

The Construction and Discussion of the Practical Curriculum System of Labor Education in Higher Vocational Colleges in the New Era

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Abstract: Labor education is one of the important contents of the educational reform of China's higher vocational colleges and universities, which is an effective echo of the fundamental task of establishing moral education and an important path to cultivate students' artisan spirit and labor literacy. After sorting out the connotation of labor education in higher vocational colleges and analyzing the problems and reasons existing in the practical teaching of labor education, it is found that the practice of labor education in higher vocational colleges and universities exists problems, such as the weakening of social labor education, the softening of family labor education, the inadequacy of the school's labor education system, and the low willingness of students to self-labor, etc. In this regard, a strategy for the construction of the curriculum system of the practice of labor education in higher vocational colleges and universities is proposed. The purpose of this research is to promote the improvement of the level of labor education in higher vocational colleges and universities, to cultivate students to develop good labor style, labor quality and labor ability, and to comprehensively develop students' comprehensive innovative practice and labor ability.

Keywords: Higher Vocational College; The Labor Education; Practical Teaching; Curriculum System

1. Introduction

In March 2020, the Government of China issued the Opinions on Comprehensively Strengthening Labour Education in Schools and Universities in the New Era, stating that: "The focus of the implementation of labour education is to organise students to take part in daily life labour, production labour and service labour in a purposeful and planned manner also to systematic learning of cultural knowledge, and to allow students to experience hands-on practice and to exert themselves, sweat, and They should be given practical experience, sweat, and exercise to sharpen their will. Distinguish labour education from intellectual education, and prevent replacing labour education with cultural studies." It can be seen that the focus of labour education in higher vocational colleges and universities is on labour practice so that students can realize the integration of labour thinking and labour skills practice so that they can play an important value in their future development. How to build a practical curriculum system of labour education in the new era of education and play the value and role of labour education has become an important educational research direction for higher vocational colleges and universities.

2. Connotation of Labour Education in Vocational College and University

Marx regarded labour as the activity of man in the creation of spiritual and material wealth, using the means of production. The value of

labour, as he put it, places special emphasis on the importance of practice, arguing that labour and practice are characterized by unity in terms of the subject and object of the activity and the specific way in which it is carried out. From a philosophical point of view, practice is the process of labour, and the unity of knowledge and practice and the transformation of learning into use all reflect the value of labour. Labour is an enabler for growth and an important condition for the development of various industries. Labour is the most essential feature of human beings, because only with labour can there be significant progress in society. [1] Labour not only creates material wealth but also promotes social civilisation for the better. From an individual's point of view, labour is the foundation of an individual's life. Integrating the concept of labour with the teaching of the curriculum helps to establish in the minds of students the outlook and values of life that are diligent and good at labour.

In vocational education schools, the cultivation of students' values and professionalism is centred on labour education, emphasizing that vocational education is the core of education for national salvation and that vocational education can shape more high-quality workers for the country, provide more power for industrial salvation, and help to raise the level of national industrialisation. In summary, the most fundamental purpose of vocational education is to cultivate more high-quality workers for the country.[2] Therefore, labour education in higher vocational colleges and universities must adhere to the fundamentals of vocational education and guide students to form correct labour concepts and labour cognition. With the integration of industry and education and school-enterprise cooperation as the main means, it enhances students' technical application ability and sense of professional honour in professional practical training; and cultivates students' spirit of love and dedication to their work and their attitude of striving for excellence through daily social activities and campus activities.

3. Problems and Causes Facing Labour Education Practices in Higher Vocational Colleges in China

3.1 Weakness of Social and Labour Education

Influenced by the concepts of education to the test and the supremacy of academic qualifications, the social atmosphere generally has a low sense of recognition of labour. Although the stereotypical idea of "those who work hard rule others, those who work hard rule others" is no longer accepted by people today, the phenomenon of belittling or even stigmatising manual labour still exists, and the phenomenon of emphasising theory over practice has been extended to labour education, and manual labour has also been marginalised in this social climate. [3] Nowadays, college students growing up in the new era, the brain work they put in is to think hard in their studies and life, but due to the insufficiency of labour experience and harvest, they do not have an in-depth understanding of the value of labour to human beings, and the phenomenon of imitation rather than creativity in brain work still needs to be changed.

3.2 Softening of Family Labour Education

In the new era, most students in higher vocational colleges and universities are only children, and their families are in a better financial situation. Parents do not cultivate in their children a sense of respect for labour and love of labour, and they only think that study is the most important thing that they need more time to study, and that there is no need to participate in all other things that have nothing to do with study, which leads to the fact that students seldom take part in family labour. [4] In addition, some parents classify labour as "high or low", and when teaching their children to study hard, they pass on to their children the wrong concept of labour, and even punish their children for not studying hard with "low" labour, to stimulate their children's motivation to study hard. Parents' wrong perception of labour is the primary reason for the lack of labour education in the family.

