

Research on the Construction of Labor Education Curriculum System in New-Era Applied Universities

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Abstract: The labor education curriculum holds long-term significance for the value shaping and capability enhancement of university students in the new era. Higher education institutions should integrate the concepts of labor education with the training philosophy of specialized talents, and continuously incorporate and practice it within the curriculum system, assisting university students in better growing into high-quality talents needed for the new era. Therefore, it is necessary to clarify the current real-life bottlenecks of labor education curriculum in terms of concept, system, and ecology. We must correctly recognize the positive effects of labor education in increasing student enthusiasm for learning, improving their practical abilities, promoting their character growth, and enriching their career choices. With an emphasis on "newness", grounding in "reality", proactively considering "change", and actively responding to "change", we should promote the labor education curriculum to become an important aid for the comprehensive development of university students in the new era.

1. Introduction

Labor education must adhere to the fundamental task of moral development through education, integrating labor elements throughout the talent cultivation process in higher education institutions. We should construct a labor education system that combines labor education theory with practical labor, cultivating the labor spirit of college students in the new era, achieving an educational effectiveness that is deeply ingrained and unified in knowledge and action. Labor education should be organically integrated with moral education, intellectual education, physical education, and aesthetic education, cultivating students' cross-disciplinary competencies required for various

disciplines and fields, thereby promoting the comprehensive development of students.

Understanding and grasping the development of the real world from the perspective of labor is the materialist worldview of Marxism. Through the process of labor education, students can gain a deeper understanding and formation of the Marxist view of labor, firmly establishing the concepts that labor is the most glorious, the most noble, the greatest, and the most beautiful. Every social individual with the ability to work should actively and independently become a worker, including both intellectual and physical labor. In labor, one's intellect and physical strength can be fully utilized, thereby highlighting the social value of individuals in labor, showcasing human freedom and personality, cultivating students' positive labor spirit, and developing good labor habits and qualities. Cultivate students to love labor, respect workers, cherish the results of labor, and foster a diligent, enterprising, innovative, and dedicated labor spirit. In professional labor practice, cultivate students' ability to be competent in professional work, strong innovation and entrepreneurship capabilities, as well as the ability to discover new problems and solve them creatively in labor practice.

2. The Practical Significance of Enhancing Labor Education in New-Era Applied Universities

2.1. Labor education is the practical need arising from the integration of Marxism with Chinese traditional culture and Chinese practices

The splendid civilization of China, spanning five thousand years, was created by the working people. From the "Four Great Inventions" to poems, lyrics, songs, and other forms of intellectual wealth, all originate from the labor practices of the people. Labor education is an important means to ensure the inheritance and innovation of Chinese civilization. Marx pointed out that "the combination of productive labor with intellectual and physical education is not only a method to enhance social production but also the only method to cultivate comprehensively developed individuals." Marxist materialist history for the first time scientifically demonstrated the significance of labor to human civilization, especially the great labor of the proletariat which promoted the development of productivity and became the historical prerequisite for moving towards socialism and communism. In this process, labor education not only shaped the noble character of the proletariat and fostered skills for survival and development but also became the fundamental force and the only path for the liberation of productive forces. As capitalists are an exploiting class, they themselves, just like "capital," do not possess the real conditions to create "value." Only the labor and labor education of the proletariat can push forward the progress of human civilization. Under the guidance of Marxism, the Communist Party of China led the Chinese people to achieve one great accomplishment after another in the Chinese revolution, construction, and reform and opening up through hard work. In the great practice of building socialism with Chinese characteristics, the Chinese people have developed a labor spirit of respecting, diligently engaging in, and glorifying labor, and have fostered a large number of typical workers such as great craftsmen of the nation, labor models, and industry pacesetters.

2.2. Labor education can promote the personal growth of college students

The labor education curriculum in universities should take the formation of college students' healthy psychological quality and correct value orientation as a starting point. Labor education should not only use the participation of students in the curriculum as an evaluation standard, but also establish a multi-dimensional curriculum framework based on the personal growth dimensions of college students. The labor education curriculum for college students should coexist and progress

with the professional courses studied by the students. Through labor education courses, college students can gain practical experience, broaden their horizons, develop teamwork skills, and deepen their emotional identification with their majors. All of these are the positive significances of labor education for college students' self-growth. A sound personality and good psychological quality are also important goals of talent cultivation in universities. How to expand the extension of labor education and deepen its educational effectiveness is a topic that universities need to continuously think about and practice. The practical characteristics of labor education courses are beneficial to the joint improvement of college students' personal growth and physical fitness. Therefore, professional labor education courses should grasp the important significance of practical education and provide more guidance and assistance for the growth and talent of professional college students.

