

Research on the Implementation Path of Labor Education in Higher Vocational Colleges in the New Era

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Abstract

Since the 18th national congress of the communist party of China, our country attaches great importance to the development and reform of education, education reform revolves around improving people's comprehensive quality and promoting their all-round development, comprehensively promoting and strengthening labor education is an important step in deepening China's education reform. Vocational education is the cradle for cultivating new era workers, the prospect of vocational education is broad, we should strive to cultivate high-quality skilled and technical talents, so that everyone has the opportunity to shine. This study analyzes the current situation of labor education for vocational college students, Analyze the problems that arise within it, propose rational suggestions from various aspects such as improving the institutional environment, curriculum construction, and team building, Helps alleviate the current difficulties in labor education in vocational colleges.

Keywords

New Era; Higher Vocational Colleges; Labor Education.

1. Definition of Concept

1.1. Labour

The term "labor" originally referred to "operation and activity" in ancient Chinese thought, For example, in "Zhuangzi·Rangwang" by Zhuang Zhou, it is mentioned that "in spring plowing, form is sufficient for labor". The definition of "labor" in "Ci hai" is the activity of human beings creating material or spiritual wealth. In Marx's work "Economic Philosophy Manuscripts of 1844", "German Ideology", "Capital", Marx interpreted the concept of labor from the perspectives of philosophy, material labor, and labor value, Marx believed that labor is a self generated process of human beings, including wage labor and material labor, Our country's "Encyclopedia of Literature, History and Philosophy" and "Encyclopedia of Education" interpret social labor as "the use and consumption of labor force", which should include not only physical labor but also mental labor[1].

From the above explanation, we can see that influenced by the level of economic development of the times, traditional labor mostly refers to physical labor, But with the rapid development of social production, labor is no longer limited to a single physical labor, and mental labor is also included. The meaning of labor varies with the different times and environments in which people live. We cannot use fixed thinking to constrain the analysis of the concept of labor, we must imbue it with the characteristics of the new era.

The report of the 19th National Congress of the Communist Party of China clearly stated that socialism with Chinese characteristics has entered a new era. The new era means new features, new formats, and new changes, with the arrival of a new round of industrial revolution, Internet, big data, artificial intelligence, block chain and other technologies have developed rapidly, there have been significant changes in the objects, methods, forms, and other aspects of labor, with

the support of knowledge, information, and technology, new trends have emerged in labor. Digital labor, smart labor, and labor serving emerging industries are increasingly leading the development of the times, this also means that the requirements for the quality of workers are becoming increasingly high, and there is a trend of parallel development of physical and mental labor in society.

1.2. Labor Education

An important fundamental theory of Marxist modernization education is the organic combination of productive labor and education. This is also an important policy that our country has always implemented in education. In the past, people did not have a clear definition of the concept of labor education, many scholars in various fields both domestically and internationally have elaborated on the concept of labor education. Some scholars distinguish labor education from moral or intellectual education, some scholars believe that labor education is integrated into moral and intellectual education. Modern scholars believe that labor education is a category of quality education, which plays a crucial role in improving students' comprehensive qualities and promoting their all-round development.

The academic community has its own interpretation of labor education, and only by correctly understanding the connotation of labor education in the new era can we strengthen our conceptual understanding of labor education in the new era. From the perspective of educational purpose, labor education is for the education of workers, the labor education in the new era is to adhere to and develop the socialist education system with Chinese characteristics, and to create an advanced socialist culture that respects labor, loves labor, and advocates labor, so that people's labor achievements are respected. From the perspective of educational content, labor education is about labor education. In the new era, labor education shoulders the following four tasks: the first is to guide students to form correct labor concepts and attitudes; Secondly, guide students to possess essential labor abilities such as basic labor knowledge and skills; Thirdly, cultivate students' ability for creative labor; The fourth is to cultivate students' positive work spirit. From the perspective of implementation methods, "combining education with productive labor" has always been advocated as an educational policy in China, we cannot talk about labor education without labor practice, and labor education should be carried out in labor practice.