3.3 Labour Education System in Higher Vocational College Needs Urgent Improvement

At this stage, the major higher vocational colleges and universities themselves have a cognitive bias for labour education. Although labour education has been given a new connotation of the times and has been highly valued by the state, some higher vocational colleges and universities inevitably stay at the

surface in terms of cognition due to the differences in interpretation and grasp of the policy documents on labour education. On the one hand, the content of labour education is simplistic, which is reflected in the fact that the labour education courses of some higher vocational colleges and universities are mostly stuck in the curriculum, and seldom can be practised on the ground, and although relevant labour education courses have been set up, it is difficult to carry out the courses comprehensively in a planned manner; on the other hand, the phenomenon of "emphasizing intelligence but neglecting labour" still exists in some higher vocational colleges and universities. On the other hand, the phenomenon of "emphasizing intelligence over labour" still exists in some higher vocational colleges and universities, and the labour courses, which appear as elective courses, may face the embarrassing situation of giving way to compulsory courses, thus weakening the problem in terms of teachers' qualifications, curricula, practice and evaluation. [5] Labour education has not been deeply integrated into the system of education for the new era.

3.4 Low Willingness of the Students to Work for Themselves

At present, most university students are influenced by social trends such as "hedonism" and the phenomenon of a diluted concept of labour, a low willingness to work, an inability to work, a sense of shame about work, and even a "theory of the futility of labour". Specific manifestations of this phenomenon include poor manual skills, poor self-care ability, fear of being dirty and tired in practical activities, and spending money to find "substitute exams" and "substitute classes". [6] All in all, this shows that most of the students at this stage have wrong labour values and low labour willingness, which exposes that the uniqueness of labour education in higher vocational colleges and universities is ineffective and the value of human education has been neglected.

4. Strategies for Constructing the Practical Curriculum System of Labour Education in Higher Vocational Colleges and Universities in the New Era

4.1 Building a Platform for Labour Practice

In the new era, the school is the main position for implementing labor education, educators should start from the labor theory level and the labor practice level, organically combining the labor theory education and labor practice, so that labour education can realize the interoperability and co-progress of labor and education, educating in labor and labouring in education. On the one hand, school educators should formulate labor teaching plans according to the actual situation of the school and improve students' labor practice ability. Schools should improve the evaluation mechanism of labor education, take students' and teachers' labor practice as an important dimension, and expand and improve both labor practice and labor ability, to promote teachers' and students' recognition of the value of labor. On the other hand, schools should work together with society to broaden the implementation channels of labor practice, so that students can carry out labor practice in society, deepen the learning of labor theories and promote the social development of students. [7] Educators in the new era should start from the practical point of view, not only giving students labor education from the theoretical level but also combining the needs of society with the characteristics of students, to give play to the role of educating people through labor in practice.

4.2 Creating Quality Labour Education Practices

Practical activities as the main form of labor education in higher vocational colleges and universities, teachers must pay enough attention to make full use of the existing resources and create diversified practical activities for students as far as possible within the conditions, so that students can get spiritual satisfaction in the process of labor practice, to change their views on labor and promote a positive change in the outlook on labor. For example, higher vocational colleges and universities can take the workplace as a key development direction of practical activities, the employment direction of students of different majors is different, so higher vocational colleges and universities should actively carry out school-enterprise cooperation, so that enterprises can enter into the labor practice activities, to create a more realistic workplace environment for students.

For example, by holding interview competitions and recruitment contests on campus, students can simulate and practice workplace interview activities. In the process of simulated interviews, students can form a certain understanding of the social workplace environment, and make clear the importance of their professional skills. At the same time, enterprises can also introduce the workplace culture into the campus to help students correctly understand the workplace culture. Higher vocational colleges and universities can also take social development as the background so that students can realize the important position of labor in the development of China's history, to increase the enthusiasm of students to participate in labor practice. In the practical activities, teachers can intersperse some red stories and labor stories in the labor process, so that the practical activities become more vivid and not too monotonous to affect the students' enthusiasm for participation. In practice, students can test the concept of labor, and personally participate in the process to promote the further deepening of students' labor awareness. In addition, the campus cultural activities can also be used as a practical carrier, China's diverse traditional festivals for campus cultural activities provide the theme, higher vocational colleges, and universities should actively use the traditional cultural resources, in all aspects of school life, to regulate the students' labor behaviour. For example, higher vocational colleges and universities can open civilised dormitory competition activities, and regular inspection of students' dormitory hygiene, can play a supervisory role for students. At the same time, personal hygiene is included in the assessment system, to supervise the students' daily labor behavior, so that they can establish correct living habits. Creating high-quality labour education practice activities from various aspects, it can enrich the existing forms of practical teaching, meet the practical needs of different students, and promote the improvement of practical effects.

