

The Implementation Status and Teaching System Construction of Vocational Labor Education Curriculum

-- Taking the Intelligent Product Development and Application Major as an Example

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Abstract

By analyzing the adjustment needs of labor education curriculum in terms of goals and values, a professional course system for intelligent product development and application that can meet the requirements of labor education in the curriculum has been constructed.

Keywords

Labor education in vocational colleges, Current implementation status, Construction of teaching system.

1. Introduction

In September 2018, Secretary Xi Jinping explicitly proposed at the National Education Conference to "cultivate socialized builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor", "promote the spirit of labor among students, educate and guide them to uphold and respect labor, understand the principles of labor being the most glorious, noble, great, and beautiful, and grow up to be able to work hard, honestly, and creatively, Clearly point out the overall and strategic importance of labor education from the perspective of educational policies.

In July 2020, the Central Committee of the Communist Party of China, the State Council, and the Ministry of Education issued the "Guidelines for Labor Education in Universities, Middle Schools, and Primary Schools (Trial)" policy document, which clearly stipulated the nature of workers, the basic concepts of labor education, the goals and contents of labor education, the channels, key links, and evaluations of labor education. Among them, regarding vocational education, the document emphasizes that professional courses in vocational colleges should not only teach vocational labor knowledge and skills, but also focus on cultivating a professional spirit of dedication, perseverance, unity and cooperation, and a rigorous and meticulous work attitude. Therefore, professional course teachers have the responsibility and obligation to conduct research and practice on the integration of labor education and professional courses based on the courses taught, and cultivate professional skilled talents with high labor literacy[1].

With the development of social economy and the adjustment of industrial structure, the demand for high-quality technical and skilled talents is increasing. Vocational education, as an important way to cultivate high-end skilled talents, has received widespread attention in terms of its educational quality and mode. Among them, labor education courses, as an important component of vocational education, are of great significance in cultivating students' practical abilities and comprehensive qualities. However, the current implementation status of vocational labor education courses is not ideal and there are many problems. This article takes the intelligent product development and application major as an example to explore the

implementation status and teaching system construction of vocational labor education courses[2].

2. Current Research Status at Home and Abroad

Internationally, labor education widely exists in school education and teaching activities, and different countries have formed different labor education curriculum systems based on their national conditions. Song Lirong and others introduced the reform measures and characteristics of the Russian labor education curriculum reform using the "Technology" as an example, pointing out the characteristics of the Russian curriculum reform, such as institutionalized management of agarwood courses, personalized talent cultivation, integrated curriculum connection, and comprehensive curriculum content. As a country with well-established vocational and technical education, the development of labor education in Germany is also worth learning from. Vocational education in Germany has evolved from the 1.0 era of labor education with basic vocational training as its main content to the 4.0 era of labor education with digital technology as its core. The development of labor education in Germany is centered around "technical education", emphasizing the cultivation of abilities while also not forgetting the influence of ideas. The United States, on the other hand, adopts an integrated labor education model of "family, community, and society"[3].

In terms of research on labor education in domestic universities, Jiang Lijun pointed out that labor education should focus on humanities, public welfare, and education in vocational colleges, and on this basis, there can be appropriate compensation. Therefore, vocational colleges must establish complete labor education goals, handle the relationship between theory and practice, values and skills, life and work well. Liu Lihong and Qu Xia focus on the relationship between labor education and innovation and entrepreneurship, exploring how university labor education can achieve interconnection with innovation and entrepreneurship. Firstly, it has consistency and mutual benefit in terms of goals. Secondly, it is inclusive in terms of content and methods. Finally, in terms of teaching staff, it has interoperability. This enables us to achieve a win-win situation through the design of "advanced" educational goals, the establishment of "responsive" curriculum systems, "coherent" practical experience training, and the construction of an "integrated" teaching team in the practical process. Overall, the research on labor education practice in China is constantly increasing and is on a path of exploratory progress[4,5].

Vocational labor education actively responds to the education policy of the Party in the new era and has achieved some results, such as "opening labor education courses, implementing labor education class hours, and enriching labor education forms". At the same time, it also faces problems.

3. The Implementation Status of Vocational Labor Education Curriculum

3.1. The curriculum is not reasonable enough

At present, some vocational colleges are not reasonable enough in the curriculum of labor education, and there are problems with the curriculum being too simple, lacking systematicity and depth. At the same time, there is a lack of integration between labor education and professional education, as well as ideological and political theory courses. Labor education courses are established in isolation, without integrating labor education content into professional education and ideological and political theory courses, which makes it difficult for students to combine theoretical knowledge with practical skills.

3.2. There is a deviation in the labor education strategy

The goal is to break away from the cultivation requirements of "enhancing students' sense of professional honor and ability to adapt to professional work", and the efforts to cultivate students' labor attitude of striving for excellence and dedication to work are not enough, achieving formal separation from professional training and practice.