2. The Importance of Implementing Labor Education in Vocational Colleges in the New Era

2.1. The Need to Implement the Strategy of Revitalizing the Country through Science and Education and Strengthen the Support of Talents for Modernization Construction

In the report of the 2018 National Education Conference, it was pointed out that we should promote the spirit of labor among students, educate and guide them to admire and respect labor, understand the most glorious, noble, great, and beautiful principles of labor, and be able to work hard, honestly, and creatively when they grow up, In 2019, the Ministry of Education and the Ministry of Finance issued the "Opinions on Implementing the Plan for the Construction of High level Vocational Colleges and Majors with Chinese Characteristics", proposing to "strengthen labor education, cultivate morality through labor, enhance intelligence through labor, strengthen physical fitness through labor, and cultivate beauty through labor. In the same year, the Ministry of Education issued the "Guiding Opinions on the Formulation and Implementation of Professional Talent Training Plans for Vocational Colleges", the document proposes that vocational colleges should further strengthen labor education through internships and practical training, clarify the time for carrying out labor education, and closely

integrate the curriculum with practical production and social practice. Through labor education, students should be guided to advocate and respect labor. The promulgation and implementation of the above policies indicate that China attaches great importance to the cultivation of vocational college students' abilities. Improving the abilities of vocational college students is a reflection of the comprehensive implementation of quality education, an important measure to promote the high-quality development of modern vocational education in China, and a need to implement the strategy of rejuvenating the country through science and education and strengthen the skills of talents in modernization construction[2].

2.2. The Requirements of Talent Cultivation Goals in Vocational Colleges, Emphasizing the Comprehensive Development of Students

Socialism with Chinese characteristics has entered a new era. With the rapid advancement of modernization and the rapid development of science and technology, China has moved from a manufacturing powerhouse to a manufacturing powerhouse, accelerating the development of advanced manufacturing industries and requiring a large number of high-quality vocational education talents. The Higher Vocational colleges need major reforms and development in the new era, focusing on cultivating high-quality workers and technical skilled talents, continuing to serve social and economic development, while facing the challenge of how to implement the education policy of the new era. With the changes in China's economic and social structure, scientific and technological development, and cultural concepts, the unique educational function and value of labor education in cultivating morality and nurturing people have been overlooked. Student labor education is not valued in society, colleges, and families, and opportunities for students to participate in productive labor are constantly decreasing. There is a lack of incentive, guidance, and guarantee mechanisms, and labor education is gradually being diluted and weakened[3]. As an important base for the country to cultivate technical and skilled talents, vocational colleges also have natural teaching advantages and rich practical resources in carrying out labor education. As an important base for the country to cultivate technical and skilled talents, the higher vocational colleges also have natural teaching advantages and rich practical resources in carrying out labor education. Vocational colleges have actively responded to the education policy of the new era, and the implementation of labor education has achieved some results, significantly improving its status.

2.3. The Need to Implement the Vocational Education Concept of Integrating Industry and Education, and Follow the Development Laws of Modern Vocational Education

Modern vocational education in our country closely follows the pace of social transformation and industrial structure adjustment. Vocational education has the following development characteristics: firstly, a diversified trend of integrating industry, academia, and research. Require deep integration of industries, forming a joint education model between government, enterprises, society, and schools, strengthening school enterprise cooperation, and jointly building infrastructure, training bases, etc;The second is to cultivate talents guided by employment and connect them with the market;The third is to strengthen practical abilities, realize the value of life with one skill, and form a good social atmosphere where everyone can succeed. According to the current social changes, era development, and educational needs, the support system for labor education includes four independent and interactive subsystems: schools, families, society, and students. For vocational colleges, the school's support mainly consists of compulsory courses in specialized education, a dual teacher team, teaching support, etc., while family support includes parents' words and deeds and family ethics education; Social support mainly includes government, enterprises, and other aspects; Students are composed of intrinsic driving factors, self participation, and other factors. Labor education is an indispensable and important component of higher vocational education. Labor education

belongs to the comprehensive education project and requires the participation of multiple parties, which is inherently compatible with the deep integration of industry, academia, and research in vocational colleges. The labor education system in the new era is supported and driven by various aspects, which can promote the construction of vocational education system and the improvement of system guarantee; Expanding labor education bases can promote the common development of on campus and off campus training bases, strengthen the demand for labor education, and continue to heat up the hot topic of multi-party co education models. At the same time, the achievements of labor education can be systematically incorporated into the modern vocational education indicator system, enriching the connotation and extension of vocational education.

3. The Dilemma of Implementing Labor Education in Vocational Colleges in the New Era

3.1. Insufficient Support and Guarantee Capacity for Labor Education

To ensure the smooth implementation of labor education practice activities, it is necessary to establish a systematic, scientific, and long-term condition guarantee mechanism as support. However, there are obvious deficiencies in the support and guarantee capacity of labor education in vocational colleges, specifically reflected in weak teaching staff, lack of teaching materials, and sufficient construction of labor bases.

