

Exploring the Design and Implementation of Service-oriented Labor Projects in Junior High Schools

Li Yu^{1, a}

¹Tianjin University of Technology and Education School of Vocational Education, Tianjin, 300350, China

^al212111000@126.com

Abstract

Service labor is one of the important contents of junior high school labor projects, and it is also a key consideration in the selection of labor projects in all kinds of schools. The prerequisite for the progress of the labor curriculum is the service labor project and its implementation. In terms of implementation, project-based teaching should reflect the authenticity and practicality of the service projects.

Keywords

Junior high school labor education; Service labor projects; Project design.

1. Introduction

Service is defined in the Chinese dictionary as "acting for the benefit of society or others, serving". In the dictionary, we can conclude that service has two meanings, one level is to provide help for others, which can be either public service or profit. The other layer is the meaning of an occupation, such as restaurant service, convenience store salesman, clothing store clerk, etc. From a sociological point of view, service is to contribute to society. From an economic point of view, service is to create economic value. In terms of the relationship between service and labor, services belong to labor. Marx considered service as "the special use value provided by labor, and this 'special use value' acquires the special name of 'service' because 'labor is not provided as a thing', but as an activity". [1] So the service comes with the activity. From the above discussion, it can be concluded that the service is activity-based. The service is for the public good, but also economic income. Then the service work performed at school should include work for the community and also the service of professional experience, Students also need to be made aware of the economic value that comes with the service, and teaching should be done in the form of activities.

2. Basis for the Design of Service Labor Projects in Junior High Schools

2.1. Based on the curriculum objectives of labor education

The design of the project should follow the general objectives of labor education, which are stated in the general objectives of the latest "Compulsory Education Labor Curriculum Standards" issued in 2022 in China. "1. form basic labor consciousness and establish correct labor concepts, 2. develop preliminary planning thinking and essential labor skills, 3. develop good labor habits and shape basic labor qualities, and 4. cultivate positive labor spirit and promote the spirit of model workers and craftsmen." [2] Therefore, the objectives of the service labor project should also reflect the overall objectives of labor education, and cultivate students' four aspects of labor concept, labor ability, labor quality and labor spirit in the service labor. *Standards for Compulsory Education Labor Curriculum* also specify the objectives of the curriculum at the junior high school education level, which generally revolve around specific

objectives for daily, productive and service labor. In terms of service work, the curriculum standard states that "students regularly participate in cleaning and beautifying the campus area, as well as helping the disabled, the elderly, the weak and other public welfare work...experience modern service industry work that integrates certain intelligent technologies to improve service skills." [2]

2.2. Meet the physical and mental development characteristics of junior high school students

According to Piaget's cognitive development theory, Most Chinese junior high school students are in the formal computing stage and the development of children's thinking in the formal operation stage has tended to the mature stage, and they already can abstract logical reasoning, and they level of thinking development is close to that of adults. In addition to changes in perception, attention, and memory, junior high school students have changed in the accumulation and application of experience. Treating junior high school students can not look at them in the eyes of a child, their thinking observation thinking abilities have been substantially improved. They have some experience with the labor curriculum after having gone through the elementary school level, so these changes in secondary school students need to be taken into account in the design of the project. According to their changes, the curriculum is reasonably set up and labor projects are reasonably set up to develop their observation, thinking ability, interaction ability and creativity in the process of labor practice. Service-oriented labor projects should be designed with challenging and reflective projects to train students' thinking skills and social participation in the process of participation. In addition, as secondary school students' personalities continue to develop and the breadth of their interests increases, the design of service projects should follow what students are interested in.

