colleges and Universities**

Guided by diverse practical teaching tasks, based on the advanced psychological function of college students’ independent inquiry, under the guidance of full-time and part-time teachers, integrate labor education elements in the academic year practice, graduation training, discipline competitive competition, participation in the preparation of teachers’ topics, intelligent simulation and other links, take “tactile metaphor” as the model, simulate the real environment to enable students to obtain tactile body feeling, and provide

appropriate simulation feedback, So as to improve students' practical teaching experience. In the process of productive labor training and service labor, we will integrate participatory learning, research-based learning, creative labor and collaborative labor, and continue to optimize the pattern of education, improve the content of courses, expand learning methods and improve the evaluation system through the cross-border operation of theory and practice, self-study and discussion, so that students can form a systematic labor literacy (Table 1).

**Table 1.** Table on the integration of labour education and practical teaching by category

	Hands-on teaching involving all students	Practical teaching involving students with learning disabilities
Teaching format	The productive work exercises listed in the syllabus of the professional courses, such as academic year internships, graduation practical training and professional service.	University students' Challenge Cup, innovation and entrepreneurship projects, professional competitions, students' participation in teachers' research projects and teaching and research projects.
Teaching staff	Professional teachers + model workers	Professional teachers + industry experts
Form of organisation	Class lectures + practical simulations	Project system
Nature of labour education	Liberal Studies + Professional Studies	Professional education + quality education
Labour education pathways	Integration of industry and education (productive work exercises + "face to face" with model workers, course + lecture + seminar style, combined with voluntary training for professional qualifications in the national personnel system)	Integration of science and education (social research + academic exchange also + collaborative, innovative, creative work)
Labour Education Objectives	<p>①The spirit of labour, love of labour, hard work and honest work.</p> <p>②Emphasis on the emotional experience of labour in the application of new knowledge, techniques and methods to improve effectiveness.</p> <p>③Developing labour literacy.</p>	<p>① The spirit of the model worker who loves his job, strives for excellence, strives hard, innovates, is indifferent to fame and fortune and is willing to devote himself to his work; the spirit of the craftsman who is dedicated, strives for perfection, is meticulous and pursues excellence.</p> <p>②Be able to relate theory to practice and have the ability to identify and solve problems in production practice.</p> <p>③Developing labour literacy.</p>

## **4 Main Problems in the Integration of Labor Education and Practical Teaching**

### **4.1 Lack of Cognition**

At present, the labor education and practical teaching in colleges and universities have insufficient labor awareness (Wang Yuting [7], 2019; Yang Lei [3], 2021), and the lack of labor awareness of college students (Zhang Xinran [8], etc., 2021). Students do not understand that social wealth and spiritual civilization are the real meaning created by themselves. They reject labor and practice in essence, and believe that the integration of labor education and practice teaching is unreasonable.

### **4.2 Cannot Operate**

For labor education and practical teaching, it is only textbook theory teaching, and there is no real operation of practical courses. Students only have a superficial understanding of the existence of labor education in theory, and do not know its true connotation through hands-on practice.

### **4.3 Fragmentation**

There are systematic deficiencies in labor education and practical teaching (Pang Qingming [9], 2021), the disadvantages of single teaching form and narrow teaching content (Wang Zhenyu [10], 2021; Wang Xiaoyang [11], etc., 2021). There is no professional education curriculum in the school, the lack of knowledge of teaching teachers, and the confusion of teaching objectives, resulting in non-standard and unsystematic labor education and practical teaching education.

## **5 Methods to Promote the Integration of the Two**

### **5.1 A Study on the Rationality of the Integration of Labor Education and Practice Teaching in Colleges and Universities**

Disassemble the isomorphic symbiosis of the two from the aspects of structural elements, internal correlation, practical nature and goal orientation, and solve the cognitive rationality of their integration. Based on the applied characteristics of practical teaching, it can be proved by its materialized labor results that labor will bring beautiful and honorable things, stimulate students' labor emotion, cultivate students' labor consciousness, guide students' labor values, and let students understand that "the lazy are the teachers of all good".

