

# Research on the Optimization of Labor Education from the Perspective of Integrating Ideological and Political Courses in Primary, Secondary and Primary Schools

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## Abstract

Socialism with Chinese characteristics has entered a new era, and the country has introduced new policies to make overall arrangements for labor education. It is proposed to include labor education in the entire process of talent cultivation, connecting various stages of primary, secondary, and tertiary education, and throughout families, schools, and society, to cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor, and who combine theory with practice and have consistent learning and application. Labor education is a long-term and complex systematic project that requires continuous teaching from different stages and collaborative efforts from multiple parties. However, due to the influence of exam oriented education concepts and various complex factors, labor is weakened, softened, and diluted. There is a phenomenon of independent governance and a focus on theory over practice in primary, secondary, and tertiary labor education, which affects the construction of a new system of labor education in the new era.

## Keywords

Ideological and political courses in primary, secondary, and tertiary schools, integration, labor education.

## 1. Introduction

Integrating labor education into ideological and political courses in primary, secondary, and tertiary schools, relying on the integration of ideological and political courses to carry out labor education, can not only better activate the "labor education" value of ideological and political courses, ensure the correct direction of labor education, but also build a solid foundation for the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor through labor education, and construct a new form of "ideological and political+labor education" collaborative education.

## 2. Issues in Labor Education from The Perspective of Integrating Ideological and Political Courses

(1) The emphasis on labor education is not consistent with the requirements for curriculum construction in the two stages.

At present, there is a consensus in the whole society on the importance of labor education in talent cultivation. However, there are some teachers in high school and university who have a biased understanding of labor education and some students have weak labor consciousness. This is because the ideological and political teachers in these two stages lack knowledge related to labor education, and thus do not fully recognize the important value of labor education in their thinking. Over time, Not conducive to the reform of ideological and political education

teaching and the overall improvement of student quality. High school and university are crucial periods for the formation of labor values, and during this period, there will be different labor value orientations based on what kind of labor values are formed. Currently, high school ideological and political teachers are under pressure from the college entrance examination, focusing more on imparting ideological and political theory and assessing student performance, neglecting the role of labor education in shaping the physical and mental health of high school students, and lacking the cultivation of correct labor concepts and basic labor skills for high school students[1]. University ideological and political course teachers are under pressure from teaching progress and tasks, and pay more attention to explaining theoretical knowledge in textbooks, explaining labor education theories, and guiding labor consciousness. At the same time, there are problems with the connection between labor education in high school and university, such as lagging educational theories and single teaching forms, making it difficult for teachers and students to form effective interaction and meet the expectations of students in both stages for labor value education.

(2) The lack of coordination between labor practice education and the guarantee of curriculum resources in the two stages.

Labor practice education is an important means of cultivating students' correct labor values. At present, there are many practical problems in resource security in high school and university labor practice education. For example, there is a lack of labor teaching bases in schools, a lack of off campus labor practice venues, and a misplaced concept of family labor practice. From the perspective of the school, there is no fixed labor education base. The main focus is on organizing campus civilized volunteer activities and "three trips to the countryside" activities. Student labor practice activities are relatively single, with fewer participants. At the same time, the ideological and political education teachers in the two stages are more focused on educating on the concept of labor history, lacking education on the concept of labor life, which is detached from the actual needs of students, leading to difficulties in developing ideological identification and a decrease in their desire to participate in labor practice. From the perspective of the family, many parents of students have a misplaced labor concept, emphasizing solely on their exam results and neglecting the cultivation of labor skills, which has not formed a good family labor atmosphere. The correct guidance for family labor education needs to be further improved.

(3) The incentive evaluation of labor education is not synchronized with the teaching evaluation of the two stages of courses.

At present, there are problems in various levels of schools in China, such as weakened student initiative, incomplete labor education goals, content, and evaluation systems. Carrying out labor education evaluation of ideological and political courses in high schools and universities is not only beneficial for ideological and political teachers in both stages to adjust teaching objectives and expand teaching content in a timely manner, but also beneficial for improving their own teaching abilities. The survey found that under the influence of exam oriented education, the integration of high school labor education into ideological and political courses has a single form, making it difficult to make effective educational evaluations. Due to the lack of scientific and standardized teaching evaluation, some high school students have not been guided to clarify their own labor subject status. In the process of integrating labor education into ideological and political courses, universities have not fully considered the role of educational evaluation incentives[2]. They only use scattered classroom evaluations and extracurricular practical activities as evaluation methods, and have not formed a scientific, standardized, and specific labor education evaluation system, resulting in the marginalization of labor education in the two stages and difficulty in achieving the expected results. Therefore, the labor education evaluation system is an important guarantee for promoting the integration of ideological and political courses in high schools and universities. It can play a motivating role in educational

evaluation and timely correct the problems and difficulties faced in the implementation process of teaching.

### **3. Optimization Strategies for Labor Education from The Perspective of Integrating Ideological and Political Courses**

(1) Building practical platforms for high school and university labor education.

