Study on the Cognition and Path Analysis of Primary School Students' Labor Education

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Abstract

Labor education is an important part of quality education for primary school students. Internationally, the main content of primary school labor education research involves the ideas of labor education, the concept, characteristics, implementation mode, significance, existing problems, cause analysis, and countermeasures of labor education. Although the research has achieved fruitful results, there are still shortcomings in labor education theories, such as emphasis on introduction but not digestion, vague concepts, obsolete research content, and lack of empirical research. Future related research should clarify the concept of primary school labor education; the theory of labor education should be localized; the content of labor education should be updated in time; it should serve the practice of quality education reform.

Keywords

Elementary school; Labor; Labor education.

1. Introduction

Labor education is a part of school education. It is one of the main contents to promote the comprehensive development of students' moral, intellectual, physical, and artistic education. It is a practical education activity that cultivates students' good working habits and attitudes. Carrying out labor education is conducive to helping students establish correct labor and attitudes, so as to develop good labor habits, which is of great significance to the all-round development of primary school students. Throughout today's society, labor education has been greatly ignored. Some elementary school students do not cherish the fruits of labor, do not want to work, and cannot work. The unique educational value of labor has been ignored to a certain extent, and labor education is being diluted and weakened. On the theoretical level, studying how to carry out primary school labor education, how to improve the content of primary school labor education, and exploring a scientific labor education model that can serve the practice of quality education reform has very important theoretical guidance for today's primary schools, and can also improve related Inadequate research field. On the practical level, studying how to carry out primary school labor education can improve the current primary school labor education level, change the status of marginalization of primary school labor education, and provide experience for the adjustment of labor education policies and the development of labor education. Therefore, we must take it seriously and rethink the training path of primary school labor education.

2. Research on the Thought of Labor Education

The research on the idea of combining production, labor and education can be traced back to Thomas Moore, a British socialist in the 16th century. In his book "Utopia", he advocated that children should not only receive school agricultural education. Should also go to the front line of labor and production to observe and experience labor, so as to master related technologies. In the seventeenth century, the British economist John Bayless clearly put forward the term
"labor education", which caused widespread concern. In the eighteenth century, French educator Rousseau inherited and developed this idea. He advocated that labor education can make people independent and self-reliant, and can cultivate children's ability to adapt to future life. Pestalozzi believes that the implementation of labor education is conducive to the comprehensive, harmonious and free development of students. Locke advises students to study crafts, gardening or agriculture. He believes that work can make people healthy physically and mentally, and eliminate laziness and other bad habits. In the nineteenth century, Marx and Engels put forward the famous thesis of "the combination of education and productive labor", which left precious theoretical results for future generations. In the 20th century, Soviet educators Makarenko and Suhomlinsky further promoted the development of labor education theory. Makarenko maintains that schools are the main front of labor education and families are an important auxiliary to labor education. He believes that labor education methods for students should be appropriate and the degree should be moderate. Suhomlinsky emphasized that labor should be integrated into all aspects of the overall development of human beings, and jointly cultivate a "real person" for the society in an all-round development. Known as the "founder of Russian educational psychology," Usinsky believed that there would be no human beings without labor. Labor is the first need for human survival and development, and labor is an important way to cultivate and develop human moral quality.

3. Research on the Characteristics of Primary School Labor Education

Scholar summarized the characteristics of labor education and vocational education in Swedish primary and secondary schools, which mainly include the following five aspects: First, the government attaches great importance to labor and vocational education in primary and secondary schools; The second is to pay attention to exploring based on its own national conditions; the third is to pay attention to manual labor education in the compulsory education stage, while focusing on the renewal of labor content and forms; the fourth is to focus on both the cultural foundation of students and the cultivation of employ ability; the fifth is both The labor market is closely related to the national economy and changes with changes in the industrial structure and labor market. And the implementation of labor technology education in Germany has flexible teaching, student-oriented, socialized teaching activities, advanced teaching configuration, rich teaching materials, Teaching evaluation emphasizes the characteristics of both process and result. The main features of labor education in the United States include: first, the content and form are adapted to local conditions and time; second, labor education is integrated with practice; third, elementary school Labor education is mainly scattered in family daily life and school activities.

