

Research on the Implementation Path of Labor Education in Colleges and Universities from an International Perspective

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Abstract: Universities shoulder the important mission of talent cultivation, scientific research, social service, cultural heritage and innovation, and international exchange and cooperation. International exchange and cooperation have become the fifth major function of universities. Based on the background of the globalization era, undergraduate colleges and universities should pay more attention to the cultivation of students' intercultural communication and understanding ability while cultivating their professional skills, and take expanding students' international vision and enhancing the international competitiveness of China's education as important tasks. Labor education is an important content of the national education system, which has the comprehensive nurturing value of cultivating morality, increasing intelligence, strengthening physical fitness, and cultivating beauty. Higher education institutions should further optimize the system of labor education, expand students' space and field of thinking in the process of labor education, and broaden students' international perspectives.

Keywords: International perspective; Colleges and universities; Labor education; Implementation paths

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1. Introduction

With the rapid development of economic globalization and the increasingly frequent exchanges and interactions among countries, the report of the twentieth generation of the Party clearly pointed out that China should promote high-level opening-up to the outside world, take high-quality development as the primary task of building a socialist modernized country in an all-round way^[1]. Talent is the first resource, and innovation is the first driving force. As the main force for cultivating innovative talents, universities are also the key force for promoting the high-quality development of China's higher education. The university stage is the transition period for individuals from the ivory tower to society, and it is also the key period for the formation of talent and character. Labor education is also personality education, and it is necessary to seize the key period of the university stage to realize labor education.

2. Status quo of research on the implementation path of labor education in higher education institutions

At present, a unified standard for defining the connotation of labor education has not been established. The existing research results can be roughly divided into two types. One is that labor education is an educational activity that promotes the comprehensive development of students through certain ways and means, emphasizing the organizational form of labor education. The other focuses more on the process of labor education organization and implementation and believes that labor education is a process of systematically educating college students on labor ideology, cultivating labor skills, and practicing labor in accordance with the development trend of labor, so as to comprehensively improve the labor quality of college students.

Regarding the construction of the labor education system, Chinese scholars have discussed it from macro and micro as well as horizontal and vertical dimensions. For example, Tao *et al.* proposed the construction of an integrated labor education system from the perspective of labor education objectives, syllabi, and guarantee mechanisms^[2]. Zhuo proposed to build a new era of labor education system with systematic thinking from the national level^[3]. Yan *et al.* proposed to build a student-centered labor education system^[4].

Research on the implementation of labor education includes both theoretical discussions based on different perspectives and empirical studies on the implementation of labor education. For example, Sun analyzed the prominent problems in the current implementation process of labor education and believed that there are problems such as homogenization, superficiality, and mechanization in the implementation process of labor education, which affect the implementation of labor education^[5]. Peng put forward specific paths for the implementation of labor education from the aspects of constructing a progressive curriculum system, building full-time teaching staff, constructing a labor education base of industry-education integration, and establishing a labor education evaluation system^[6].

In the 18th century, the famous French thinker Rousseau proposed in his work *Emile* that labor is a special form of education and an unavoidable responsibility of people in society^[7]. In modern times, some scholars have also studied labor education. Wang analyzed and compared the similarities and differences in the development process and specific measures of labor education in China and the United States by using comparative research methods, and believed that labor education is an important part of talent cultivation, which can help young people to establish a correct outlook on labor, understand the value of labor, clarify their own professional pursuits, and improve their overall working condition^[8].

Through combing and analyzing the content of the literature, it is found that since modern times, scholars' research on labor education has mainly focused on the concept of labor education, the history of the development of labor education, the implementation of the labor education curriculum, and the integration of labor education and subject teaching. Domestically, since the 18th National Congress, the Party and the State have attached great importance to labor education, and after General Secretary Xi Jinping delivered an important speech on labor education at the National Education Conference, domestic research on labor education has shown an obvious incremental trend, and labor education has become a hot issue in academic research.

3. The importance of strengthening labor education for talent cultivation in colleges and universities

3.1. Establishing the correct labor value needed for young college students' personal growth

College students are in the adolescence stage, with rich emotions, active thinking, and sensitive emotions. However, there are unstable factors causing emotional fluctuations in young college students, such as people or

things around them. Young college students are still in the development stage, they are not yet mature and their psychological cognition needs to be developed. They have a strong demand for learning and great potential for development, education at the university level or external things will have a profound impact on them, which is the key period for the formation of values. Higher education institutions should help young college students establish correct labor values, form a firm will quality, have a strong ability to judge right and wrong, and become a person with good quality. Correct labor values determine a person's spirit of labor, are an important embodiment of personal comprehensive quality, and have a positive effect on personal development. University-level education is not only for learning knowledge but also paying more attention to the improvement of the overall quality, to guide college students to establish scientific labor values of the new era, which is of great significance to their personal development.

