Research on the promotion path of labor education in local colleges and universities from the perspective of the integration of five disciplines

Qian Zhang* and Min Cheng
School of Economics and Management, Hubei University of Automotive Technology, Shiyan, Hubei China

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**Abstract.** Labor education is an important part of college and primary education, which directly determines the labor spirit, labor value orientation and labor skill level of the cultivated workers. Through the quantitative analysis of the current situation of labor education in local colleges and universities, the path of optimizing labor education in local colleges and universities is put forward in this paper, so as to promote the development of labor education in local colleges and universities.

1 Introduction

At the 2018 National Education Congress, the General Secretary Xi Jinping stressed, “Train socialist builders and successors with all-round development of virtue, intelligence, physical conditions, mind status and community service, speed up the modernization of education, build an educational power, and build up the satisfying education of the people”, which involves “labor” into the comprehensive education development concept and puts forward the general requirements of “virtue, intelligence, physical conditions, mind status and community service”. In March 2020, the CPC Central Committee and the State Council issued the Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era, requiring that “labor education should be included in the whole process of talent training, run through all sections of universities, primary and secondary schools, run through all aspects of family, school and society, and integrate with moral education, intellectual education, physical education and aesthetic education.” Labor education directly determines the labor’s spiritual outlook, value orientation and skill level of socialist builders and successors, and provides the fundamental guideline for comprehensively strengthening labor education in the new era. In July 2020,
the Ministry of Education issued the *Guidelines for Labor Education in Universities, Primary and Secondary Schools (Trial)*, proposing to strengthen the education of Marxist labor concept in colleges and universities, to focus on innovation and entrepreneurship, carry out productive labor and service labor combining disciplines and specialties, accumulate professional experience, and cultivate creative labor ability and honest and trustworthy legal labor consciousness. The *Opinions* and *Outline* give comprehensive guidance on how to build an education system that combines virtue, intelligence, physical conditions, mind status and community service, and set specific requirements on what and how to teach labor education and how to grade it. As the new generation of national rejuvenation, whether contemporary college students have the correct labor values is related to the all-round development and healthy growth of hundreds of millions of young people, the improvement of comprehensive quality of the people, and the prosperity of the Party and the country. Therefore, it is urgent and important to study college labor education in the new era.

2 The value implication of labor education

2.1 Implement the fundamental task of promoting moral education in colleges and universities

As the most concentrated manifestation of human’s practical activities, labor is an important carrier to systematically carry out the education of world outlook, outlook on life and values, and an important way to realize the all-round development of human beings. Our Party always adheres to the guiding position of Marxism in the educational front and adheres to the educational policy of combining education with productive labor and combining theory with labor practice. On the new journey, we must give more prominence to the guiding role of the all-round human development of Marxist theory according to the current social and educational reality, and lay more stress on the political, ideological, social and practical nature of labor education, so as to better play its function of cultivating virtues and educating people.

2.2 Give full play to the value of comprehensive education

Virtue, intelligence, physical conditions, mind status and community service are the basic criteria of students’ quality orientation, the overall goal of all-round development for a person, and also an education system. In this system, moral education is in the dominant position, labor education is not only an important support of moral education, but also a necessary carrier for moral education, intellectual education, physical education and aesthetic education to play a role in educating people. Labor can cultivate morality, improve wisdom, strengthen physique and cultivate aesthetic. Labor education is an important part of the national education system and a necessary way for students to grow up. It can help students establish correct labor concept, master the necessary labor ability, cultivate positive labor spirit, and form good labor habits and quality to carry out labor education in the new era. Labor education plays an irreplaceable role in the cultivation of students’ comprehensive quality.

2.3 Cultivate students’ ability of innovation and creation

Labor education can improve the creative ability of college students. Influenced by traditional educational concepts, most college students study hard and have strong examination ability, but lack practical ability. The socialist modernization has entered a new stage, the transformation of economic mode has put forward new requirements for the
quality and ability of talents, and the cultivation of innovation and creation ability has become an important content of future talent training. Colleges and universities should change according to the situation, advance according to the time, and innovate according to the circumstances. They should strengthen labor education, build internship and training platform for students, provide labor opportunities, guide students to test theoretical knowledge in practice, deepen their understanding of theoretical knowledge, give full play to students’ subjective initiative and creativity, and stimulate students’ innovation, creation and entrepreneurial ability.

