

Analysis of the Integration Path of Labor Education in Geography Teaching

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Abstract: Labor education is a new requirement of the education in the context of the new era, and the concept and spirit of labor education must be implemented throughout the entire process of education and teaching. Geography, as a subject closely related to daily life, can play an important role in cultivating students' correct work concepts and good work habits. Therefore, the integration of labor education and middle school geography teaching is particularly important. This study explores the trend and related paths of integrating labor education into geography teaching, analyzes the necessity and historical background of integrating labor education into geography teaching, and proposes to integrate labor education into geography teaching through practical activity design, teaching method optimization, and other methods. This article believes that integrating labor education into geography teaching is very important and has significant effects. It analyzes how to effectively integrate labor education into geography teaching, proposes some specific suggestions, and emphasizes the importance of this integration for students' comprehensive development.

Keywords: Labor Education; Geography Teaching; Integration Analysis; Path Construction

1. Introduction

Labor is the way and essential activity of human existence. Through labor, humans change the real world, write their own history, and create a brilliant civilization. Since 2000 year, the importance of labor education in China has been continuously increasing. Leader of the National Education Conference emphasized the importance of promoting the spirit of labor, and stressed that teachers should guide students to admire and respect labor, so as to understand the most glorious, great, and beautiful principles of

labor. The report also emphasized the importance of promoting the spirit of labor and other new trends of the times. As a part of comprehensive quality education, labor education occupies an important position in China's education system. To implement labor education, it must be included in the entire process of talent cultivation, and students' labor concepts should be jointly cultivated through school education, family education, and social education.

In high school geography courses, most traditional teaching methods still rely on face-to-face instruction, which is rigid and overly emphasizes the single item transmission of knowledge points, but rarely shapes students' comprehensive literacy. The concept of labor education is greatly ignored. Traditional teaching methods are often used in geography education, which are difficult to stimulate students' interest and initiative in learning geography, and cannot effectively cultivate students' labor skills and labor concepts. At present, geography teaching focuses more on students' mastery of geography knowledge rather than their understanding and application in labor practice [1], which has resulted in insufficient exploration and utilization of labor education elements in geography textbooks. The wheel of history is driven by the vast number of laborers. Hard work is the only way to promote social progress. Education workers should guide students to establish positive labor concepts, guide them to delve into labor practice, and achieve the organic combination of geography teaching and practical activities [2].

Incorporating the concept of labor education into high school geography classes has great significance and value. Geography cultivates four key qualities, including a harmonious understanding of human environment relationships, a global thinking approach, a deep understanding of geographic regions, and the ability to apply theoretical knowledge to practical operations. The concept of achieving harmonious

coexistence between humans and the Earth's environment aims to promote the coordinated development of the two [3]. Through practical activities and education, young people can gain a deeper understanding of the effects of their own behavior on the surrounding natural environment, and then conduct in-depth analysis and constructive suggestions for conflicts in their growth [4].

2. Analysis of the Situation of Integrating Labor Education into Geography Teaching

2.1 Current Status and Characteristics of Geography Teaching

The uniqueness of geography lies in its in-depth exploration of the relationship between the Earth's surface environment, human behavior, and spatial distribution, presenting a comprehensive characteristic that spans multiple fields, while emphasizing the uniqueness of regions. It not only covers the laws of nature, but also delves into the economic, political, cultural, and other aspects of human society, building a bridge between nature and humanity. Geography is a highly practical course that can play a significant role in solving difficult problems such as a large population, environmental pollution, and resource scarcity [5]. In high school geography explanation courses, some teachers overly emphasize the dogma in textbooks, but neglect how to apply knowledge of earth science to real-world teaching, failing to organically integrate classroom teaching and hands-on practice, which does not meet the requirements of cultivating students' comprehensive qualities. Focusing on cultivating students' core qualities, aiming to shape individuals who possess both humanistic literacy and scientific pursuits, as well as the ability to learn independently and live a healthy life. They need to have practical operational skills in social responsibility and innovation to achieve comprehensive and in-depth development. This requires students to have the correct concept of labor, respect the labor crystallization of others, and cultivate good habits of loving labor in daily life. Through learning, they can continuously improve their own labor ability and respect the labor achievements of others. In some high school geography classes, there are still individual teachers who adhere to the concept of exam oriented education, fail to fully implement the policy of quality education, and do not integrate

elements of labor education into the geography teaching process. This will definitely hinder students' long-term growth and will not help them become outstanding talents who understand both theory and practice.

