

# Research on the Implementation Path of Labor Education Courses in Applied Undergraduate Physical Education Majors: A Case Study of Swimming

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**Abstract:** With the deepening of educational reform, labor education has increasingly highlighted its position in the university teaching system and has become an important avenue for cultivating students' comprehensive qualities. However, the current implementation of labor education in physical education courses is not yet ideal, facing issues such as unreasonable course settings, lack of teaching resources, and understaffed faculty. By analyzing the theoretical foundation of labor education and its role in physical education, this paper explores the unique value of swimming courses within labor education. It comprehensively assesses the current situation and proposes optimization pathways, aiming to provide useful references for the implementation of labor education courses in university physical education programs. This study specifically investigates the implementation pathways for labor education courses in applied undergraduate physical education majors, focusing on swimming.

**Keywords:** Applied undergraduate; Physical education major; Labor education; Course implementation

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## 1. Introduction

As educational reforms advance in the new era, the importance of labor education is increasingly emphasized, becoming a key component in cultivating students' comprehensive qualities and practical skills. Particularly in applied undergraduate sports majors, the implementation of labor education courses can effectively enhance students' labor literacy and sports skills, fostering their all-around development. Swimming, a comprehensive sports discipline, holds unique educational value and practical significance, playing a crucial role in labor education. Nonetheless, current labor education courses in sports majors at universities face several challenges, including irrational course settings, a lack of teaching resources, and insufficient faculty members, necessitating systematic research and improvement. This paper focuses on swimming as an example to explore the implementation paths of labor education courses in applied undergraduate sports majors, aiming

to provide theoretical support and practical guidance for university education reforms and promote the in-depth implementation of labor education.

## **2. The importance of labor education courses in applied undergraduate sports majors**

### **2.1. Theoretical foundations of labor education**

Labor education involves organized and purposeful labor practice activities that enable students to acquire labor knowledge, skills, and attitudes, fostering their labor spirit and qualities. Its theoretical basis is rooted in Marxist labor theory, which highlights labor as a fundamental mode of human existence and development. Not only is it a process of material wealth creation, but it is also a vital pathway for human self-fulfillment and societal development. Labor education encourages students to engage in actual labor, enhancing their hands-on and innovative abilities, and promoting their comprehensive development.

Moreover, the theoretical foundations of labor education also include the holistic development view of modern pedagogy, which suggests that education should involve not only the transmission of knowledge but also the comprehensive cultivation of students in moral, intellectual, physical, aesthetic, and labor education. Through labor education, students not only gain practical operational skills but also develop teamwork, responsibility, and innovation during the labor process. Especially in the context of rapid societal development, labor education helps students better adapt to societal demands, enhancing their employability and competitiveness<sup>[1]</sup>.

### **2.2. The role of labor education in sports majors**

Labor education plays a significant role in sports majors. Firstly, it aids sports students in better understanding and mastering sports skills and knowledge. As sports majors inherently require practical application, the implementation of labor education can help consolidate theoretical knowledge through practical operations, enhancing practical skills. For instance, organizing students to participate in the maintenance and management of sports facilities can deepen their understanding of venue management and equipment maintenance, improving their overall quality and professional skills.

Secondly, labor education also plays a role in cultivating students' comprehensive qualities in sports majors. Students in these majors need strong physical and psychological qualities. Labor education not only strengthens students' physique and enhances their stress resistance and psychological qualities but also fosters their team spirit and sense of responsibility. During the organization of sports activities and events, students must cooperate and coordinate, thus enhancing their teamwork and organizational skills.

### **2.3. Unique value of swimming courses in labor education**

Swimming courses hold unique value in labor education, firstly by comprehensively enhancing students' physical qualities. Swimming, a full-body exercise, effectively strengthens students' cardiopulmonary function, muscle strength, and coordination. Through swimming courses, students not only improve their swimming skills but also enhance their physical fitness and health levels within the context of labor education. Besides, swimming courses can equip students with lifesaving skills, enhancing their emergency response capabilities and safety awareness, playing a crucial role in practical labor education.