In response to the insufficient connection between high school and university labor practice courses, it is necessary to build a two stage labor education practice platform, give full play to the role of family school social linkage education, based on the actual labor needs of students, create a good labor atmosphere, and form a new pattern of family school social linkage labor education. First, high schools and universities should focus on the goal of labor practice education on campus, coordinate all resources on campus, establish a complete labor practice base, carry out activities to promote model worker and labor heroes among teachers and students, and create a good atmosphere for labor education on campus. At the same time, we need to improve the quality of training for teachers of labor practice education theory courses in high schools and universities. Faced with the phenomenon of weak theoretical literacy in labor education among ideological and political teachers in two courses, relevant experts are invited to give lectures, interpret the latest labor education theories, and help improve their theoretical and labor abilities. Secondly, it is necessary to guide families to recognize the mainstream value of labor education, avoid the emergence of erroneous working-class thinking, and actively cooperate with various labor education policies of schools, giving full play to the basic role of families in labor education[3]. Parents should set an example and encourage their children to actively participate in various household chores, helping them master various household labor skills. Thirdly, it is necessary to actively contact social organizations, utilize their resources to provide assistance for school labor education, overcome obstacles in home school social labor education, and support students in participating in a series of volunteer activities organized by social welfare institutions. Through the joint education of family, school, and society, we aim to broaden the practical platforms for high school and university labor education, and enhance students' labor practice skills.

(2) Establish a sound labor education evaluation system.

Establish scientific and detailed evaluation standards for the process of labor education based on the classroom performance and extracurricular practice of high school and college students receiving labor education. On the one hand, building a diversified evaluation subject for labor education. Regarding the evaluation of labor education, both teachers and students can serve as the subject of diversified evaluation, including not only the process evaluation of teachers on students' classroom learning and extracurricular practice, but also the comprehensive evaluation of students on the teaching effectiveness of ideological and political course teachers. We need to change the current single summary evaluation method for labor education and emphasize the process assessment of labor education. Process assessment is more scientific and targeted than summary assessment, which helps to achieve the goal of diversified evaluation subjects. On the other hand, building scientific process evaluation standards[4]. At present, the evaluation of labor education is based on the mastery of theoretical knowledge and extracurricular practical experience, but lacks specific implementation rules for evaluation. For example, there is no specific and clear score for school volunteer activities, class hygiene, and participation in social labor practice. This rough evaluation method is difficult to stimulate students' long-term enthusiasm for labor. Therefore, it is necessary to carefully assess the scores of each stage of labor education based on the contribution of students in labor, establish a scientific system of labor education assessment, reward and punishment, publish the

evaluation results every month, and fully leverage the incentive effect of the labor education evaluation system.

(3) Build an integrated guarantee system for labor education and teaching.

Currently, the dilemma that hinders the integration of high school and university labor education lies in the fact that ideological and political education teachers at each stage are fighting on their own. The many problems that have arisen in ideological and political courses at the current stage are related to the fact that the organizational form of ideological and political courses has not yet been able to achieve organic linkage between various stages of education, including large, medium, and small schools. Therefore, it is necessary to innovate the teaching organization of ideological and political courses in high schools and universities, break the traditional teaching mode of ideological and political courses in the two stages, strengthen the communication and connection between ideological and political course teachers from both sides, and integrate the teaching platforms of ideological and political courses in the two stages. On the one hand, we will break down the teaching gap between high schools and universities in the region, promote the establishment of an integrated teaching team alliance for regional labor education, and establish a collective lesson preparation leadership group for ideological and political courses in the two stages[5]. The leadership working group should play a leading role in promoting the construction of an exchange platform for teaching and research cooperation between high school and university ideological and political course teachers, and achieve an overall improvement in the theoretical and practical level of labor education for ideological and political course teachers in the two stages. On the other hand, strengthening the linkage between various departments within the school and building a community of labor education and teaching within high schools and universities. By regularly holding special symposiums or demonstration meetings on labor education, with the goal of solving the difficult problems encountered in the process of school labor education, a new situation is formed where various departments of the school actively cooperate with ideological and political teachers to carry out labor education teaching work, in order to achieve more efficient integration of labor education into school ideological and political teaching.

#### **4. The Significance of Integrating Labor Education into The Teaching of Ideological and Political Courses in High Schools and Universities**

(1) The research topic closely follows the requirements of the times and educational mission. The ultimate goal of education is to guide young people to grow and become talented. The different stages of student growth are the process of constantly enriching and unfolding their subjectivity. It is necessary to pay attention to the educational philosophy of "student-centered", guided by the fundamental task of "cultivating morality and talent", and cultivate new people of the era with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor. The research on the integration of labor education in primary, secondary and tertiary schools carried out in this article follows the laws of student growth, teaching and education, and ideological and political work. It strives to build a new system of labor education in the new era by integrating labor education resources in various stages. It is an important means to deeply implement the training of "socialist builders and successors" and meets the development needs of cultivating new era talents who are responsible for national rejuvenation in the new era, The topic should keep up with the hot topics of the times and actively promote labor education to adapt to the situation and keep pace with the times.