2.2 The Necessity of Integrating Labor Education into Geography Teaching

Taking practical activities as the main line, deepening moral education, intellectual education, physical education, aesthetic education, and labor education is a key strategy to promote the comprehensive growth of young people through the integration of the five educations. It is also an important direction for China's education system [6]. Through practical labor education, students can establish a correct understanding of labor, cultivate a good attitude of actively engaging in labor, and love labor in daily life. Our country adheres to the concept, upholds the public ownership of the means of production, ensures that the working masses control the lifeline of the country, and that labor serves as a glorious responsibility of citizens. Distributes rights and interests according to the amount of labor. Therefore, every member should contribute to the progress of society and use their own labor to support the process of modernization.

As a comprehensive discipline, the research content of geography involves various aspects such as nature, society, and economy, providing a rich and practical platform to integrate labor education. Integrating labor education into geography teaching can help students understand the meaning and value of labor, cultivate correct labor concepts and positive attitudes towards life. The research objects of geography include two main fields: natural geography and human geography, which are closely related to human labor activities. Natural geography examines the distribution patterns of the natural environment and resources on the Earth's surface, while human geography examines the spatial distribution and changes, such as economic, cultural, and political activities in human society. These studies are closely related to human labor activities, as all human activities are inseparable from the transformation and utilization of the natural environment, and all human activities are closely related to human labor activities.

Many students in urban high schools nowadays have never seen wheat cultivation. When studying winter and spring wheat, they often think that the name of spring wheat sounds

warmer and easily misunderstand that spring wheat should be planted in the south and winter wheat should be planted in the north. So if students do not have the labor to personally plant, it is more likely to make mistakes and have poor knowledge and effectiveness. When learning about soil erosion prevention and control measures, students need to master two aspects of measures: biological measures and engineering measures. Biological measures include planting trees and grass, returning farmland to forests and grasslands, etc. Engineering measures include slope stabilization, building silt dams, terracing fields, etc. If students are not allowed to design experiments and operate them themselves, they can only mechanically memorize them. However, after actually doing them, they can better understand these measures. In the future, they can answer similar questions based on their own experience.

2.3 Feasibility of Integrating Labor Education into Geography Teaching

In order to comprehensively cultivate students' comprehensive qualities, teachers can carefully study the textbooks when preparing them, deeply explore the elements of labor education, extract knowledge points and practical activities related to labor education from them, and combine geographical knowledge with practical activities to provide students with a rich and vivid learning environment. These elements may be hidden in various corners of the textbook, requiring teachers to possess keen insight and profound professional competence [7]. After determining the elements of labor education in the textbook, teachers need to set labor education teaching goals that are suitable for students based on their age and cognitive level. For lower grade students, some basic goals can be set, such as helping them understand the basic concepts and importance of labor, cultivating their interest and habits in labor. For senior students, more challenging goals can be set, such as involving them in specific labor projects to cultivate their teamwork and innovation abilities.

When choosing teaching methods, teachers can consider integrating labor practice activities into group cooperation. Group cooperation can not only increase students' participation, but also cultivate their teamwork and communication skills. Teachers can design some interesting labor practice activities based on teaching objectives and textbook content, allowing students to work

together in groups and complete tasks together. In this way, students can not only have a deeper understanding of geographical knowledge, but also exercise their hands-on and practical abilities.

