

# Research on Labor Education in Colleges and Universities from the Perspective of Rural Revitalization

Shengliang Liu, Haiyan Ou\*

*School of Marxism, Guilin Medical University, Guilin, Guangxi, 541199, China*

*\*Corresponding Author*

**Abstract:** Colleges and universities are the main positions to train talents who abide public moral norms and serve social development strategy. They should integrate talent development with national development strategies. Labor education is an important way to realize rural revitalization, and rural revitalization plays an important role in labor education. In the process of rural revitalization, labor education in colleges and universities is faced with the unformed scientific concept of rural labor education, lack of a complete curriculum system of labor education, and lack of a standardized rural labor education base, relatively insufficient funds in rural labor education, lag of rural labor education teacher team and other blocking factors. Colleges and universities labor education should expand the scientific, industrial and ecological features of modern agriculture, highlight the status and functions of modern agriculture in the construction of modernization. By strengthening the recognition of the value of labor education, promoting the conscious practice of labor education, increasing the investment of labor education funds and enriching the teaching staff of labor education, building the atmosphere of immersing in the school, expanding the practice base of out-of-school education, strengthening the curriculum of labor education, perfecting the evaluation system of labor education and so on, colleges and universities achieve the goal of labor education to help rural revitalization.

**Keywords:** Rural Revitalization; Labor Education; Practice Base; Blocking Factors; Implementation Path

## 1. Introduction

It is the major strategic deployment of our country to promote the rural revitalization and

speed up the construction of agricultural and rural modernization. Since labor is closely connected with rural construction and agricultural development, colleges and universities should take advantage of the situation and actively act as the backbone to serve the rural revitalization and contribute to the overall revitalization of the countryside. colleges and universities should have assume the task of training a large number of people who are rooted in rural areas and capable of building rural areas.

## 2. The Blocking Factors of Labor Education in Colleges and Universities from the Perspective of Rural Revitalization

It is the demand of education that college students join in rural construction and combine labor education with productive labor. Numerous negative aspects still exist in labor education at colleges and universities, which limit the quality of human training in the process of rural revival.

### 2.1 The Scientific Concept of Rural Labor Education Has not been Formed Yet

The long-term division of urban and rural areas leads to the cognitive bias of the society and universities towards labor education. Many people think that labor education is only physical labor and regard labor practice as labor education. They regard cleaning as an labor education. The idea deviation causes the society not to support the rural labor education. Some parents think that the main task of college students is to learn professional knowledge and to master solid professional skills. This is the main reason why the society does not support the development of rural labor education in colleges and universities, take an entrance examination for graduate school or go to the society with excellent results, realize the goal of "Study well and become an official", instead of engaging in "village" work. Rural Labor education is easy

to affect students' professional study, and can not provide a favorable support for postgraduate entrance examination or work. Under the guidance of this idea, people can not grasp the abundant content and beneficial value of labor education, which will bring negative influence on labor education.

## **2.2 Lack of a Complete Curriculum System of Labor Education**

The fact that rural development is marginalized has directly affected the scientific setting of the curriculum of labor education in colleges and universities. Some scholars believe that “the history of modernization is in fact a history of the marginalization of the countryside from the core of society.”[1] Many colleges and universities do not attach importance to labor education, fail to establish a clear labor education curriculum system. The management system is not perfect, and lack of enthusiasm for labor education guidance and innovation. Because the lack of a complete curriculum system of labor education and the corresponding evaluation and incentive mechanism, the curriculum objectives and tasks of labor education in colleges and universities are not clear, the teaching staff is extremely unstable, and the teaching process is relatively loose and arbitrary. The management supervision is a formality, teaching and training system is not strong, the effect of labor education is greatly reduced, has not reached the original purpose of labor education curriculum.