3.3. Difficulty in practical teaching

The labor education curriculum requires a large number of practical links, but the difficulty of practical teaching is relatively high. On the one hand, the resources and equipment for practical teaching are limited, making it difficult to meet the needs of students; On the other hand, the management of practical teaching is difficult, and there are issues such as student safety.

3.4. Low student motivation

Due to the lack of emphasis on labor education courses in some vocational colleges, students' enthusiasm for labor education courses is not high, and they believe that labor education courses are meaningless. At the same time, the content of labor education courses is disconnected from market demand, and it is also difficult to attract students' interest.

The above issues not only have the common problems of universities, but also the special problems of vocational education, which precisely lies in the crux and starting point of reform of vocational labor education.

4. Construction of Teaching System for Vocational Labor Education Curriculum

Taking the field of intelligent product development and application as an example, establishing and improving the curriculum system of labor education in vocational colleges also requires overall planning and design in optimizing course settings, course assessment and evaluation, teacher team construction, campus culture cultivation, and enhancing students' interest in learning.

4.1. Optimize course offerings

Optimizing the curriculum of labor education is the first step in building a teaching system. The major of intelligent product development and application should develop a reasonable curriculum plan based on market demand and talent cultivation goals. In the curriculum design, emphasis should be placed on the combination of theory and practice to enhance students' practical abilities and comprehensive qualities. We should build a labor education curriculum system based on respecting the growth and cognitive laws of labor, with mastering key labor abilities as the core, and acquiring labor habits and qualities as the goal, so that the curriculum echoes and integrates with each other. Professional courses should emphasize practice and innovation, so that students can initially form a sense of self-improvement through labor.

4.2. Establish a process based labor education curriculum assessment and evaluation mechanism

The learning and practice of labor education curriculum itself is a process of cognitive construction, emotional stimulation, and value establishment. Course assessment and evaluation should focus on the entire process of students' participation in labor, develop personalized, diversified, and dynamic evaluation methods, combine process assessment with performance assessment, and combine direct assessment with indirect assessment and evaluation, including written exams, research reports, internship and practical training insights, oral conversations Project assessment, etc. We can also use evaluation methods that combine horizontal and vertical evaluations, regular and irregular evaluations, and current and long-

term evaluations to enhance students' learning enthusiasm and improve the quality of labor education courses.

4.3. Strengthen the construction of teaching staff

Strengthening the construction of teaching staff is an important guarantee for building a teaching system. Vocational colleges should strengthen the construction of the teaching staff for labor education courses, and improve the quantity and quality of teachers. At the same time, it is necessary to strengthen the training and management of teachers, and improve their teaching level and professional literacy. In the cultivation of "theoretical" full-time teachers, multiple parties are organized to participate, and teachers are encouraged to update their subject content in a timely manner. Nutrients are drawn from courses such as labor education, labor philosophy, labor economics, labor law, and labor security, and theoretical courses that conform to the labor knowledge structure of vocational school students are developed. In the cultivation of "socialized" part-time teachers, we hire new era workers from various industries such as great country craftsmen, labor role models, and outstanding entrepreneurs to enter the campus and serve as part-time teachers of labor education courses.

4.4. Strengthen the integration of labor education and campus cultural construction

From the perspective of action culture, we will continue to carry out a series of lectures on the role models of the times, moral models, model worker and outstanding craftsmen entering schools and classrooms, carry out education on labor related topics, guide students to deeply understand labor connotation, cultivate labor spirit, and consciously carry out labor practice; From a spiritual and cultural perspective, we strive to create an educational atmosphere that respects labor, advocates skills, and encourages creativity through school history, regulations, mottos, shop posters, and campus websites, making the spirit of model workers, labor, and craftsmanship a professional belief for every student.

4.5. Enhance students' interest in learning

Enhancing students' interest in learning is a necessary condition for building a teaching system. Vocational colleges should strengthen the promotion and promotion of labor education courses to enhance students' awareness and interest in the courses. At the same time, it is necessary to strengthen the connection between the curriculum and the market, so that students can understand the importance and practicality of the curriculum.

5. The Practical Path of Constructing a Labor Education System with Higher Vocational Characteristics

5.1. Build a "five layer" skill module, focusing on the content and focus of labor education

Establish a five layer modular labor education content system that recognizes labor, family labor, collective labor, work labor, and social services. One is to build a module for understanding labor. Mainly offering mandatory courses on "labor education" in freshman year. The aim is to enable students to master Marxist labor concepts, labor education ideas in the new era, relevant labor laws and regulations, and labor safety, and possess certain basic theoretical knowledge of labor, laying a theoretical foundation for subsequent labor practice. The second is to build a family labor skills module. The aim is to cultivate students with certain skills in home decoration and beautification, maintenance and upkeep of furniture and appliances, and care for the elderly and children, so as to establish a correct labor concept and enhance students' labor awareness and family responsibility. The third is to build a collective labor skills module. Throughout the three years of university, it mainly involves students' daily