3. Research on the Strategy of Integrating Labor Education into Geography Teaching

3.1 Close Connection with Life Practice

Geography is a discipline that not only touches upon the natural world, but also delves into sociology. On the one hand, it focuses on various resources, environmental issues, climate phenomena, soil and topography on Earth. On the other hand, it also takes into account the development of various human civilizations. In middle school geography classes, teachers need to closely integrate students' daily lives and gradually guide them to establish a labor concept in the teaching process. For example, teachers can explain to students about China's large-scale water resource allocation - the South to North Water Diversion Project, and the natural gas transmission project across China - the West to East Gas Pipeline. China has launched a series of heavyweight projects tailored to local conditions, such as the South to North Water Diversion Project and the West to East Gas Pipeline Project, which have broken geographical boundaries, optimized resource allocation, and provided strong impetus for social progress. Teachers should guide students to pay attention to the basic living facilities in the surrounding society, so that they understand the sweat and wisdom of the working masses behind these infrastructure, and help students establish a concept of advocating labor. In the classroom discussing meteorological and ecological conditions, teachers can explain to students how climate and ecological environment affect the growth of crops. The water pattern in our country shows a decreasing trend from the southeast coast to the northwest inland. Due to the vast territory and uneven seasonal distribution of precipitation, hardworking and intelligent people have successfully harvested a large amount of food by planting crops that match the local climate conditions and improving the ecological environment through artificial means, thus completely eliminating the problem of hunger among the people. In today's society, waste is everywhere, and many students fail to realize the value of food. If labor education is integrated into the geography curriculum of high

school, students can not only understand the hard work of working people by combining geographical knowledge, but also understand the truth that "one Congee, one meal, when it is hard to come by, and half a thread, it is hard to find things", and then cultivate the virtue of saving food and being industrious and hardworking. In this rapidly changing era, it is necessary to cultivate students' moral character of respecting others' hard work and sweat. In the teaching process of middle school, teachers should guide students to deeply understand that from crops growing in the soil to eventually becoming a meal on the dining table, this is not only a gift from the natural world, but also the sweat and efforts of the working people.

3.2 Leading Students to Engage in Social Welfare and Environmental Protection Activities

The importance of labor education is increasingly prominent under the educational philosophy of the new era. It is not only a training of life skills, but also a cultivation of values and a cultivation of sense of responsibility. Due to its wide range of research subjects and practicality, geography has become an ideal platform for integrating labor education into subject teaching. In high school geography teaching, teachers can design various forms of labor practice activities while deepening their understanding and application of geography knowledge, so that students can experience the joy and value of labor in practical operation. Teachers can organize students to participate in afforestation activities, such as social welfare and environmental protection activities [8]. Such activities not only allow students to experience the labor process firsthand, but also allow them to intuitively feel the application of geographical knowledge in real life. Every step of the tree planting activity contains rich geographical knowledge, from selecting seedlings to transportation, to planting and watering. For example, when selecting saplings, students' understanding of the growth habits and environmental adaptability of different tree species involves knowledge of biodiversity and ecosystems; During the transportation of saplings, students can recognize the importance of transportation networks, understand how to plan transportation routes reasonably to reduce transportation costs and time, ensure the safety and hygiene of saplings during transportation, and improve their survival rate and growth speed.

During the planting process, students can learn about the influence of soil types, water cycling, and topography on plant growth. Digging, planting, and filling soil can all be done by hand, and the correct method of watering should be learned to ensure that the water and nutrients in the seedlings' roots are fully absorbed. And as the trees grow, they can observe the positive role of plants in improving air quality, reducing noise pollution, and preventing soil erosion. Through such practical activities, students can not only master geographical knowledge, but also cultivate environmental awareness, community responsibility, and other aspects. They have learned collaboration in labor, respect, and cherish. At the same time, the combination of geography teaching and labor education is also in line with the requirements of cultivating students with practical abilities and innovative spirit in the new era of education. Teachers need to carefully design and plan activities to ensure their effectiveness. Before the activity begins, teachers should introduce students to geographical knowledge, labor skills, etc., to ensure that students have an understanding of the purpose and significance of the activity. In the activity, teachers should guide students to think while watching, encourage them to ask questions, answer questions, and speak and act. After the activity, teachers should organize students to reflect and summarize, and share their own experiences and learning outcomes.

3.3 Integrating Labor Education Knowledge into Geography Classroom Teaching

In the classroom, teachers can explain geographical knowledge to students through activities such as drawing maps of China, and emphasize that developing and improving various transportation routes on the map is the wisdom and hard work of the working people. Therefore, teachers can not only teach students geographical knowledge in such teaching activities, but also let them feel the power of labor and experience the greatness of the working people. Maps are an important tool in the field of geography, allowing people to gain a visual understanding of the natural environment and human activity distribution on the Earth's surface. During the process of drawing maps, students can gain an understanding of geographical knowledge such as location, topography, and climate characteristics. At the same time, students can also learn about the development and improvement of various

transportation routes based on the wisdom and hard work of the working people on the map. For example, teachers can explain the distribution and development of railways, highways, routes, etc. on a map of China, allowing students to understand that the construction of these transportation routes is inseparable from the hard work of the working masses. Teachers can also explain the distribution and development of cities, villages, industrial and mining enterprises on the map of China, so that students understand that the construction and development of these places are also inseparable from the hard work of the working people [9].