## **2.3 The Standardized Rural Labor Education Base Has not been Built**

Colleges and universities should fully tap the rural resources and adhere to the strategies of “Work-for-work, agriculture-for-agriculture, work-for-agriculture”. According to the actual conditions of each region and school and the local natural, economic and social conditions, colleges and universities should set up labor education practice base and meet the student diversification and the individuality development request. Colleges and universities should not only build labor education bases on campus, but also try to set up off-campus training places to form open and shared labor education places that complement and promote each other. In the process of establishment of

labor education bases, many colleges and universities do not pay enough attention to one or the other, and only pay attention to the construction of professional training places on campus, neglecting the construction of educational places connecting with rural resources. Off-campus labor education site development and maintenance of broken chain phenomenon, affecting the enthusiasm of students to participate in rural labor, and then hinders the enthusiasm and motivation of students to participate in rural revitalization.

## **2.4 The Funds for Rural Labor Education are Relatively Insufficient**

The construction of labor education bases inside and outside school and the maintenance and renewal of equipment need a lot of funds, so colleges and universities need to make a good arrangement of education funds. At present, most of the educational funds in colleges and universities are used for campus expansion, infrastructure, talent introduction and campus greening. The funds donated by the society are seldom used for the development of rural labor education places and the maintenance and renewal of equipment. Compared with other professional education, the fund of labor education is obviously insufficient, and the work enthusiasm of labor education teachers is affected, and the educational effect is greatly reduced.

## **2.5 The Team of Teachers Involved in Rural Labor Education Lags Behind**

Good labor education teachers are the key to ensure the effectiveness of labor education, but also to promote students to lead the active labor. To develop labor education in accordance with rural revitalization, so that college students understand the village, love the village, make the village as a stage to display talent, labor education teachers play a central role. The problems such as the shortage of labor education teachers, the single structure, the lack of systematization of teaching content and the lack of stamina of training methods are prominent. Teachers of labor education in colleges and universities are mostly composed of teachers of innovation and entrepreneurship colleges, youth league committee and student affairs office. Some teachers only rely on their own professional and experience, selective teaching of labor

knowledge, not conducive to the overall growth of students. In terms of teacher training, it is not as systematic and mature as other majors and courses, and the training system and planning are not yet mature. It often sends “free” teachers to attend some training, the rural content is not rich and profound enough, the effect needs to be improved.

### **3. The Content Expansion of Labor Education in Colleges and Universities from the Perspective of Rural Revitalization**

Higher education should be combined with productive labor to continuously enrich educational content. On the one hand, it can promote the all-round development of college students, and on the other hand, it can also promote the overall progress of society. As Vladimir Lenin said, Without the combination of education and productive labor for the younger generation, the ideal of a future society is unimaginable.

#### **3.1 Expand the Scientific Features of Modern Agriculture in the Content of Labor Education**

Modernization is an inevitable process of human development and progress. The modernization of agriculture is an important part of the modernization and the application and development of modern scientific knowledge and technology in agriculture. Modern agriculture transcends traditional agriculture's emphasis on “experience”, and pays special attention to the practice and contribution of scientific knowledge and skills in agriculture. The mechanised agriculture is the manifestation of agricultural modernization. The relationship between agricultural modernization and industrial modernization is closely embedded in each other. “Modernization is industrialization” not only expresses that the total output value of industry is much more than the total output value of agriculture, but also clarifies the important role of industrial mechanization in promoting agricultural development. Therefore, the content of labor education should include the scientific and modern ideas and means of agriculture. Labor products are not simple agricultural products, but the use of rich modern science and technology, agricultural products produced by advanced mechanized labor. In this way, students' understanding of

labor education will be more profound, which can help college students establish the determination and confidence to study the advanced knowledge and technology of agricultural science, promote agricultural development, appreciate the charm of agriculture and devote themselves to the cause of agriculture.

