

Analysis of Advanced Models of Labor Education in Vocational Schools in the New Era and Thoughts on Curriculum Optimization

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Abstract

This paper focuses on the important topic of labor education in vocational schools in the new era. Based on in-depth exploration of relevant theories and practices, it comprehensively analyzes many problems existing in the current labor education in vocational schools, such as insufficient attention, weak teaching staff, lack of practice bases, and imperfect evaluation mechanisms. Then, it puts forward a series of targeted optimization strategies, including strengthening the educational concept, optimizing the curriculum system, strengthening the construction of the teaching staff, improving the practice bases, and establishing a scientific evaluation mechanism. At the same time, it deeply discusses and expounds on advanced modes, such as industry-education integration, innovation and entrepreneurship education, and modern apprenticeship, aiming to promote the high-quality development of labor education in vocational schools, cultivate high-quality laborers that meet the requirements of the new era, and provide strong talent support for social and economic development.

Keywords

New Era; Vocational Schools; Labor Education; Optimization Path; Advanced Mode.

1. Introduction

At the National Education Conference held in 2018, the national leader pointed out: "We should strive to construct an education system that comprehensively cultivates students in terms of morality, intelligence, physical fitness, aesthetic appreciation, and labor. We should promote the spirit of labor among students, educate and guide them to advocate labor, respect labor, understand that labor is the most glorious, the most noble, the most magnificent, and the most beautiful, and be able to engage in diligent, honest, and creative labor when they grow up." On March 20, 2020, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools, and Primary Schools in the New Era," emphasizing that labor education at all stages should adhere to moral education as the foundation, implement the policy of promoting the development of morality, intelligence, physical fitness, aesthetic appreciation, and labor in parallel, and cultivate new talents for the times who combine theory with practice and apply what they have learned. In the "Guidelines for Labor Education in Universities, Middle Schools, and Primary Schools (Trial)" issued by the Ministry of Education in July 2020, it is pointed out that the basic concept of labor education is to strengthen the concept of labor and promote the spirit of labor; emphasize physical and mental participation and focus on the combination of hands and brain.

Labor education is an important part of the education system in vocational schools and plays an irreplaceable role in cultivating students' practical ability, professional quality, and innovative spirit [1]. In today's era, the social economy is developing rapidly, the industrial structure is constantly upgrading and transforming, and new technologies, concepts, and production methods are emerging one after another [2]. This has led to higher and more

comprehensive requirements for the quality and ability of the labor force in the labor market [3].

2. New Era Vocational School Labor Education: Connotation and Significance

2.1. Connotation

New era vocational school labor education refers to an educational activity in vocational school education where students are organized to participate in productive and service labor purposefully and systematically to cultivate students' labor concepts, labor skills, and labor habits and promote their all-round development. This educational activity emphasizes students' personal participation in the labor process. They not only need to master specific labor skills but also form correct labor values and attitudes [4].

2.2. Significance

1. It helps cultivate students' vocational qualities and practical abilities and enhances their employability. In an increasingly competitive job market, having solid professional skills and good vocational qualities is the key for students to stand out. Labor education enables students to familiarize themselves with work processes, master operational skills in practice, and cultivate their teamwork spirit, sense of responsibility, and problem-solving abilities, giving them an advantage in employment [5].
2. It is beneficial for promoting students' physical and mental health and all-round development, and cultivating their innovative spirit and sense of social responsibility. Labor can not only exercise students' bodies but also cultivate their patience, perseverance, and self-discipline. By participating in labor, students can experience the relationship between effort and gain, enhance their self-confidence and sense of achievement. Moreover, labor education can stimulate students' innovative thinking, allowing them to discover and solve problems in practice and cultivate an innovative spirit. At the same time, participating in social service labor enables students to understand social needs, enhance their sense of social responsibility, and cultivate the awareness of caring for others and contributing to society.
3. It is of great significance for promoting the reform and innovation of vocational education and serving economic and social development. Labor education is one of the important directions of vocational education reform. It can promote the close combination of vocational education and production practice and improve the pertinence and effectiveness of vocational education. By cultivating high-quality workers who adapt to market demands, it provides strong talent support for economic and social development and promotes industrial upgrading and innovative development [6].