3 Analysis of current situation of labor education in local colleges and universities

In order to ensure the authenticity and validity of the research results, the research team conducted a questionnaire survey among college students in some local universities in Hubei Province. The survey objects included undergraduate students and master students in 8 universities, including Hubei University of Automobile Industry, Huanggang Normal University, Hubei University of Science and Technology, Hubei University of Engineering, and so on. The survey adopted random sampling. There were totally 435 questionnaires being collected, and 426 of them were valid. SPSS software was used for statistical and quantitative analysis of sample data to study the labor cognition of students in local colleges and universities and the status quo of labor education development, and then to analyze the promotion path of labor education in local colleges and universities.

3.1 Students’ consciousness of independent labor is weak

The independent consciousness of labor refers to the consciousness that college students participate in labor by self-organization, love labor by self-motivation and carry out labor with self-restraint. Under the far-reaching influence of exam-oriented education, many primary and secondary schools, parents and media take test scores as the only standard to measure students’ ability, while the education not included in the scope of examination or difficult to quantify, such as moral education, aesthetic education and labor education, is marginalized. Influenced by the growth environment, “post-00s” college students have a high degree of recognition of labor spirit, but their awareness in participating in labor actively is not high enough. When asked “Do you agree that ‘work is the source of all happiness’?”, 92.58% of the students “strongly agree” that hard work is the only way to achieve personal ideals and national development. When asked “Will you take the initiative to sign up for labor practice in your life?”, only 25.23% of the students choose “yes”, and 64.02% choose “comply with the arrangement”, indicating that most of the students take labor as a task to carry out, it can be seen that college students lack the concept of self-labor, and their enthusiasm and subjective initiative of self-work need to be further strengthened.

3.2 The phenomenon of valuing labor over education is widespread

The purpose of labor education in colleges and universities is to guide college students to establish the values of respecting labor, develop honest and law-abiding labor quality, cultivate the labor spirit of struggle and dedication, and improve the labor ability of innovation and creation. Some colleges and universities still equate labor education with simple manual labor, life labor and housework when carrying out labor education. Although more than 60% colleges and universities have set up compulsory courses for labor education, students believe that the form of labor courses is greater than the content, and students’ labor consciousness and labor awareness have not been really improved. When the students are asked “What problems do you think exist in current school labor
education?”, the top three answers are “labor education is rigid in form” (64.49%), “labor education is one-sided in content and form” (63.32%), “college students do not really understand the meaning and purpose of labor education” (53.5%). “Value on labor over education” or even “there’s only labor without education” phenomenon is still widespread in colleges and universities.

3.3 The curriculum system of labor education is not sound

Firstly, teachers, funds and places for labor education are lacking. For a long time, the weakening of labor education in colleges and universities has resulted in the shortage of labor education teachers. The lack of labor education teachers is not only difficult to meet the development of regular labor education, but also difficult to meet the requirements of setting up high-quality labor education courses. According to the survey, in most colleges and universities, counselors, ideological and political teachers, and student administration personnel concurrently teaching labor education courses, and only a few colleges and universities have full-time teachers to teach labor courses. In addition, labor education funds are insufficient, the lack of material and hardware site support, many colleges and universities can only guarantee the daily teaching needs, the places for labor education are seriously lacking, and labor education can only be rigid in form. Secondly, the labor education curriculum is not perfect. Although most colleges and universities have set up labor education courses, many colleges and universities simply replace the content of the labor education curriculum with the second classroom activities such as social practice, voluntary service and work-study, lacking the construction of a complete curriculum system.

3.4 Labor education management is absent

Firstly, some colleges and universities do not have clear rules and regulations on which department is responsible for labor education, leading to unclear division of work, inadequate management, buck-passing and poor educational result. Secondly, labor education assessment mechanism is lacking. Some colleges and universities just collect the statistics of the times of labor education and look up labor course teaching records. For the specific development process and effectiveness, there are no clear assessment indicators, and assessment results are quite different from the actual situation, which cannot mobilize the enthusiasm of workers. “Contribution is not necessarily rewarded, and fault is also not necessarily punished”, so that some teachers and students just simply do it, and labor education cannot be implemented.