2.3.Labor Education Can Enhance the Sense of Responsibility of College Students

The growth environment of contemporary college students lacks labor practice. Universities should, through labor education courses, enable college students to become the main force in driving social development by relying on labor and knowledge. In the process of labor education for college students, it is necessary to strengthen the teaching of labor theory courses, allowing college students to have a deeper understanding of the contemporary connotation of "social responsibility." Within the labor education courses, inspire them to courageously undertake their historical missions, learn to integrate their values with those of society, and connect their future with the laws of social development. At the same time, by organizing daily life labor, production labor, and public welfare labor activities with goals and plans, college students can temper their strong will in a rich and diverse array of socialized labor, learn to take labor seriously, respect the results of labor, and truly integrate the sense of social responsibility into social practice.

3. Existing Problems in the Current University Labor Education Curriculum

3.1.Insufficient Development of the Connotation of the "Labor Education" Curriculum System

Due to the national demand for production technical talents, labor education was once narrowly defined as labor and technical education in the 1980s, and was later included as a part of comprehensive practical courses at the beginning of the 21st century. For a long time, the concepts of "labor," "technology," and "comprehensive practice" have been mixed together, leading to a narrowed and blurred understanding of the essence of "labor education" among relevant stakeholders. Currently, some teachers and students in our country's institutions still have a superficial and narrow orientation towards labor education: in terms of theoretical understanding of labor education, there is a lack of in-depth comprehension of Marxist views on labor, a shallow grasp of the historical logic of labor education, and an insensitivity to the temporal transformations of labor education; in terms of the function of labor education, it is often limited to the cultivation of ideological and moral qualities, making labor education courses another form of political thought class; in terms of the form of labor education, mechanized physical labor prevails, emphasizing more on "doing." The above reasons have led to the failure of the construction of the labor education curriculum system to develop in depth.

3.2.The generalization of content and form in labor education courses

Labor is the fundamental way of human existence, encompassing elements such as the labor subject, labor tools, and labor objectives. Higher education institutions typically offer a labor

education course once in a semester, which consists of a theoretical class and a certain number of practice hours. The total number of class hours for this course is significantly less compared to other courses, with the theoretical class time being far from sufficient. From a theoretical teaching perspective, universities do not place a high emphasis on labor education. There are issues such as the incomplete implementation of the independent course status, monotonous course content, an incomplete course system, and insufficient teaching resources. A more thorny issue is the narrow perspective of "talking about labor only in terms of labor", with limited vision and thinking. Some universities have not yet established their own labor education research offices, and many tasks are undertaken by part-time counselors. The forms and methods of theoretical course teaching are relatively outdated, lacking innovation and measures. From the perspective of practical teaching, the content arranged by most universities is singular and repetitive, not diverse enough in form, and the quality of practice is not high. The labor education course has not played its role in promoting the comprehensive development of university students.

3.3.The Evaluation System of Labor Education Curriculum is Not Perfect

At present, many schools, in the process of evaluating labor education, still focus only on "outcome evaluation" and neglect the assessment of students' comprehensive qualities such as labor concepts and labor emotions. In the evaluation system of labor education teaching, students' classroom performance and final exam scores are still used as the sole criteria for evaluation, which cannot fully reflect the comprehensiveness and scientific nature of labor education evaluation. Since labor education is an activity with strong practicality and participation, diversity should be emphasized in its evaluation process.

3.4.The Teaching Level of Labor Education Courses Needs to be Improved

In the current higher education talent training system, there is a lack of cultivation of talents related to labor education. This has led to a severe shortage of teachers when implementing labor education courses in universities, resulting in a situation where there is a scarcity of labor education teachers and the team is unstable. Surveys indicate that currently, the teachers of labor education courses are primarily a combination of full-time and part-time staff. Moreover, since the teaching workload of labor education courses is relatively light, it is challenging to meet the requirements of universities regarding teachers' teaching workload. As a result, there are changes in teachers during each semester's course scheduling, causing instability in the teaching staff, which affects the effectiveness of labor education. Labor education courses require high-quality teachers to design and systematically plan the overall curriculum. There's also a need to unearth the educational elements embedded in the labor course content, allowing students to appreciate the beauty of creating value through labor. At the same time, the educational resources for the current labor education courses are not abundant enough, preventing students from having a good practical environment to cultivate their hands-on capabilities and professional qualities.