Firstly, in terms of labor education textbooks, textbooks are important tools to guide students' learning. A very small number of colleges have distributed labor education textbooks, while most colleges do not [4]. Currently, the lack of specialized labor education textbooks in vocational colleges is one of the obstacles to achieving the best educational effect of labor education courses.

Secondly, in terms of teacher team construction, most vocational colleges lack a professional and stable labor education teacher team. Most colleges and professional labor education teachers are composed of counselors, internship and training teachers, etc., and teachers only provide simple explanations of some of the content involved when teaching labor education.

Finally, in terms of the construction of labor practice venues, the main practice venues for labor education mainly include classrooms, campuses, dormitories and other labor areas, while there are relatively few on campus and off campus training bases. Some students even express that their colleges do not have labor practice venues. Among colleges with labor practice venues, there are not many colleges that often arrange students to participate in labor practice at labor practice bases, which fails to fully realize the value of labor practice bases, wastes labor education resources, and reduces the effectiveness of labor education.

The higher vocational colleges should strengthen the development of labor education curriculum resources, compile labor education textbooks, enhance the training of labor education teachers, fully leverage the characteristics of the higher vocational colleges, rely on the advantages of close ties between vocational colleges and enterprises, actively carry out the construction of labor education practice bases, and enhance the support and guarantee capabilities of labor education.

3.2. Labor Culture Has Not been Effectively Integrated into Campus Culture

Integrating labor culture into campus cultural construction is one of the main implementation methods for labor education in higher vocational colleges. By organically combining campus culture with labor culture, it helps students form correct labor habits and qualities, establish correct labor values, and so on. Overall, most higher vocational colleges do not pay attention to the construction of labor culture in campus culture, and the atmosphere of labor education in

campus culture is not strong enough[5]. The lack of effective integration of labor culture into campus culture is mainly reflected in the following two aspects.

One is that while emphasizing the construction of campus environment, the condensation of labor spirit has been neglected. colleges generally carry out labor culture activities through setting up promotional slogans in dormitories, classrooms, training venues, and other places, as well as campus broadcasting. At the same time, it is stated that this is the main way to carry out labor culture activities, and the majority of teachers and students in higher vocational colleges generally attach great importance to the completion of tasks, often neglecting the cultivation of students' labor spirit through labor culture activities, resulting in a disconnect between labor spirit and material environment construction, and a lack of vitality in campus labor spirit.

Secondly, although there are various ways to carry out labor cultural activities, the frequency of implementation is low and lacks professionalism. In the survey, it was found that there are various ways to carry out labor culture activities in higher vocational colleges, but the main ones are classroom education, campus bulletin boards, broadcasting, and themed class meetings[6]. Most of these activities only require students to listen or visit under the arrangement of teachers, without the need for students to design or experience them firsthand. And most labor and cultural activities are held on festivals, such as Skills and Culture Festival, Science and Technology Culture and Art Festival, Tree Planting Festival, Mid-Autumn Festival, etc. The activities are carried out less frequently and occasionally. It can be seen that labor culture has not yet been effectively integrated into campus culture. It is necessary to further innovate and explore the ways in which labor education is integrated into campus culture construction, in order to achieve the best cultural education effect.

3.3. Failed to Establish a Collaborative Mechanism for Labor Education

As the main battlefield for carrying out labor education, colleges bear the primary responsibility for cultivating students through labor education. It is necessary to establish a coordinated implementation mechanism with colleges as the teaching leader, families as the foundation, and society providing support, to form a collaborative situation of labor education[7]. At present, there are certain deficiencies in labor education for students in families, society, and colleges. As the first teachers of students, parents should educate them on labor habits from an early age, promote the development of good living habits, and establish positive labor values. However, many parents, due to spoiling their children and taking care of everything for them, fail to actually require their children to do household chores. The society does not attach importance to labor education, for example, employers excessively value academic qualifications and do not value whether students have correct labor values and complete labor skills; Moreover, society has not provided sufficient labor positions for students, which cannot meet the needs of the increasing enrollment of college students and is not conducive to students' enthusiasm for improvement through labor. Finally, colleges have failed to play a role in connecting society and families to form a common force, guiding parents to establish correct labor values, making them take responsibility for their children's labor education, guiding students to do household chores at home, and failing to introduce social forces to participate in labor education. Only when colleges take the lead in labor education, connect with families and society to jointly carry out labor education, can a joint force of labor education be formed[8].