3. Existing Problems in Labor Education in Current Vocational Schools

3.1. Insufficient Attention to Labor Education

Some vocational schools attach more importance to theory than practice in education and teaching, and have insufficient understanding of the importance of labor education. This tendency leads to an unreasonable curriculum setting for labor education, which is often regarded as a secondary course with insufficient class hours. The teaching content is also relatively outdated, failing to keep pace with the development of the times and industry demands, and unable to stimulate students' learning interest. The teaching method is single, mostly based on traditional lecturing, lacking practical operation and interactive experience, making it difficult for students to truly master labor skills and knowledge.

3.2. Weak Construction of the Teaching Staff for Labor Education

The lack of professional labor education teachers is a prominent problem faced by current vocational schools. Among the existing teachers, the number of those with a professional background and practical experience in labor education is small. Although many teachers have certain abilities in theoretical teaching, they lack experience and methods in the teaching practice of labor education and find it difficult to effectively guide students in labor practice. In addition, due to the lack of systematic training and communication opportunities, teachers' teaching abilities and practical experience in labor education are difficult to be enhanced and updated, unable to meet the needs of labor education teaching.

3.3. Insufficient Construction of Labor Education Practice Bases

The small number and scale of practice bases are one of the important factors restricting the development of labor education in vocational schools. Although some schools have established practice bases, due to limited capital investment and simple facilities and equipment, they cannot provide a practice environment that matches the actual working scenarios. This makes it difficult for students to come into contact with advanced production technologies and equipment during the practice process and truly improve their labor skills. At the same time, the management and operation mechanism of the practice bases is not perfect, resulting in poor practice teaching effects and unable to provide students with sufficient practice opportunities and effective guidance.

3.4. Imperfect Evaluation Mechanism for Labor Education

Currently, the evaluation indicators of labor education are single, mainly based on students' test scores and labor achievements, lacking a comprehensive evaluation of students' labor process, labor attitude, and labor literacy. This evaluation method is difficult to truly reflect students' labor ability and comprehensive quality and cannot motivate students to actively participate in labor education. In addition, the evaluation process lacks scientificity and fairness, often subjectively evaluated by teachers and lacking students' self-evaluation and mutual evaluation, making it difficult to stimulate students' enthusiasm and initiative to participate in labor education.

4. Optimization Paths for Labor Education in Vocational Schools in the New Era

In order to more clearly analyze the paths and models of labor education in vocational schools in the new era, the specific analysis is conducted through five aspects: strengthening the concept of labor education, optimizing the curriculum system of labor education, strengthening the construction of the teaching staff for labor education, improving the construction of labor education practice bases, and establishing a scientific evaluation mechanism for labor education. The research ideas are shown in Figure 1.