4. Research on the Implementation Model of Primary School Labor Education

According to the research of scholars, the modes of carrying out primary labor education in various countries are different. The current world labor education model can be divided into two categories: one is a model represented by Germany, which attaches importance to the relationship and effects of labor education and economy, production, and occupation, and provides separate labor courses; the other is a model represented by Japan, Does not offer separate labor courses, but integrates labor education into various educational and teaching activities of the school. In Germany, all states generally attach importance to labor and technical education for primary and secondary school students. Its labor technical education is not the vocational training in the dual system vocational education, but the "pre-employment general education" that lays the foundation for the dual system vocational education. It has the nature of "infiltrating vocational education in general education." At the same time, Germany has set
The labor technology courses in Japan have their own specific value orientation. In recent years, Japan has implemented vocational guidance education throughout primary and secondary schools, setting up "special activities" courses in elementary schools, and cultivating pupils' lifestyles and outlooks on labor. Career concept. In the early 1970s, the then US Federal Education Administration Director Ma Lan proposed "career education." At present, the school-based livelihood education model in the United States is the most widely used. In the elementary school stage, teachers are mainly used to tell the truth. Children's enlightenment will enhance students' curiosity and enthusiasm for work, cultivate their correct attitudes to work, and learn about the "career education" through pictures, slides, role-playing and other methods, expand students' career horizons, and form an understanding of the "career education".

5. Problems Existing In Primary School Labor Education

5.1. The Student Himself

Scholars pointed out that in many elementary schools, the pupils themselves have a negative attitude towards labor, the concept of labor is getting weaker and weaker, the labor consciousness is not strong, and they lack practical ability and self-care ability. Primary and middle school students lack housework and self-service labor habits, labor awareness and behavior are out of touch, and do not cherish labor results are common.

5.2. School Education

At present, the school labor education for primary school students has the problems of being out of form, out of touch with actual life, and lack of labor education. Although some elementary schools have included labor education in the curriculum list, they have not implemented it in accordance with the requirements of the "Outline", and labor classes are often turned into self-study classes. In addition, contemporary primary school labor education still has the problems of lack of material security and irrational teaching mode. At the same time, there is insufficient investment in labor education at the primary stage.

5.3. Family Education

The problems that families have in labor education mainly include the following three points: 1. Parents neglect labor education for their children, and the amount of housework for primary school students is insufficient. 2. Parents leave all housework to their children, leading to a phenomenon in which there is only education but no labor in the family. Some parents let their children do some work beyond their ability, which will have consequences that are not conducive to the physical and mental development of their children; some parents just assign tasks and let their children work without guidance and education, causing the children to do it blindly. Labor. 3. It is common for parents to contract labor. At present, parents of students generally pay too much attention to their children’s cultural achievements, worrying that other activities will affect their children’s test scores. At the same time, there is excessive spoiling of their children, and they are not willing to make their children tired. Therefore, the parents have full power in family labor. Do it for you. Some scholars added: Family labor education still has the problems of simple labor types, short labor hours, labor for punishment, and paid labor. Replacing punishment with labor will make children form an idea that labor is low. The long-term economic benefit-driven behavior of paid labor is not conducive to the cultivation of children’s good labor habits and awareness.
6. Reflections on the Study of Primary School Labor Education

6.1. The Theory of Labor Education Should Be Localized

The current implementation of labor education in primary and secondary schools is carried out under the theory of combining education with productive labor. Regarding the theory of labor education, the theoretical achievements of Marx, Engels, Makarenko, and Suhomlinsky in labor education have made certain contributions to the development of labor education in various countries. However, to a certain extent, there will also be indigestion problems. Therefore, with regard to the theory of labor education, we should strive to truly understand, absorb and apply creatively according to the actual situation of each school.

6.2. The Concept of Primary School Labor Education Should Be Clarified

At present, there is no uniform and precise definition for the definition of primary school labor education in academic circles. Most studies have analyzed the concepts of predecessors through the literature research method and put forward their own summary of the concept of primary school labor education. Therefore, in the specific research process, the concept of primary school labor education is often ambiguous and the connotation is not clear. Therefore, future related research should clarify the concept of primary school labor education, put forward scientific connotations, and clarify the research scope of primary school labor education.

6.3. The Content of Primary School Labor Education Research Should Be Updated in Time

When combing the materials, the author found that the research on the content of labor education has been staying at helping parents with housework and cleaning at school, etc., which simply equates labor education with cultivating the ability to take care of themselves. However, with the development of the times, today's labor cannot be compared with traditional labor. We should think more carefully about the connotation of labor education. You can pay more attention to the integration of labor education and STEM courses, and more integration of science and technology education.

References