Additionally, the unique value of swimming courses in labor education also lies in the cultivation of psychological qualities. Swimming requires high concentration and willpower. Through swimming courses, students can develop perseverance and endurance by overcoming difficulties and challenges, enhancing their

psychological qualities. Also, swimming can help foster self-confidence and stress resistance, promoting psychological health development. For example, participating in swimming competitions and training allows students to improve self-awareness, boost confidence, and stress resistance, laying a solid psychological foundation for their future development [2].

### **3. Analysis of the current situation of swimming courses in applied undergraduate sports majors**

#### **3.1. Current situation of swimming course settings in applied undergraduate sports majors**

In applied undergraduate sports majors, swimming courses are often set as mandatory or elective courses, aiming to cultivate students' swimming skills and water lifesaving abilities. Most universities include swimming courses in the curriculum for freshmen or sophomores, combining theoretical teaching with practical training to comprehensively enhance students' professional qualities. The course content typically includes basic swimming techniques, training methods, water lifesaving knowledge, and related safety education, ensuring that students can handle emergencies while mastering basic skills.

However, there are some deficiencies in the course settings. Firstly, the depth and breadth of course content need further expansion. Some universities primarily focus on teaching basic techniques and lack systematic guidance on advanced techniques and specialized training. Secondly, the actual operation time for courses is insufficient, making it difficult for students to master skills proficiently within limited class hours. Lastly, the course evaluation system is overly reliant on technical performance assessments, neglecting a comprehensive evaluation of students' overall qualities and failing to fully reflect the core concepts of labor education.

#### **3.2. Current status of implementing swimming courses in labor education**

In applied undergraduate sports majors, swimming courses are a significant component of labor education, and their implementation is representative of the field. Currently, most universities emphasize integrating theory with practice, using diverse teaching methods such as group cooperative learning, case teaching, and simulation training to enhance students' enthusiasm for learning and practical abilities. Additionally, some universities actively organize extracurricular practical activities, such as water rescue drills and swimming competitions, aimed at cultivating students' labor consciousness and team spirit through hands-on operations.

Nevertheless, the implementation of swimming courses in labor education faces several challenges. Firstly, the quality of the teaching staff is uneven, and some instructors lack systematic training and practical experience in labor education, making it difficult to effectively guide students in labor practices. Secondly, teaching resources are relatively scarce. Some universities' swimming facilities are outdated, and equipment updates lag behind, failing to meet the actual needs of students. Moreover, there is insufficient innovation in course content and teaching methods, and a lack of in-depth exploration and practical exploration of labor education concepts, affecting teaching outcomes and the comprehensive development of students.

#### **3.3. Problems and causes in the implementation of labor education in swimming courses**

Several issues need to be addressed in the implementation of swimming courses. Firstly, the course content is too focused on technical movements and lacks comprehensive cultivation of students' abilities. Many swimming courses concentrate on teaching technical actions but neglect the cultivation of students' labor spirit, teamwork, and emergency rescue capabilities, failing to fully reflect the core values of labor education. Secondly, the teaching methods are outdated and lack innovation. Some instructors still use traditional lecturing methods, which do not engage students' initiative and creativity, affecting the effectiveness of teaching.

These problems arise from several factors. Firstly, the development of the teaching staff is lagging, and their professional qualities need to be improved. Some instructors lack systematic training in labor education and do not fully understand its concepts, making it difficult to effectively guide students in labor practices. Secondly, there is a lack of teaching resources. The facilities and equipment in swimming venues are outdated and unable to meet teaching needs, limiting students' practical opportunities. Furthermore, the schools' curriculum settings and evaluation systems lack systematic and scientific approaches, failing to maximize the role of labor education in swimming courses. Therefore, systematic improvements in course content, teaching methods, faculty development, and resource allocation are necessary to enhance the quality and effectiveness of swimming courses <sup>[3]</sup>.