3.4. Poor Student Labor Enthusiasm and Consciousness

For contemporary college students, transforming positive labor concepts, mastering necessary basic labor knowledge and professional skills through labor education is a necessary condition to ensure their survival and foothold in society. However, acquiring knowledge and skills through labor is not immediate and requires a long period of effort and dedication, leading many students to dislike labor and perceive it as both arduous and tiring, resulting in low

enthusiasm for participating in labor activities; Moreover, in daily life, there is no active participation in labor, which affects students' learning of labor knowledge and skills, indirectly affecting the effectiveness of college labor education[9].

As the main body of education, students' consciousness of labor in daily life affects the development of labor education in colleges. College students are influenced by their own labor concepts, believing that mental labor is more dignified than physical labor, and are unwilling to engage in dirty and messy physical labor, which leads to their unwillingness to start from small things such as cleaning up around them in daily life. Students' labor concepts are not correct enough, and their labor awareness is weak. The influence of students' erroneous values leads them to not accept general physical labor. Many students have the wrong values of fearing hardship and fatigue, and they underestimate physical labor, which affects their frequency of participation in labor and leads to insufficient participation in labor education in colleges. Most of the labor education activities in colleges become formal work, resulting in unsatisfactory results in labor education[10].

4. Implementation Strategies for Labor Education for Vocational College Students in the New Era

4.1. The Guarantee of Government Funding and Educational Resources

The smooth implementation of labor education in higher vocational colleges requires a significant amount of financial support. Vocational colleges have the characteristic of strong practicality in offering labor education, which determines a large investment in labor education venues, equipment, materials, consumables, textbooks, etc. Infrastructure investment needs to be complete, and most colleges are unable to afford the huge investment. The investment in labor education in higher vocational colleges is still relatively low, which hinders the normal development of labor teaching and practice in higher vocational colleges. The national and local governments must allocate special funds for labor education in higher vocational colleges and increase investment to support the development of labor education in higher vocational colleges[11]. Each region should utilize central subsidy funds and its own financial resources to raise funds in various forms, accelerate the construction of college labor education facilities and labor education activity venues inside and outside the college, regularly count college labor education equipment, and establish a mechanism for supplementing labor education consumer goods. Colleges can coordinate and allocate public funds and other expenses for labor education in accordance with regulations. The government can introduce various forms of educational services and bring various social forces into labor education, so that they can provide excellent labor education activities and services. At the same time, the government should increase investment in educational resources for higher vocational colleges, provide various materials and other conditions that can be utilized for labor teaching in higher vocational colleges, including labor theory textbooks, cases, courseware, etc., and unify the mobilization of teacher resources, coordinate the distribution of teaching aids, and help build infrastructure.

4.2. Creating a Positive Cultural Atmosphere for Labor Education in Colleges

The campus environment, as an important carrier for creating a labor education and cultural atmosphere, plays a crucial role in cultivating students' labor concepts, habits, and skills through its construction and management. A campus environment full of labor atmosphere not only allows students to unconsciously feel the charm and value of labor in their daily lives, but also stimulates their enthusiasm for labor and innovative spirit[12]. On the one hand, the college can make full use of broadcasting stations, classrooms, corridors, bulletin boards, and new media platforms to vigorously promote the spirit of labor, model workers, and craftsmen. It can also deeply explore the labor education resources hidden in traditional culture, closely

integrate the college's educational philosophy, humanistic spirit, and historical and cultural accumulation, call on students to participate in the research of college history, college spirit, and college motto, and give full play to the unique educational value of labor education in campus culture, effectively transmit the spirit of labor, and let students be influenced and infected by campus labor culture unconsciously, achieving the effect of "moistening things silently". On the other hand, the college can invite model worker, exemplary individual and outstanding alumni to enter the campus, organize students to read, discuss and publicize the stories and glorious deeds of model workers, and carry out labor skills competitions, winter and summer practical education and other activities. While constantly enriching the form of labor education, enriching students' campus life, and creating a glorious cultural atmosphere of labor, the college also enables students to feel the labor spirit of pragmatic responsibility, forge ahead, stimulate students' enthusiasm and subjective initiative in labor education, and strengthen their determination to devote themselves to labor and serve the society.