#### **3.2 Grasp the Industrial Characteristics of Modern Agriculture in the Content of Labor Education**

In some rural areas of China, there still exist traditional agriculture characterized by “self-sufficient small-scale peasant management”, whose agricultural production aims are mainly used to meet the needs of family life, only a small amount of surplus agricultural produce is traded on the market. The agricultural activities are mainly manual, intensive farming and run on a small scale by families. Modern agriculture is commodity agriculture, the production goal is mainly to provide commodities for consumers to meet the market demand, most of the agricultural products have to enter the circulation area to exchange. [2] In other words, modern agriculture is to scale and market-oriented, with large-scale operation, the use of market-oriented elements, and constantly improve agricultural productivity. Even if we still have to face the fact that “small-scale farmers have long been and will remain the main organizational form of agricultural production and management in China for a long time to come”. [3] But it is important to recognize that modern agriculture is not only a process of innovation, diffusion, popularization, and generalization of knowledge and technology, but also a process of improvement of relations of production and organizational scale. Through a series of institutional optimization decisions, the formation of large-scale production of agricultural products, storage, processing and marketing of industrial integrity chain, students understand the rural revitalization of modern agricultural features.

#### **3.3 The Ecological Characteristics of Modern Agriculture Should be Clarified in the Content of Labor Education**

Modern agriculture is green agriculture. Green agriculture has broken through the concept of

“relying on mountains to feed on mountains and water to feed on water” in traditional agriculture. “Traditional people are passive and content with the status quo. They expect stability in nature and society. They do not believe in the ability of human beings to change or control nature and society. Instead, modern people believe in both the possibility and the desirability of change”. [4] The process of modernization shows the courage and confidence of man in conquering nature, and also brings the problem of ecological sustainability which should not be underestimated. Agriculture is inseparable from nature, green agriculture requires the protection of the ecological environment in the process of crop cultivation, to minimize the use of pesticides and fertilizers, to prevent environmental pollution and ecological deterioration. We should also improve the quantity and quality of agricultural products and achieve a win-win situation of high yield, resource conservation and environmental friendliness in agriculture. The production characteristic of modern agriculture has provided new enlightenment to the content of labor education. We should help college students to understand the profound content of labor “from defending the exclusive rights of human beings to recognizing the subjective and dynamic relationship between human beings and all things” [5]. College students should show the human ability to conquer nature while maintain the awe of the ecological environment.

### **3.4 Show the Status and Function of Modern Agriculture in the Content of Labor Education**

In the process of modernization development, we should grasp the “stage” and “political” characteristics of modern agriculture in the historical context of our social development. We must clearly realize that modernization must go through industrialization. In the process of industrialization, agriculture's share in GDP will decrease, but this does not mean the decline of agriculture, instead, it shows that the country is becoming more and more modern. Labor education in colleges and universities should help college students to set up a correct historical perspective, and make a comprehensive perspective of the differences between traditional agriculture and modern

agriculture, so as to deeply understand the development trend of modern agriculture. Agricultural modernization can play a fundamental role in ensuring national security. China is a country with a large population, and its huge consumption of agricultural products means that basic self-sufficiency in domestic production will always be at the top of the priority list of agricultural modernization goals. From this perspective, food security is a political imperative. Labor education in colleges and universities needs a suitable way and a favorable time to let students realize that agricultural modernization is related to national security and stability. Labor education is not only related to individual hunger and hunger, but also related to the long-term development of the nation.

### **4. The Implementation Path of Labor Education in Colleges and Universities from the Perspective of Rural Revitalization**

Labor has become the source of rural revitalization. To promote rural revitalization, talent is the key. Education plays a fundamental role in cultivating talents. Colleges and universities should concentrate their efforts to strengthen labor education and cultivate new-type talents who are rooted in the countryside, love labor and master skills.