life and labor, organizing morning cleaning, dormitory cleaning, participating in volunteer services, and part-time work on campus. At the same time, a series of labor themed holiday activities such as waste utilization competitions and labor achievement exhibitions can also be held to cultivate students' environmental awareness and develop good habits of loving labor. The fourth is to build a module for work and labor skills. Arranged for implementation in sophomores and juniors, the aim is to further enhance students' professional labor skills and practical abilities, cultivate their labor spirit, model worker spirit, and craftsmanship spirit. This module is based on the professional requirements of the school's professional group and relies on professional clubs, with professional teachers and others providing guidance on students' second classroom professional practice activities. At the same time, professional teachers, corporate mentors, and others fully integrate labor education into professional internship and training courses, relying on internship and training to improve students' vocational skills and enhance their sense of professional honor and responsibility. Encourage students to actively participate in social services. Social services include small home appliance maintenance, 3D printing, and work-study programs. By participating in social services, students can further cultivate their sense of social responsibility and enhance their overall quality.

5.2. Promote the simultaneous efforts of the "four dimensions" and focus on overcoming difficulties in the labor education ecosystem

From the perspective of the four dimensions of campus spirit, campus system, campus environment, and campus activities, efforts should be made to build a virtuous cycle of labor education ecosystem, and comprehensively strengthen the supporting role of labor education in the construction of campus culture. One is to condense the campus spirit and create a guiding ideology of integrating teaching and labor. In the process of carrying out labor education, relying on activities such as school anniversaries and vocational education publicity weeks, we focus on exploring typical characters and stories of outstanding alumni and ordinary faculty members who love and work hard, face difficulties, study hard, and work hard. We integrate them into the student training process, strengthen students' labor concepts and awareness, and enhance their enthusiasm and consciousness to participate in labor. The second is to strengthen institutional norms and create professional training that combines labor and technology. Scientifically plan the implementation path of labor education, combined with the school's "14th Five Year Plan" development plan, formulate the "Labor Education Plan", develop the "Labor Education" teaching outline and curriculum standards, fully integrate labor awareness, relevant laws and regulations, labor organization, labor safety, occupational standards, craftsman spirit, and other contents into professional practical courses, further improve students' work labor skills and professional practical abilities, Strengthen students' awareness of labor, standards, and safety and responsibility. The third is to beautify the campus environment and create a practical experience of doing something for work. Organize and carry out campus greening, hygiene and cleaning work in conjunction with school civilization creation activities, and actively create a strong atmosphere of advocating labor and participating in labor. In campus buildings such as office buildings, teaching buildings, training buildings, student dormitories, or outdoor squares, various forms such as text, pictures, sculptures, etc. are used to showcase the "alumni style" and "great country craftsman" content. The fourth is to enrich campus activities and create results sharing that benefits from hard work. A series of labor education cultural activities were held, such as "Great Craftsmen in Schools" and "model worker in Classrooms", and social practice activities, such as "Three Rural Visits in Summer" and "Learning from Lei Feng's Volunteer Service", were carried out. Actively select labor education models, use new media to launch lightweight, highly visible and interactive new media publicity works such as "role models around", "teacher moral pacesetters", "top ten

teachers" and "excellent alumni", inspire students to recognize labor skills in front-line industries, actively follow model worker and advanced models, and stimulate their enthusiasm and endogenous motivation to accept labor education and engage in complex labor.

5.3. Implement "tripartite" diversified evaluation, focusing on the pain points of labor education quality

Labor education runs through students' three-year study and life in university. Evaluation should focus on the combination of process assessment and labor work, and implement a diversified evaluation model of "teacher evaluation+parent evaluation", "self-evaluation+classmate evaluation", and "enterprise evaluation+community evaluation" for family, school, and society. Students complete the compulsory course of "labor education" in their freshman year and pass the course assessment to be credited. The internship and training courses of various majors can be evaluated by professional teachers, enterprise mentors, etc. according to the evaluation standards of each course, forming corresponding credits and being included in the school's labor education system. At the same time, incorporating labor literacy into the comprehensive quality evaluation system for students, implementing a three-year comprehensive labor education evaluation that integrates real-time recording, stage summary, multiple evaluations, and grading standards, covering school labor, family labor, and social labor. Objectively recording the labor process and results of students both in and out of class, labor literacy is used as an important reference or basis for student evaluation and prioritization, forming a quantitative, dynamic, and interconnected management Incentive and evaluation mode.

6. Conclusion

The curriculum of vocational labor education is of great significance in cultivating students' practical abilities and comprehensive qualities. However, the current implementation status of vocational labor education courses is not ideal and there are many problems. Therefore, building a reasonable teaching system is the key task of current vocational education. Vocational colleges should optimize their curriculum, strengthen teacher construction, strengthen practical teaching, and enhance students' interest in learning, in order to provide students with a better learning environment and opportunities.

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