4.3. Establish and Improve the Collaborative Implementation Mechanism of Labor Education

Higher vocational education institutions play a leading role in labor education teaching and are the main implementer of labor education, responsible for overall design, systematic planning, and specific implementation of labor education. When vocational colleges and universities carry out labor education, they should give full play to the leading position of higher vocational education institutions, and also connect with families and society to jointly promote labor education, forming an educational force for the development of labor education. Higher vocational education institutions must establish and improve a multi-party collaborative mechanism for labor education, strive to form a joint force for labor education, take higher vocational education institutions as the main battlefield, provide students with labor theory knowledge education and practical education, and connect with parents and society to support labor education. Parents should uphold the correct concept of labor and cultivate their children's work habits and provide guidance on correct labor concepts in daily life; Higher vocational education institutions and families should strengthen communication and exchange, inform each other of students' labor situations, and jointly create a mechanism for collaborative labor education[13]. Society strives to provide various forms of support for labor education in higher vocational education institutions, including funding, practical bases, etc., to provide students with sufficient opportunities for labor internships. Outside of higher vocational education institutions, families and society bear the responsibility of cultivating students' growth and success. Therefore, higher vocational education institutions, society, and families must strengthen communication and exchange, and promote internal and external linkage and cooperation. Higher vocational education institutions can take measures such as establishing home school cooperation groups and setting up parent hotline to facilitate parents' understanding of students' learning and living conditions on campus. At the same time, parents must abide by the regulations of home school cooperation, strive to cooperate with the educational work of higher vocational education institutions, consciously understand the relevant content of labor education, enhance their own educational concepts and improve their educational methods, and be a reserve force for higher vocational education institutions, creating a good family environment for students' comprehensive development. In family labor education, it is necessary to fully utilize the enlightening role of parents in cultivating their children's labor concept, arrange some simple household chores for children, teach them certain life skills, and avoid students entering higher vocational education colleges who are ignorant of labor and lack necessary life labor skills, which may hinder the development of labor education in vocational colleges[14]. Families should eliminate obstacles for the smooth implementation of labor education in higher vocational education institutions, form an

educational synergy among families, higher vocational education institutions, and society, promote the establishment of a sound collaborative education mechanism, and jointly cultivate students to achieve comprehensive development and become high-quality skilled and technical talents.

4.4. Students Develop Good Work Habits

The cultivation of labor habits among college students is one of the main goals of labor education. The ultimate goal of labor education is to make labor routine and normalized. Therefore, the same applies to labor education for students in higher vocational colleges, which must make conscious labor a habit and form a situation of normalized labor. Good work habits can benefit people for life[6]. Higher vocational college students are still in the learning stage and should pay attention to the cultivation of personal labor habits. Students should start from small things around them, from small details, from tidying up personal hygiene to cleaning the collective environment, from participating in college activities to participating in social volunteer activities, consciously engage in labor exercise, and develop good work habits in this process[15]. In the survey, most students pointed out that students in higher vocational colleges have the disadvantage of being afraid of hardship and unwilling to engage in labor compared to students in ordinary colleges. Students in higher vocational colleges must overcome bad habits such as laziness and fear of hardship, actively participate in the labor of the college, learn to "make fun of hardship" and "combine education with entertainment", and find joy in dedication through labor. Higher vocational colleges should provide diversified labor positions in students' daily lives and give them ample opportunities to participate in labor. The college aims to promote the formation of positive labor values among students, cultivate good living and labor habits in their daily lives, make labor learning and practice a norm for students, and encourage them to actively participate in various labor activities organized by the college, thereby strengthening their own labor habits and skills.

5. Conclusion

As socialism with Chinese characteristics enters a new era, it is in a critical transition period from high-speed growth to high-quality development. Social and economic development adheres to the supply side structural reform as the main line, speeds up the development of advanced manufacturing industry, and promotes the integration of Internet technology, artificial intelligence, big data and the real economy. These urgently need high-quality talents in higher vocational education at the wholesale exhibition and production line. Higher vocational education needs significant reform and development in the new era, focusing on cultivating high-quality workers and skilled technical personnel to continue serving economic development. At the same time, it faces the challenge of how to implement the education policy of the new era. Therefore, vigorously strengthening labor education will help vocational colleges implement the fundamental task of cultivating morality and talents, promote the "three education reform", and facilitate the implementation of the "five educations simultaneously" talent cultivation requirements.

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