(2) Explore solutions to the practical problem of integrating labor education in primary, secondary, and tertiary schools. There is considerable research in the academic community on labor education. Scholars have analyzed and studied labor education in universities, middle schools, and primary schools from different perspectives, but there is relatively little overall

research on labor education in universities, middle schools, and primary schools from an integrated perspective. In response to the current situation where labor education in various stages of education operates independently and the actual teaching effect is poor, this article takes the research on the integration of labor education in primary, secondary, and tertiary schools as the starting point, not limited to a certain education stage, but conducts systematic and comprehensive research[6]. Based on the overall research of labor education in various stages of primary, secondary, and tertiary schools, scientific, efficient, and comprehensive countermeasures and suggestions are proposed, In order to solve the practical difficulties of labor education in the new era and build a new model of integrating labor education in primary, secondary, and tertiary schools.

(3) It is an effective channel to enhance the practical teaching of ideological and political courses in schools.

For a long time, the emphasis on practical teaching in ideological and political courses in universities and high schools has been insufficient, and labor education has gradually been marginalized, resulting in a low sense of identification and participation in ideological and political courses among students in both stages. At the same time, there is a lack of effective communication mechanism between ideological and political course teachers in the two stages, and they are not familiar with the physical and mental characteristics and laws of their respective teaching subjects. These factors affect the effectiveness of the integrated construction of ideological and political courses. Practice has proven that labor education is an effective channel to enhance the practical teaching of ideological and political courses in schools. It can encourage students to transform the labor practice theories taught in the classroom into internal self standards, improve their own labor quality and literacy, and then transform them into external conscious behavior habits. According to the opinions of the Central Committee of the Communist Party of China and the State Council on comprehensively strengthening labor education in primary, secondary, and tertiary schools in the new era, carrying out labor education is a powerful measure to cultivate students' comprehensive qualities. Schools at all levels and types should play the main role of classroom teaching, improve the form of labor practice education, guide and help primary, secondary, and tertiary students establish correct labor values, develop a love for labor habits, and enhance the overall educational effect. By connecting labor education, we can achieve a breakthrough in the integration of high school and university ideological and political education, overcome the difficulties in the integration of the two courses, and effectively enhance the practical teaching of ideological and political courses in schools.

The coordinated promotion of the integration of ideological and political courses in primary, secondary, and tertiary schools is a hot topic in the reform and innovation of ideological and political courses in schools in the new era[7]. To better implement the deployment of ideological and political course reform and innovation in schools in the new era, it is necessary to take the construction of integrated ideological and political course teaching content as the leadership, the construction of ideological and political common content as the integration point and focus point, and effectively build a platform for ideological and political course teaching reform and innovation, in order to solve the difficulties in the integration of ideological and political course teaching. At present, the important value of labor education in talent cultivation in primary, secondary, and tertiary schools is gradually being widely recognized. However, we should note that there is a widespread lack of independent labor education courses and professional labor education teachers in major primary and secondary schools, which hinders the effective implementation of labor education in these areas. Therefore, taking labor education as the main line of the integration and linkage of ideological and political courses in primary, secondary, and tertiary schools, by adhering to the organic combination of labor education and ideological and political course reform and innovation, innovating the form and means of ideological and

political classroom teaching, promoting the efficient integration of labor education into the integrated teaching of ideological and political courses in high schools and universities, achieving the connection of the teaching content of ideological and political courses in the two stages, and promoting the reform and innovation of ideological and political courses in the new era.

## 5. Conclusion

In the new era, schools should adhere to the educational policy of comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor in student cultivation, and labor education plays an indispensable role in talent cultivation in schools. According to the guidance on labor education in primary and secondary schools in the new era, labor education workers in these schools take multiple measures to promote labor education based on the laws of student physical and mental development and cognitive characteristics, fully leveraging the important role of ideological and political courses in school labor education, and cultivating students' correct labor concepts. At present, in order to accelerate the construction of a socialist education power in the new era, actively explore the construction of a new era labor education system, make efforts in disciplinary integration, connect the "dual pulse of responsibility and supervision" of labor education in primary, secondary and tertiary schools, innovate new era labor education methods, endow labor education with more connotations, and promote the innovation and upgrading of labor practice education. Only by strengthening the ideological soul of students through labor education and gradually cultivating good labor qualities can we pursue the development of other qualities. Throughout the process of receiving labor education, students will go through a spiral upward learning process, from emphasizing the cultivation of labor consciousness in primary school, cultivating the quality of hard work and endurance in middle school, understanding the value created by labor in high school, to strengthening Marxist labor education in universities. Different learning stages have their own unique characteristics and requirements. Teachers of ideological and political education should accurately grasp the learning characteristics and cognitive abilities of students in both stages, attach importance to their main position in learning activities, and help students gradually understand and master labor education knowledge from shallow to deep.

## 6. Project

1. General Project of Shaanxi Province's Education Science "14th Five Year Plan" for 2023: Research on the Path of Improving Labor Education from the Perspective of Integrated Ideological and Political Courses in Primary, Secondary, and Primary Schools Project ID: SGH23Y2862
2. General Project of Shaanxi Province's 14th Five Year Plan for Education and Science in 2022: Research on Integrated Collaborative Innovation of Ideological and Political Courses in Primary, Secondary and Large Schools in the New Era Project ID: SGH22Y1830

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