## **4. Designing implementation paths for labor education courses in swimming for applied undergraduate sports majors**

### **4.1. Optimization of course objectives and content**

Optimizing the objectives and content of labor education courses is crucial for effective teaching in swimming directions. Firstly, course objectives should be diversified, aiming not only to develop students' swimming skills but also to enhance their labor consciousness and overall qualities. Specific goals include mastering basic swimming techniques, improving physical fitness, fostering teamwork spirit, and emergency rescue capabilities. The course content should cover basic swimming techniques, advanced swimming skills, water rescue techniques, and labor safety knowledge, ensuring comprehensive development in theory and practice.

Additionally, the design of course content should emphasize systematic and hierarchical organization. Basic courses might include basic techniques like breaststroke and freestyle swimming, while advanced courses could involve complex styles like medley swimming and long-distance swimming. In line with labor education requirements, additional content such as labor safety, teamwork, and social responsibility should be incorporated. For example, specialized training modules could be designed to teach and master practical water rescue techniques, enhancing students' emergency handling capabilities and practical skills.

### **4.2. Innovation in teaching methods and means**

Innovating teaching methods and tools is a vital approach to enhancing the effectiveness of swimming course instruction. Firstly, employing a variety of teaching methods, such as flipped classrooms, project-based learning, and case teaching, can enhance learning outcomes. In a flipped classroom setup, students could engage in hands-on activities and interactive discussions during class after independently studying videos and materials beforehand, enhancing learning outcomes. Project-based learning could involve designing comprehensive swimming training projects that allow students to master skills while enhancing their practical abilities and innovative thinking.

In addition, leveraging modern information technology, such as Virtual Reality (VR) for simulation training, can enhance the intuitiveness and effectiveness of teaching <sup>[4]</sup>. For instance, using VR to simulate water rescue scenarios allows students to practice maneuvers in a virtual environment, enhancing their emergency handling capabilities and practical skills. Combined with actual teaching, using video analysis and motion correction software can provide detailed analysis and guidance on students' swimming techniques, helping them continuously improve.

### **4.3. Development and training of teaching staff**

A high-quality teaching staff is crucial for effectively implementing labor education courses in swimming.

Thus, strengthening professional training and quality improvement for teachers is essential to ensure they possess the theoretical knowledge and practical ability for labor education. Firstly, by organizing specialized training sessions, inviting expert lecturers, and participating in academic seminars, teachers' understanding of labor education concepts can be enhanced. Simultaneously, teachers are encouraged to innovate in teaching and explore new teaching models and methods to improve classroom effectiveness.

On top of that, establishing a robust evaluation and incentive system for teachers can motivate continuous improvement by regularly assessing teaching outcomes and student feedback. For instance, establishing awards for teaching excellence and research innovation can motivate teachers to achieve greater results in teaching and research. Additionally, enhancing communication and cooperation among teachers through regular academic activities can share teaching experiences and results, fostering collective progress and improvement.

#### **4.4. Organization of on-campus and off-campus practical activities**

A variety of on-campus and off-campus practical activities are integral components of labor education courses. On-campus activities, such as regular swimming competitions, water rescue drills, and teamwork training, can stimulate students' interest and competitive spirit through practical operations and competitions. For example, organizing a "Swimming Rescue Competition" allows students to perform in simulated water rescue scenarios, not only exercising their technical skills but also cultivating teamwork and emergency response capabilities.

Off-campus activities can involve collaboration with local communities, enterprises, and public institutions, organizing students to participate in social research, volunteer services, and internship practices, enhancing their social responsibility and practical abilities. For example, organizing students to visit and practice at red education bases can allow them to understand the labor spirit of revolutionary predecessors, fostering patriotic sentiment and the spirit of dedication. Establishing long-term off-campus practice bases can provide students with more opportunities and platforms for continuous and effective labor education. Through diverse practical activities, students can not only consolidate their knowledge and skills but also experience the value and significance of labor in real settings, enhancing their overall qualities and societal adaptability<sup>[5]</sup>.