4 Study on optimal path of labor education in local colleges and universities

4.1 Enhanced top-level design

Labor education is not only an important part of the “Educating Five Domains Simultaneously”, but also an important starting point to implement the “three-wide education”. College students’ labor education in the new era is a top-down systematic project. The premise of ensuring the project landing is to make overall planning and proper layout. Firstly, the organization and leadership of labor education should be strengthened. A leading group of labor education work led by school leaders, coordinated by key departments, and implemented by grassroots units should be established. Under the guidance of national policy spirit and implementation opinions, documents on the labor education system with school-based characteristics should be issued to provide policy.
guidance and paths for schools to carry out labor education. Secondly, the construction of teaching staff should be strengthened. A team including full-time and part-time labor education teachers should be provided with enough full-time teachers and employ part-time teachers in various forms, and improve the mechanism for the evaluation and recruitment of labor teachers, assessment, excellence evaluation, and training, so that labor teachers enjoy the same resources and benefits as other teachers. In addition, funding and site security should be improved. Adequate funds are an important guarantee for the sustainable development of labor education. Schools should actively strive for the policy support from superiors, allocate funds for school labor education as a whole, actively expand labor education sites inside and outside the school, and promote the effective implementation of labor education.

4.2 Improving the labor curriculum system

Labor curriculum is an important way of labor education and plays a leading role in labor education. Labor education not only needs practice, but also needs labor courses to impart theoretical knowledge and strengthen students’ cognition of labor. Labor courses in colleges and universities should set up a curriculum system that combines with professional courses, practical education, innovation and entrepreneurship, integration of production and education, and set up corresponding course outline and required credits. In addition to implementing the national curriculum, we will innovate and develop the local curriculum of labor education, integrate labor education into the curriculum of other disciplines, form educational synergy, and make labor education become routine and daily. The labor education curriculum should have integrated design to form an overall pattern of labor education with “living labor, production labor and service labor” as the main form, and “vocational experience labor and creative labor” running through it.

4.3 Improving the mechanism for ensuring labor education

Make overall arrangements for investment in labor education, strengthen the construction of labor education facilities in schools, actively attract social forces to provide labor education service, and improve the mechanism for replenishing labor education equipment and consumables. Establish the evaluation system of labor education to evaluate and the process and results of labor education quantitatively, effectively improving the effect of curriculum construction. Schools should strengthen the construction of labor education atmosphere, innovate the way of labor education, improve the safety guarantee mechanism of labor education, and strive to promote the orderly and effective implementation of labor education.

4.4 Integrating labor education, professional education and innovation and entrepreneurship education

Based on the characteristics of local colleges and universities, we should strengthen the integration of labor education with professional education, innovation and entrepreneurship education. Firstly, the proper way and content of labor education should be chosen to realize the combination of them. Secondly, the ways and methods of integrating labor education with professional education should be attached with attention. When students receive professional education, teachers imperceptibly implant labor related knowledge to realize the coordinated development of labor education and professional education in the same direction.
4.5 Constructing the trinity model collaborative education of “family, school and community”

School, family and society bear the irreplaceable responsibility of labor education respectively. The leading role of school labor education should be given full play to excavate off-campus labor education resources, expand off-campus practice bases, and guide students to increase their knowledge and talents in social practice, professional practice and skill training. Combined with the characteristics of “net generation” students, the social level can make full use of the “WeChat, Weibo and WeSee and one end” platforms to spread labor education knowledge, publicize the advanced deeds of model workers, guide young people to establish a correct concept of struggle and happiness, and create a positive social atmosphere. To give full play to the role of family labor education, schools should keep close communication with families, strengthen the guidance of family education, and encourage the home-school community to work together to carry out social welfare labor, so as to integrate labor education into family daily life and form a joint force for labor education.

5 Conclusions

Youth is the future of a country and the hope of a nation. In the new era, college students should show their spiritual outlook, correct their value orientation and improve their skill level in labor. Colleges and universities should firmly grasp the strategic task of training new people who take on the great task of national rejuvenation, fully implement the Party’s educational policy, implement the fundamental task of fostering virtue through education, and train socialist builders and successors with all-round development in areas such as morals, intelligence, physical fitness, work and aesthetics.

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