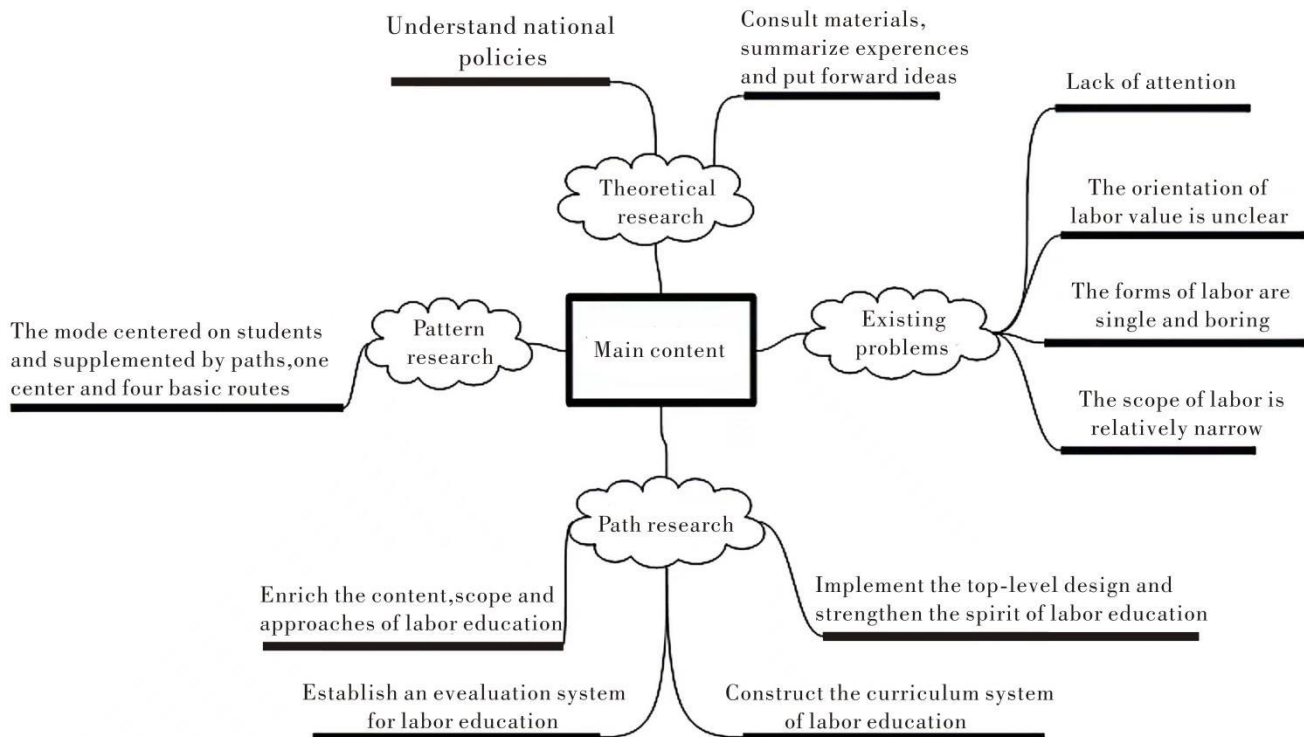


Figure 1 Optimization Paths for Labor Education in Vocational Schools in the New Era

4.1. Strengthen the Concept of Labor Education

Vocational schools need to transform their educational concepts and fully recognize the significance of labor education in talent cultivation. Incorporate labor education into the talent training program and make it an important educational content throughout the entire education and teaching process. By organizing teacher training, conducting special seminars and other activities, enhance the awareness of all teachers on the importance of labor education, and create a favorable atmosphere where everyone attaches importance to labor education.

4.2. Optimize the Curriculum System of Labor Education

In order to better promote the training effectiveness of labor education in vocational schools, the curriculum setting of vocational schools has been optimized, and according to the content of the courses, the teaching objectives and teaching contents have been further clarified. Meanwhile, the teaching methods for different course contents have been explained and optimized, as shown in detail in Figure 2.