4. Suggestions for Strengthening the Construction of Labor Education Curriculum System in Universities in the New Era

4.1. Clarify the Connotation of Labor Education and Promote Value Return

First, the "holistic mechanism" of labor education should be clarified. The nature of labor relations and organizational forms in the new era has not changed and still belongs to the category of labor elaborated by Marx. Labor education has essential carrying capacity and explanatory power

for other "four educations", it is a practical coupling point for the "integration of five educations", and a foothold for examining the effectiveness of teaching and educating people. It is not a supplementary course that can be separated from actual production and daily life. Second, the concepts of labor education, leisure education, and play labor should be distinguished. Labor education has strong educational attributes and value directionality. Higher education institutions' labor education should be oriented towards social needs, the demands of the times, and technological iterations. Therefore, higher education institutions' labor education should adhere to the unity of the two-point theory and the emphasis theory, and should not blindly cater to the development of the times and student demands, avoiding falling into the alienated forms of labor education under the conditions of intelligent production, such as "focusing on the brain and neglecting the body", "prioritizing entertainment over education", and "emphasizing form over content". The principle of "student-centered, physical and mental unity" should be adhered to. Third, the value shift of labor education in the new era should be clarified. The connotation of labor education needs to be clarified based on labor forms and educational forms, aiming to meet the basic needs of individual survival and development, guiding students to aspire for a better life in the real world. The key is to transform the simplification of educational training goals caused by the traditional division of physical labor and mental labor into a realistic goal supported by digital technology, information technology, and network technology, which is digital labor, with the fundamental purpose of "labor education in the era of artificial intelligence calling more for the cultivation of labor identification". Changes in labor content, enrichment of forms, and expansion of elements require students to become talents who have both the spirit of labor and new-era labor literacy and skills, and who possess high comprehensive literacy as well as lifelong learning concepts and innovative thinking.

4.2. Optimizing the Educational Model and Enhancing the Implementation Effectiveness of Labor Education Courses

The implementation of courses is the process by which university teachers guide students to understand, comprehend, and explore knowledge through certain teaching methods. During the course implementation process, it is necessary to continuously adjust the course content and optimize resource allocation to enhance the implementation effectiveness of labor education courses. Firstly, in terms of teaching methods, based on the experiential teaching characteristics of labor education courses themselves, emphasis should be placed on cultivating university students' awareness of respecting and loving labor; in classroom teaching, the focus should be on students, strengthening their teamwork capabilities, promoting individual development, and stimulating their initiative and creativity. Secondly, in terms of the teaching environment, there should be enhanced development of on-campus labor resources, building digital training bases to empower labor education courses with digitization, seizing the opportunities presented by digital development to transition from traditional labor education to modern labor education. At the same time, cooperation with enterprises, communities, and families should be strengthened to promote the integration of industry and education, constructing a community of interests linked by labor education courses between universities and enterprises, and between universities and communities, to further consolidate the achievements of labor education. Thirdly, efforts should be made to build a strong teaching staff. A professional, experienced teaching staff is the guarantee for the quality of labor education course teaching. Universities should rely on labor education teaching and research offices to expand teacher resources and build a professional, multifaceted, and high-quality labor education teaching team.

4.3. Creating a Campus Labor Culture Atmosphere, Expanding the Practice Places for Labor Education

The campus is the primary place for students' academic and daily life, and the ambiance of the campus subtly influences their growth and development. Therefore, it is essential to fully leverage the advantages of the campus atmosphere, adopt various forms and methods, promote the excellent labor spirit and model worker spirit, and let the culture of labor flourish. Media platforms can be utilized to intensify propaganda, actively promoting the excellent labor spirit on platforms frequently browsed and conveniently used by contemporary university students, such as campus broadcasting, public accounts, video accounts, etc., using stories, short videos, and other popular and easy-to-understand forms to attract students' attention and stimulate their enthusiasm for labor, ensuring that wherever students are, propaganda reaches there. At the same time, labor achievement exhibition activities can be reasonably held to enhance students' sense of honor and gain in labor, creating a harmonious and upward atmosphere of respecting and valuing labor within the campus. Universities can expand labor education venues through multiple channels. Higher education institutions can improve the sharing mechanism of practice bases, utilize unique school-enterprise cooperation models, establish diverse and multi-scenario practice bases, and ensure stable venues for labor education practices.

4.4. Integrating Professional Features to Create a Distinctive Vocational Education System

The content of labor education courses should aim to enhance students' labor literacy, with a focus on strengthening labor skills and emphasizing the improvement of students' labor quality and innovative capabilities. Higher education institutions can, based on the actual teaching needs of their specialized courses, regularly invite professionals to provide guidance on labor skills for university students. This integrates professional and labor education more closely, laying a solid foundation for university students to better participate in social practices in the future. To reflect the characteristics of specialties, highlight the uniqueness of the profession and industry, colleges and universities should, in line with the features of their specialties, establish a curriculum system aimed at the core competencies of their fields. They should select content of typical significance and value to be integrated into daily teaching. At the same time, the content of labor education courses should promote the concept of the co-development of labor quality and various academic literacies, strengthen the comprehensibility and process-oriented nature of labor education, and consistently implement both the logical teaching of overall learning and individualized instructional psychology.

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