4.3 Carrying out Daily Labour Practices

In the new era, in addition to allowing students to carry out simple household chores, so that students have the basic ability to take care of themselves, but also other ways of labor, and moral, intellectual, physical, and aesthetic

integration, so that students in the labor education in a deep understanding of the importance of all-round development, so that they can study more seriously, to keep up with the changes of the times, and to guide students to form a correct "three views ". For example, teachers of higher vocational colleges and universities can carry out daily labor practice week by the teaching plan of compulsory labor courses, set up labor positions such as hygiene of teaching buildings, cleaning of bulletin boards, conference services, etc., and focus on labor practice in one week, with on-site guidance for students by on-campus environmental hygiene staff, and students take turns to experience the labor practice of different positions in one week: the green space and campus roads are divided into different classes, with the responsible class dividing them as the area of responsibility, and the responsible class dividing them into different classes. Classes, by the responsibility of the class of students by the requirements of cleaning; combined with the management of student dormitories, to carry out "my dormitory hygiene I am in charge of" activities, cleaning the dormitory once a day; adhere to the education of good living habits, all teachers and students in the campus cafeteria meals, independent clean up, classified tableware; combined with traditional festivals, higher vocational teachers In conjunction with traditional festivals, teachers of higher vocational colleges and universities can organize students to carry out activities such as wrapping rice dumplings and making dumplings, to experience the way of life, master the basic living skills, establish the consciousness of self-reliance and self-improvement, develop good labor habits, and lay a good foundation for adapting to social life.

4.4 Carrying out Public Service Labour on and Off Campus

In the new era, higher vocational colleges and universities can organize students to maintain the environment and order and use the professional skills they have learned by carrying out on-campus public service labor and providing public service for the community. Set up on-campus volunteer service posts of the types of help, meetings, and events in major events such as new student

enrolment, school sports games, graduation ceremonies, campus art festivals, etc., and organize students to implement public welfare volunteer service activities. Teachers of higher vocational colleges and universities can combine with the second classroom to carry out public welfare social practice activities and guide students to voluntarily participate in public welfare activities, dedicate themselves to society, and promote the value of labor through practical actions.

Encourage students to participate in off-campus public welfare service labor, organize students to participate in off-campus voluntary work, such as the creation of health city, voluntary tree-planting activities, etc.; combined with the professional to social welfare homes, nursing homes, or community units to carry out voluntary work. During the summer and winter holidays, college students can use their professional knowledge to serve the local people after returning to their hometowns. For example, students majoring in electromechanics can repair small home appliances for villagers; students majoring in automobile maintenance can check and repair vehicles for the local people; students with other specialties, such as being good at calligraphy can write couplets for their neighbors and carry out activities to promote Putonghua, etc., to help revitalize the countryside with practical actions.

4.5 Developing Synergistic Mechanisms for Special Labour Education

In the process of labour education, higher vocational colleges and universities should respect the main position of students, coordinate the forces of family, school and society, make full use of the resources of the institutions, and carry out labour education in a comprehensive manner. In family education, parents should realize the importance of labour education, and through teaching by word and example, form a subtle influence on students in their daily lives and help them develop good labour habits. Society should create a good atmosphere of labour and assist with labour education in higher vocational colleges by promoting the spirit of labour. As the main body of labour education, higher vocational colleges and universities should give full play to their leading role, set up reasonable labour courses and labour contents, integrate them

into professional teaching, and design corresponding assessment and evaluation systems to comprehensively evaluate the effect of students' labour practice. [8]Through the trinity of synergistic education mechanisms, a complete labour education model is formed, so that labour education runs through all aspects of students' lives and learning. By building a characteristic synergistic mechanism of labour education, higher vocational colleges and universities organically combine professional education and labour education, explore new labour practice teaching modes, provide students with sufficient opportunities for labour practice, create a sustainable environment for labour education, and promote the all-round development of students.

5. Conclusions

In summary, carrying out labor education practice teaching in higher vocational colleges and universities is an effective way to cultivate students to develop good labor concepts and labor behaviours, and can promote the overall improvement of students' comprehensive quality. However, at present, there is still a large shortage of labor education practice, and higher vocational colleges and universities must base themselves on their reality, to be innovative, to actively explore, to build a characteristic form of labor education practice, and to create a new pattern of higher vocational colleges and universities of labor education practice and training of people.

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