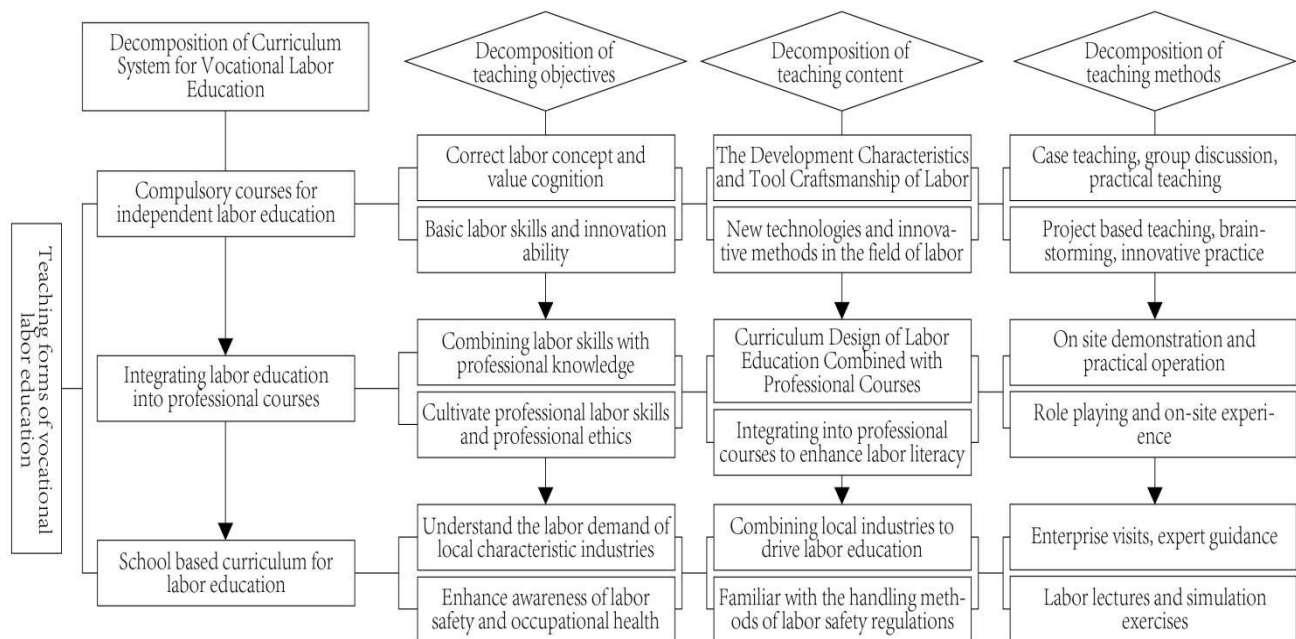


Figure 2 Diagram of Curriculum System Reform and Optimization for Conducting Labor Education in Secondary Vocational Schools.

1. Offer independent compulsory courses on labor education, and clarify the teaching objectives, teaching contents, and teaching methods. The teaching objectives should focus on cultivating students' labor concepts, labor skills, and innovation abilities; the teaching contents should cover aspects such as basic knowledge of labor, labor safety and hygiene, and labor laws and regulations; the teaching methods should be diversified, adopting methods such as project-based teaching, case teaching, and practical teaching to stimulate students' learning interest and initiative.

2. Integrate labor education into the teaching of professional courses to achieve the organic combination of labor education and professional education. According to the characteristics and needs of different majors, incorporate elements of labor education into the teaching of professional courses, allowing students to improve their labor skills and vocational qualities while learning professional knowledge. For example, in mechanical processing professional courses, students can be arranged to carry out practical operations of parts processing; in hotel management professional courses, students can be organized to participate in practical activities of hotel services.

3. Develop school-based courses on labor education with the characteristics of vocational schools to enrich the curriculum resources of labor education. Combine the school's orientation and the demands of local industrial development to develop school-based courses on labor education with the school's own characteristics. Enterprise experts and skilled craftsmen can be invited to participate in the course development, introducing the production technology and management experience of enterprises into the courses to make the course contents more practical and targeted.

4.3. Strengthen the Construction of the Teaching Staff for Labor Education

1. Increase the training intensity for labor education teachers to enhance their teaching ability and practical level in labor education. Schools can organize teachers to participate in labor education training courses, visit enterprise production sites, and engage in labor practice

activities, allowing teachers to understand the latest labor technologies and production processes and master advanced teaching methods and means.

2. Introduce enterprise technicians and skilled craftsmen with rich practical experience as part-time teachers to enrich the teaching staff for labor education. These part-time teachers can bring practical work experiences and cases to students, impart practical labor skills and vocational qualities, and also promote exchanges and cooperation between schools and enterprises.

4.4. Improve the Construction of Labor Education Practice Bases

1. Strengthen the construction of on-campus practice bases, increase capital investment, and improve the facilities and equipment conditions of the practice bases. Schools should, based on professional settings and teaching needs, build a number of high-standard and modern on-campus practice bases, equipped with advanced production equipment and tools, to provide students with a good practice environment.

2. Expand off-campus practice bases, establish long-term and stable cooperative relationships with enterprises, and provide more internship and training opportunities for students. Schools can establish cooperative relationships with local enterprises, factories, farms, etc., and organize students to go to off-campus practice bases for internships and training on a regular basis. During the internship and training process, students can personally experience the production processes and management models of enterprises, understand market demands and industry development trends, and improve labor skills and vocational adaptability.

4.5. Establish a Scientific Evaluation Mechanism for Labor Education

1. Construct a diversified evaluation index system, including aspects such as labor attitude, labor skills, and labor achievements. Evaluation indicators should be specific, clear, and operable, and be able to comprehensively reflect students' labor performance and comprehensive quality. For example, labor attitude can include students' participation enthusiasm, sense of responsibility, and teamwork spirit; labor skills can include the labor knowledge and skill level mastered by students; labor achievements can include the quality of labor tasks completed by students and innovative achievements.

2. Adopt a combination of process evaluation and terminal evaluation to evaluate students' labor performance comprehensively, objectively, and fairly. Process evaluation can be conducted by observing students' performance during the labor process and recording students' labor logs, etc.; terminal evaluation can be conducted through examinations, works display, and practical operation assessment, etc. At the same time, the self-evaluation and mutual evaluation opinions of students should be fully listened to, making the evaluation results more persuasive and credible.