2.3. Resources available on and off campus

The rational use of resources is the key to the implementation of the labor program. Schools can determine the labor site according to their own situation and the resources around the school, and set the curriculum in conjunction with the labor program. First of all, based on their own school resources, such as school gardens, playgrounds, classrooms, etc., set up corresponding service labor projects. Secondly, Secondly, schools in rural areas can set up labor programs for field service based on farmland and vegetable fields, while schools in urban areas can set up service labor programs for community service and factory career experience based on communities and enterprises. Due to the specific nature of service labor and the need for students to have better access to society, it is desirable that service work make full use of off-campus resources. If teachers only show students various occupations in the classroom or experience volunteering on campus, it is difficult for students to be exposed to the social dimension of service work and the conditions of socialization that the social environment provides. This is why it is so important to have service projects with links outside of school, such as public service projects that allow students to go out into the community and help the elderly, clean up after themselves, work in orphanages, etc. By allowing students to experience first-hand the labor of serving others, students can truly experience the joy of labor and the pleasure of helping others in their work. In terms of career experience, it is more important to let students experience real situations, such as a day as a waiter, a day as a tour guide, etc., so that students can experience the work of different occupations in a real environment.

3. Service-oriented Labor Project Design

3.1. Project Objective Design

3.1.1. Public service labor project goal design

Public-spirited labor in education is for students to serve others without pay, to cultivate the idea of serving the people and the socialist cause. The design of any goal has a certain basis, and the design of public service labor projects should also follow the above-mentioned basis for the establishment of labor projects, which should be in line with the psychological and cognitive development of students and the goals of the labor education curriculum standards. The design of the project objectives should also follow certain principles. First, the design of the objectives should be ideological, focusing on cultivating students' labor consciousness and forming a correct concept of labor. Secondly, the objectives should be actionable. The design of the objectives should not remain on paper but should be able to be applied in the classroom and be achievable goals. Third, the objectives should be specific. The public welfare projects are part of the labor project, so the objectives of the project should also follow the characteristics of the project itself. Second, the objectives should be operational, the design of the objectives should not remain on paper, should be able to be applied in the classroom, is achievable goals. For example, if you choose the "Help the campus gardener maintain the flowers and plants project" as your project. The goals of the project revolve around the objectives of the labor education curriculum standards First, in the labor habits, develop good habits of caring for flowers and plants. Second, in the labor ability, learn how to maintain the flowers and plants. Third, in the quality of labor, by helping the gardener in the improvement of personal quality. Third, to develop a general view of the gardener's work in terms of the concept of labor.

3.1.2. Profitable labor project goal design

The main purpose of the for-profit labor project here is to get students involved in the modern service industry and to experience the economic value created by the service industry, the emphasis is on the experience, not necessarily on creating the value themselves. The objectives of the profitable labor project should follow the curriculum standards for students to develop their labor habits, labor quality, labor ability, and labor spirit while focusing on students' interests as a guideline. For example, the project "Cafeteria Pancake Marketing Program" was set up. The project objectives revolve around the development of a program. The project objectives are: one in the labor force, to develop the student's ability to develop and plan marketing programs. Secondly, in the concept of labor, let students experience the value created by labor and the hardship behind it. Third, in the quality of labor, enhance the awareness of public service and improve the quality of labor of students. Fourth, in the spirit of labor, cultivate students to pioneer and innovate, to build up the spirit of struggle.

3.2. Project Content Design

The design of the content of the project mainly includes the following aspects. 1. Teachers should first consider the selection of the project theme in the design of the project content, and determine whether the project theme is to choose a public welfare project or a profitable labor project. The choice of topics can be based on student's interests and the school's training program for students, and available resources. The confirmation of the venue is closely related to the choice of the theme. What needs to be determined by the teacher is what kind of venue to be considered for the choice of the theme, whether to choose indoor or outdoor and which area can be used as the venue for this theme. 2. In terms of knowledge preparation, the teacher needs to consider the service knowledge involved in the topic and related considerations and collect content materials about the project of this topic. The teacher can also let students collect and then report independently according to the difficulty of the task, and the teacher will supplement according to the content. For example, in the project of helping gardeners to

maintain flowers and plants, students should collect knowledge about the types of flowers and plants and how to maintain them, so that they can collect relevant knowledge by themselves. 3. Tool preparation. After the project theme and site are confirmed, teachers should prepare the tools to be used according to the theme. Different projects require different tools, and the tools to be used are determined by the choice of theme. 4. Determine the main task of the project, the implementation of the project needs to have the main task, the main task is the driving force for the implementation of the project, but also the main project to solve the problem, the main task needs to be based on the project objectives and the project to achieve the results of the design.