#### **4.1 Strengthen the Recognition of the Value of Labor Education and Promote Its Conscious Practice**

We should guide students to set up scientific labor values. The essence of labor education is to “cultivate labor values” [6]. It is an educational activity aimed at “promoting students to form labor values and cultivate labor literacy” [7]. We must bear in mind the principle that “labor is the source of all wealth and value, and workers are the masters of the country, and all labor and workers should be encouraged and respected”. That's not how it works. Through labor education, students understand that labor not only creates human beings and human society, but also determines the essential characteristics of human beings. To teach students to respect labor and love labor, and to deeply understand the truth that labor is the process of human beings creating material and spiritual wealth, then take the initiative and willingly participate in labor. Only then would he understand the hard work

of “peasant's day at noon, sweat dripping down his soil” and cherish the hard-won fruits of his labor. The development of the country depends on the people from generation to generation. Students understand the true meaning of “labor is the source of all happiness”, and form the emotional identity and work attitude of “Labor creates a better life”.

We should make use of scientific propaganda to promote the society to reach a consensus on the important role of labor education in colleges and universities. Colleges and universities should not only recognize the value and status of labor education, but also publicize its function to the society. Colleges and universities can invite rural labor models to have in-depth exchanges with students, encourage students to participate in labor education, and promote the in-depth development of labor education. Society creates conditions and places for labor education, ensures the effective implementation of labor education, and creates a good social atmosphere in which "labor is happiness and glory."

#### **4.2 Increase Investment in Labor Education and Enrich the Ranks of Teachers in Labor Education**

To standardize the order of labor education and promote the modernization of labor education, we need a lot of funds to guarantee and support. Colleges and universities should actively raise funds for labor education and increase the investment of special funds for labor education. To strengthen the management of funds, ensure that funds arrive in time, promote the rational use of funds, give autonomy to the use of special funds, promote the optimization of the allocation of labor education resources, and mobilize the enthusiasm of labor education-related personnel, we will ensure that work on labour education proceeds in an orderly manner and promote fair and high-quality development of labour education.

Teachers are the leaders of labor education. “Who will teach, how to teach, how to ensure the quality of education and teaching” is the key to the normalization of labor education in colleges and universities. Colleges and universities should make greater efforts to train teachers of labor education, establish

labor education specialty or labor education studio. Colleges and universities should establish a team of teachers mainly composed of full-time teachers, supplemented by instructors and administrative teachers, to realize the professional development of teachers. Colleges and universities should employ professionals as practical teachers, make full use of rural resources embedded in teacher training, to achieve the continuous optimization of teachers' labor concept and enhance the education level.

#### **4.3 Open up an Atmosphere of Immersion and Education in School and Expand the Practice Base of Out-of-School Education**

Every cultural landscape on campus has an imperceptible influence on users, affecting their behavior and habits, and has a potential educational function. Labor creates beautiful environment and beautiful place. Colleges and universities should deepen the role of labor education. First, it is necessary to combine education with labour. By co-ordinating resources within the school, it is possible to create a real-life experience base for teachers and students to yearn for and feel the “joy of labour”. Northwest A&F University set up a thematic museum based on the development of farm tools. It restores the development process and changes of farm tools in rural areas, and makes students experience the hardships of rural labor and cherish agricultural products. Secondly, it is necessary to put happiness into work. According to the layout of buildings and landscapes in colleges and universities, through the construction of interesting “labor + ” campus landscape, to open up characteristic “farming and reading garden”, “botanical garden” and “medicine garden”, encourage students to participate in it. We should make “rural characteristics”and “labor education” integration, so that students feel happy to develop a correct concept of labor.

The establishment of a relatively stable off-campus labor education practice base is conducive to further clarify the teaching objectives, improve the teaching level and enhance the professional level of students. We should build an open, comprehensive and developmental labor education practice base. The practice base of labor education in colleges and universities should make full use of the rural resources in and around colleges

and universities, combine the development trend of rural revitalization closely, and construct a characteristic practice base of labor education. At the same time, we should play the department's subjective initiative, make good use of alumni resources and create a department of labor education practice base. We should also strengthen cooperation with other colleges and universities, share superior labor resources, maximize the activation of rural resources, and promote the effectiveness of labor education.