### **5. Evaluation and feedback mechanisms for the implementation of labor education courses**

#### **5.1. Labor education course effectiveness evaluation system**

Establishing a scientific and rational evaluation system for labor education course effectiveness is fundamental for ensuring course quality and facilitating improvements. The evaluation system should encompass multi-dimensional and multi-level aspects, including theoretical knowledge acquisition, practical operation skills, labor consciousness, and character development. Evaluation indicators should be specific, clear, and aligned with course objectives. For instance, setting specific metrics like swimming skills assessment, labor safety knowledge tests, and simulated water rescue training can comprehensively evaluate students' learning outcomes and quality enhancement. The evaluation methods should be diversified, incorporating theoretical exams, skill assessments, student self-assessments, teacher evaluations, and peer reviews to ensure the comprehensiveness and objectivity of the evaluation process.

ides, the evaluation system should integrate both formative and summative evaluations. During the course implementation, formative assessments, classroom performance records, and regular observations of daily behavior help monitor students' learning dynamics and progress, identifying issues promptly for adjustments and improvements. At the end of the course, a comprehensive evaluation summarizes students' overall performance and achievements, assessing the overall effectiveness of the course implementation. By combining

formative and summative evaluations, the continuity and systematic nature of teaching is maintained, providing detailed data and feedback that support ongoing course improvements.

## **5.2. Evaluation of students' labor skills and qualities**

Evaluating students' labor qualities and skills is a critical component of labor education course effectiveness assessments. Firstly, the evaluation of labor qualities should focus on students' attitudes, spirit, and behavior during labor activities, including discipline, responsibility, teamwork, and innovation. This can be assessed by observing students during on-campus and off-campus practical activities, noting their participation level, enthusiasm, cooperation, innovation, and problem-solving capabilities. Additionally, conducting surveys and interviews regarding students' perceptions and attitudes toward labor education can help assess the impact of labor consciousness and character development.

Skill evaluation primarily focuses on students' swimming techniques and water rescue capabilities, assessed through skills tests, simulated drills, and competitions. For example, organizing water rescue drills that simulate real-life scenarios can evaluate students' adaptability and operational proficiency. Skill assessments should emphasize practicality and effectiveness, ensuring that students not only acquire theoretical knowledge but also possess applicable skills. Through comprehensive and meticulous evaluations of labor qualities and skills, students' learning outcomes are fully reflected, providing data support for further instructional improvements.

## **5.3. Feedback and improvement of course implementation**

Feedback and improvement in course implementation are crucial for enhancing the quality of labor education courses. Initially, establishing a robust feedback mechanism involves regularly collecting and analyzing feedback from students, teachers, and other stakeholders. Student feedback can be gathered through surveys, discussion sessions, and suggestion boxes, capturing their opinions and suggestions on course content, teaching methods, and practical activities <sup>[6]</sup>. Teacher feedback, obtained through teaching reflections, academic activities, and evaluations, identifies instructional challenges and shortcomings, proposing corrective measures. Additionally, feedback from external practice sites and employers provides insights into students' performance and capabilities in real labor settings.

Based on this feedback, continuous course improvements are essential for ensuring teaching effectiveness. Adjustments to the course content should be made promptly based on feedback, adding elements that meet student needs and societal developments. Teaching methods should be innovated to enhance classroom interactivity and effectiveness. Strengthening teacher training enhances instructors' professional and pedagogical skills, ensuring high-quality course delivery. Through ongoing feedback and improvement, a positive cycle of enhancing the effectiveness of labor education courses is established, ensuring comprehensive development and growth for students in labor education contexts.

## **6. Conclusion**

This study delves into the implementation pathways of labor education courses within applied undergraduate sports majors, proposing a series of optimization strategies and implementation suggestions aimed at enhancing the effectiveness and quality of labor education courses. The research reveals that by appropriately refining course objectives and content, innovating teaching methods and tools, strengthening faculty development, and conducting extensive internal and external practical activities, significant improvements can be made in students' labor literacy and comprehensive abilities, thus advancing the deep development of labor education in sports majors.



Future research should continue to focus on the integration of various sports disciplines with labor education, exploring more diversified educational models and implementation paths to promote the comprehensive implementation and sustained development of labor education within the university teaching framework. Through ongoing theoretical exploration and practical research, the aim is to contribute to the cultivation of new-era talents with comprehensive qualities and practical abilities.

## Disclosure statement

The author declares no conflict of interest.

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