5. Advanced Models of Labor Education in Vocational Schools in the New Era

5.1. Industry-Education Integration Model

Through in-depth cooperation between schools and enterprises, the production projects of enterprises are introduced into schools, allowing students to carry out labor practice in a real production environment and achieving a seamless connection between school education and enterprise demands. This model can not only improve students' labor skills and practical abilities but also promote resource sharing and complementary advantages between schools and enterprises.

For example, a vocational school cooperates with a local automotive manufacturing enterprise to jointly build a training base. The enterprise entrusts the school with the production tasks of

some automotive parts, and the school organizes students to carry out production and processing in the training base. During this process, under the guidance of enterprise technicians, students participated in the entire process from drawing design, raw material procurement to processing and manufacturing, and quality inspection. Through this practice, students not only improved labor skills such as mechanical processing and assembly and debugging but also learned about aspects such as the production process, quality management, and cost control of the enterprise, laying a solid foundation for future employment.

5.2. Innovation and Entrepreneurship Education Model

Combine labor education with innovation and entrepreneurship education to cultivate students' innovation consciousness and entrepreneurial ability. Schools can offer innovation and entrepreneurship courses, organize innovation and entrepreneurship practice activities, and encourage students to carry out innovation and entrepreneurship projects. This model can stimulate students' innovative thinking and creative potential and cultivate their entrepreneurial spirit and practical ability.

For instance, a vocational school established an innovation and entrepreneurship incubation base, providing students with entrepreneurial venues, financial support, and technical guidance. The school organized students to participate in various innovation and entrepreneurship competitions and encouraged students to transform their creative ideas and thoughts into actual entrepreneurial projects. In the practice of innovation and entrepreneurship, students need to carry out a series of labor activities such as market research, project planning, product design, and marketing promotion. This not only exercises their labor ability and problem-solving ability but also cultivates their innovation consciousness and entrepreneurial spirit.

5.3. Modern Apprenticeship Model

Adopt the method of masters guiding apprentices, allowing students to carry out on-the-job practice under the guidance of enterprise masters, inherit the spirit of craftsmanship, and improve labor skills. This model enables students to learn in a real working environment, following experienced masters, and quickly master the skills and knowledge required for the position.

For example, a vocational school cooperates with a hotel to implement the modern apprenticeship system. Students learn hotel management and service skills under the leadership of hotel masters. The masters impart the skills and experience of hotel service to students through words and deeds and cultivate students' professional ethics and vocational qualities at the same time. Students continuously accumulate experience in practice, improve labor skills, and can quickly adapt to the job position after graduation and become outstanding talents in the hotel industry.

To sum up, the exploration of the optimization paths and advanced models of labor education in vocational schools in the new era is a continuous development and improvement process. Vocational schools should, in combination with their own reality, actively promote the reform and innovation of labor education, continuously optimize the paths and models of labor education, and contribute to cultivating socialist builders and successors who are comprehensively developed in morality, intelligence, physical fitness, aesthetics, and labor. At the same time, the government, enterprises, and all sectors of society should jointly pay attention to and support labor education in vocational schools, forming a favorable situation of collaborative education and promoting the high-quality development of labor education in vocational schools.

6. Conclusion

The exploration of the optimization paths and advanced models of labor education in vocational schools in the new era is indeed a dynamic and continuous development and improvement process. Vocational schools must closely combine their own characteristics and actual situations and actively promote the reform and innovation of labor education. This not only requires the continuous optimization of the specific paths and models of labor education but also the timely adjustment and improvement of educational strategies based on changes in social and economic development and the needs of students.

During this process, vocational schools should exert subjective initiative, be courageous in trying new educational methods and means, and go all out to cultivate socialist builders and successors who are comprehensively developed in morality, intelligence, physical fitness, aesthetics, and labor. At the same time, the government should formulate and improve relevant policies and regulations to provide strong policy support and guarantee for labor education in vocational schools. Enterprises need to actively participate, provide practical platforms and resources, and jointly cultivate talents that meet market demands with schools. All sectors of society should also pay attention and support, creating a good atmosphere of respecting labor and attaching importance to labor education. Only through the joint efforts of all parties to form a favorable situation of collaborative education can we truly promote the high-quality development of labor education in vocational schools and provide more high-quality professional and technical talents for society.

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