Through such teaching, students have gained a profound understanding of the meaning and value of labor, realizing that labor is the driving force of human social development and the bridge for harmonious coexistence between humans and nature. Through teaching, students can experience the meaning and value of labor. At the same time, students can also cultivate a correct labor concept and a positive attitude towards life that respects labor, cherishes labor achievements, and is willing to contribute to social development.

4. Conclusion and Prospect

4.1 The Integration of Labor Education into Geography Teaching is of Great Significance

In the rapidly changing era, the pace of social progress forces the next generation to not only learn textbook knowledge, but also master practical skills. The younger generation needs to apply what they have learned to labor practice, so as to contribute to the improvement of social production and contribute to the progress of human civilization. They are committed to practicing the concept of long-term development. We need the younger generation to integrate the knowledge they have learned into middle school geography classrooms, so that students' academic knowledge can be transformed into a practical means of changing the world. Integrating the values of labor into geography classes helps students establish a sound concept of labor and recognize the magnificent scenery of our great motherland, which is the result of countless diligent and unremitting efforts. In the process of learning, students have a profound understanding of the meaning of labor, so as to abandon the erroneous concept of underestimating workers and no longer blindly worship the behavior of

getting something for nothing. In a rapidly changing country, countless diligent workers have silently cultivated and achieved our comfort today. Integrating the values of labor into geography classes can help students establish respect for labor and laborers from an early age, cultivate good habits of loving labor, consciously resist negative attitudes of being lazy and hating work, and thus, in the future path of life, be able to work hard. Gain happiness in creation and discover beauty in creation.

4.2 Enhancing the Effectiveness of Geography Teaching

Geography is a highly practical subject, and through participating in labor practice activities, students can personally experience geographical phenomena and processes, thereby gaining a deeper understanding of geographical knowledge. By observing and analyzing local natural elements such as terrain, landforms, climate, vegetation, and cultural features in practice, students can gain a deeper understanding of the natural and cultural environments of different regions, thereby enhancing their regional cognitive abilities and geographical practical skills.

Integrating labor education elements into geography teaching is beneficial for promoting interdisciplinary integration and broadening students' knowledge horizons. This can not only improve their interdisciplinary comprehensive abilities, but also help them establish a more comprehensive and systematic knowledge system and enhance their comprehensive thinking abilities. The cultivation of this comprehensive thinking ability helps students to comprehensively and systematically consider various factors when analyzing geographical problems. Dongping No.1 Middle School integrates labor education into geography teaching through practical activity design and optimized teaching methods, allowing students to personally experience the impact of human activities on the natural environment and recognize the interdependence between humans and the natural environment. By participating in labor activities, students can gain a deeper understanding of the importance of harmonious coexistence between humans and nature, and gradually form correct values and attitudes.

4.3 Preliminary Establishment of Labor Philosophy

In geography teaching at Dongping No.1 Middle School, students are encouraged to understand the impact of human labor activities on the geographical environment and the constraints of the geographical environment on human labor activities. This enables students to understand the influence of the geographical environment on the geographical environment and the geographical environment. For example, teachers can explain the relationship between agricultural development and the geographical environment, allowing students to understand the labor process of agricultural production, the utilization and transformation of natural environment by agricultural labor, such as land, water resources, and other knowledge. Teachers can also explain the relationship between industrial development and the geographical environment, allowing students to understand the labor process of industrial production, the consumption and utilization of natural resources by industrial labor, such as energy and raw materials. Through such teaching, students have a profound understanding of the meaning and value of labor, realizing that labor is the driving force of human social development and the bridge for harmonious coexistence between humans and nature. Students can experience that labor is human, and at the same time, they can cultivate a correct labor concept and a positive attitude towards life that respects labor, cherishes labor achievements, and is willing to contribute to social development.

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