## 5.2 Research on the Operability of the Integration of Labor Education and Practical Teaching in Colleges and Universities

Based on the diversified and atypical characteristics of labor forms in the new era, according to the grades of students, practical teaching such as production and labor training, practice and training, innovation and entrepreneurship, challenge cup and discipline competitions, and participation in professional teacher topics will be linked into a systematic labor education system, providing a way for the creative labor and free personality development of contemporary college students. Hire model worker, practitioners and leaders of labor education, as part-time teachers on a semester by semester basis, so that students can feel the demeanor of strivers and experience the spirit of model workers.

## 5.3 Systematic Research on the Integration of Labor Education and Practical Teaching in Colleges and Universities

By using the “Taylor principle” and referring to the educational scientific process of “determining educational objectives”, “selecting educational experience”, “organizing educational experience” and “evaluating learning results”, evaluate the effect of the integration of labor education and practical teaching in colleges and universities, so as to solve the problem that the integration of labor education and practical teaching in colleges and universities is not systematic.

- (i) “Determine education objectives”. According to the requirements of the new era, labor education is an important education content in colleges and universities. Therefore, it is necessary to clarify the labor education objectives in various teaching syllabuses at all levels, so that labor education can be inserted into the whole teaching process of various disciplines and included in the teaching design, so as to solve the problems of unclear goal positioning and inaccurate direction positioning;
- (ii) “Choose educational experience”, innovate the curriculum design of colleges and universities. With the rapid development of science and technology, the development of artificial intelligence with network digitalization as the core has deeply affected contemporary college students [12]. In the era of machine replacing human labor, labor education in colleges and universities should also follow the trend of the times and change the curriculum design, upgrade and develop the curriculum of the new era in a scientific way, so as to solve the problems of outdated curriculum design and derailment from the needs of the times;
- (iii) “Organizational education experience” ensures the integrity of labor education content, diversification of teaching methods, and return to the essence of labor education - practice. With practice as the main body, the school finds a practice base, provides a practice site, creates a practice environment, and students experience activities personally, guides practice with theory, and applies knowledge to practice, so as to solve the problem that the learned knowledge is useless on paper;
- (iv) “Evaluation of learning results”, labor education should achieve multiple linkage, student-centered, and linkage assessment of schools, society and families. Adopt a comprehensive and multi-dimensional 360-degree assessment method. We can evaluate students from different subjects, such as students themselves, teachers,

classmates and parents, know the opinions of all aspects, know their own advantages and disadvantages, so as to achieve the purpose of improving ourselves, and solve the problem of only evaluating students based on their grades.

## 6 Conclusion

- (i) “The combination of education and productive labor” is the basic content of Marxist historical materialism. According to the law of higher education and based on the thinking of isomorphism and symbiosis, the research on the integration of labor education and practical teaching can expand the Marxist labor education theory.
- (ii) The integration of labor education and practical teaching is to enrich the form of “combining education with productive labor” and highlight the creative value of labor education based on the depth and professionalism of knowledge materials of higher education.
- (iii) Strengthening the implementation of labor education with the concept of general education is the era response of practical teaching to the form of labor, and can improve the social adaptability of talent training; By “face-to-face” contact between model worker and students, enrich the integration form of production and education, guide college students to firmly adhere to the Marxist labor concept, work hard and live up to their youth; Take labor practice as a reference scenario, enrich the form of science and education integration, improve professional ability and labor quality, and improve the value of labor to cultivate “whole people”.

Therefore, this study has the role and significance in promoting teaching work and improving teaching quality. According to the general education attribute of labor education, and based on the characteristics of the integration of industry and education and science and education of practical teaching in colleges and universities, we should explore the integration forms of labor education and practical teaching in different schools and different majors, and cultivate excellent socialist builders.

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