4. Implementation of Service-oriented Labor Projects Based on Project-based Teaching

4.1. Project-based teaching

Project-based teaching is a way of teaching and learning derived from Dewey's do-it-yourself theory. The Buck Institute describes the project-based learning approach with curriculum standards at its core as "a systematic approach to teaching and learning, a process of inquiry into complex, real-world problems, and the careful design of project work, planning and implementation of project tasks, in which students acquire the knowledge and skills they need." [3] As we can see from Buck's definition, project-based teaching is systematic, inquiry-based, authentic, and problem-oriented, and ends with project work, as well as the process of designing, planning, and implementing a project. The project-based teaching implementation includes both the advance activities of implementation, as well as the inquiry conducted by students during the implementation, and the evaluation and final presentation of the results so that the implementation of the labor project is systematic and complete.

4.2. Steps for the implementation of service labor projects

4.2.1. Scenario introduction and driving problem setting

The teacher engages students' interest and gets them involved in the course by contextualizing the introduction before the project is implemented. Course contexts for service work projects can be used to bring students into the teaching situation by telling stories and giving examples. For example, in the case of "marketing plan for hometown specialties", the teacher collects relevant content to show students the specialties of their hometowns and the situation that some specialties are not sold, to lead to the driving force of the project. Driver questions are open-ended inquiry questions used in project-based instruction to guide student thinking and learning. The driving questions should be authentic, open-ended, consistent with the learning objectives, and point to core concepts, such as what can you do if your hometown's specialties are not selling?

4.2.2. Determination and distribution of tasks

After the driving questions are set, the project is carried out according to the main tasks of the project design. The project already has specific tasks, and the specific tasks should be envisioned by the students, allowing them to develop a plan for the specific tasks of the project. For example, in a brainstorming session, ask students to come up with solutions for the stagnant products in their hometown. What to develop specific tasks under the marketing program so that students become the subject of project problem-solving. After identifying specific problems, tasks are assigned through the organization of group work, what tasks are assigned to each group, and group leaders and other responsible people are selected.

4.2.3. Student labor practice sessions

The third stage is a key part of the progress of the project and the student labor practice is a key part of the project process. Students work with group members to collect materials, develop

solutions, and solve problems, with the teacher participating as a mentor in the process of student inquiry. In public service projects, students work together to help and serve others, and in the process, not only train their sense of service but also strengthen their sense of teamwork. In profitable service projects, students experience the experience of creating results and value together, develop their sense of planning and thinking skills, and help them become more responsive to the needs of society.

4.2.4. Results Presentation and Evaluation

The presentation of results is a time of harvest and is crucial for students. This is the result of their own efforts, and the presentation of the results of the project is not only a reflection of the student's efforts but also a reflection of their growth in the process. The presentation of the results of service work projects can be done in a variety of ways, including video presentations of students' results, PowerPoint presentations, and thematic campaigns. The presentation of the results is feedback on the knowledge acquired by the students in this project. Teachers should encourage students and evaluate their achievements. The evaluation should be in a diversified form, focusing on process evaluation as well as focusing on the evaluation of the students themselves, and the evaluation should be specific.

4.2.5. Reflection of the project

Finally, the reflection on the project, in terms of the subject of reflection, refers not only to the teacher's reflection on the project but also to the student's reflection on the project. The teacher should reflect on whether the project objectives are met and the problems encountered during the implementation of the project. Students reflect on whether they learn new experiences in service and whether they encounter difficulties in practice. From the point of view of the period of reflection, the reflection of the project cannot only be done at the end, but the reflection of the project should be done before, during, and after the implementation of the project. Teachers and students need to consider whether the project can be completed effectively before the project is implemented, and they need to revise the project according to the problems they encounter during implementation. After the implementation of the project, the project will be summarized, including the difficulties encountered before and after the project and whether the expected results are achieved, to summarize the experience and pave the way for the next project design.

References

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