#### **4.4 Strengthen the Curriculum for Labor Education and Improve the Evaluation System for Labor Education**

Colleges and universities should construct the labor education system which embodies the time characteristic of rural revitalization and bring it into the school teaching arrangement. Colleges and universities should make clear the curriculum characteristics of labor education according to the actual situation of the school and the requirements of the specialty and the goal of personnel training. We should explain the theoretical course of labor education clearly, and scientifically teach the theoretical source of labor education, labor moral, labor spirit, labor skills and labor safety. We should attach importance to the practice teaching of labor education, carry out the teaching practice of "rural pastoral + agricultural culture" for agricultural students, and describe the development of agricultural culture and the strategic significance of rural revitalization. The teaching setup and practice of "rural health + traditional Chinese medicine culture" are carried out for medical students, and the development of rural health and the development value of traditional Chinese medicine culture are expounded to promote students to develop correct labor values.

Labor education in colleges and universities does not simply require students to complete a physical labor or volunteer activities, but should have a complete labor education system, especially a scientific and complete labor education evaluation system. At present, the evaluation of labor education in colleges and universities is not scientific and objective enough, so many colleges and universities give the evaluation of labor education to the teachers or counselors of labor education courses and the teachers in charge of classes,

failing to play its part. The evaluation of labor education should be combined with the first and second classes of the school, and be integrated into the comprehensive quality evaluation system of students. [8] It is necessary to establish a comprehensive evaluation system from self-evaluation of class students, group re-evaluation to the general evaluation of the college, and finally to the comprehensive evaluation system of the school. This system can give full play to the whole process of teacher-student evaluation of the system structure and function, to promote students to develop a love of labor, participate in the good character of labor.

#### **5. Conclusion**

According to the current situation of social development and under the background of rural revitalization strategy, colleges and universities should offer the course of labor education in the light of their own resources and school-running characteristics. Colleges and universities form the unique labor education culture, sublimate the student's love for the hometown, train the talented person who has the labor spirit, the craftsman spirit, the dedication spirit beneficial to the society, promotes the agricultural countryside farmer modernization.

#### **Acknowledgement**

Guangxi education science "14th Five-year Plan" 2022 special project: Research on the Practical Education Mechanism of Labor Education in Colleges and Universities From the Perspective of Rural Revitalization (No: 2022ZJY1894).

#### **References**

- [1] Ge Xinbin. (2003). Rural Education: the Modern Outcast and its Prospects, *Educational Theory and Practice*, (23):37-40.
- [2] Zhen Ye, She Huan. (2009). The Development Trend of Rural Modernization and its Realistic Choice, *Social Science Research*, (6):28-33.
- [3] Cheng Jing, Feng Yongtai. (2021). Research on Rural Revitalization and Agricultural Modernization, *Theoretical Horizons*, (4):47-52.
- [4] Cyril E. Blake. (1996). *More Modern*. Translation by Yang Yu and Chen Zuzhou.

- Shanghai Translation Publishing House, 43.
- [5] Afrika Taylor, Veronica Pasini-kecheba, Mindy Blaisse et al. (2021). Learning to Fit in: An Education Adapted to the Future, *Journal of the Shanxi Normal University (Philosophy and Social Sciences)*, (5):137-149.
- [6] Tan Chuanbao. (2017). The Essence of Labor Education is to Cultivate Labor Values, *People's Education*, (9): 45-48.
- [7] Tan Chuanbao. (2019). Understanding the Concept of Labor Education: How to Understand the Basic Connotation and Characteristics of the Concept of Labor Education, *Chinese Journal of Education*, (2): 82-84.
- [8] Zhang Limei. (2020). The Compulsory Course of Labour Education is a Necessary Supplementary Course, *Inner Mongolia Education*, (10): 62-63.