3.2. Labor education is the new era of comprehensive development of talent training needs

Labor education serves the socialist modernization drive, and the socialist builders and successors needed by the Party and the country are the newcomers of the times with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. They are useful talents who can shoulder the mission of the times and help the development of the motherland. Labor education, as one of the five educations, carries the historical mission of talent cultivation in the new era. The new era has put forward new requirements for labor education, and the people cultivated by the Party and the country should not only have noble moral sentiments, correct labor concepts, strong physical fitness, profound labor literacy, and good labor habits, but also master basic labor knowledge, practice Marxist labor values, have strong labor ability, and produce rich labor fruits, so as to realize the value of life.

4. Problems in the implementation of labor education in higher education institutions

4.1. Relatively chaotic organization and management of labor education

The management of labor education in colleges and universities often has unclear division of responsibility between departments, the responsibility belonging to the department is vague. Labor education should be carried out throughout the whole process of education and teaching, and it must become a compulsory course set in the personnel training program. The Academic Affairs Department is responsible for formulating the objectives of labor education and planning the curriculum system of labor education. The Student Affairs Office needs to organize labor education activities for students; the teaching units to which students belong are responsible for the specific implementation of labor education, including labor education assessment, entry of grades, and other work. Therefore, labor education often involves more than three departments. Issues such as how to establish an organizational structure to effectively carry out labor education, break down the barriers between departments, and establish a smooth communication channel need to be solved.

4.2. Weak labor awareness and low status of labor education

Most of the lecturers of labor education are part-time teachers, such as counselors. Their teaching experience, personal ability, and teaching level are insufficient, and their understanding of labor education is weak, which fails to meet the requirements of realizing the cultivation objectives of labor education. At the same time, contemporary college students are influenced by the impetuous factors in the current society, have wrong values such as greed for enjoyment and gold-digging, and even think that manual laborers are inferior, completely ignoring the far-reaching significance of the labor education courses. In our education system, the status of labor education is low, coupled with the simplicity of the assessment content of labor education courses, leading

college students to cope with labor education courses.

4.3. Imperfect labor education course system with a lack of assessment and evaluation standards

Labor education courses are generally divided into two parts: labor theory education and labor practice activities. Many colleges and universities lack systematic and long-term planning and organizing skills for labor education courses, resulting in a single content of labor theory education and fragmented labor practice activities. Labor theory knowledge lacks pertinence and is not combined with professional education, making it difficult to attract students' interest in learning. Labor practice is dominated by students' cleaning, setting up work-study positions, carrying out public welfare labor, etc., which lacks novelty. In addition, most colleges and universities do not adopt process evaluation for labor education assessment and have not formulated objective and fair assessment and evaluation standards to accurately assess the teaching effect and improve the quality of teaching.

5. Paths and strategies for the implementation of labor education in colleges and universities from an international perspective

Undergraduate colleges and universities are the main players in talent cultivation and the main implementation body of college students' labor education, which plays a key role in helping college students master the general knowledge of labor science, set up the correct concept of labor, cultivate the necessary labor ability, cultivate the positive spirit of labor, and develop a good quality of labor. Higher education institutions should fully understand the significance of college students' labor education and actively explore new methods and forms of college students' labor education in the context of internationalization development.

5.1. Implementation of labor education based on the internationalization background

The global connection is increasing, globalization has woven every country firmly into a network; countries are interdependent in politics, economy, and trade, and informatization has changed the cognition and living habits of modern college students dramatically. Therefore, the concept of labor education and the form of labor activities need to be innovated in the past, and colleges and universities need to make scientific judgments on labor education from the perspective of the overall situation and historical changes. As the main position for the implementation of labor education, colleges and universities should re-interpret the connotation of labor education based on the globalization background, accurately grasp the new spirit of labor, labor value orientation, and labor skill level of college students, and enrich and expand the path of labor education implementation.

5.2. Taking the age and individual characteristics of contemporary college students into full consideration

Colleges and universities should carry out labor education for college students based on the age and individual characteristics of contemporary college students, follow the laws of education and teaching, closely follow the actual life of college students, and incorporate labor education into the whole process of talent training. Additionally, colleges and universities should enrich the form of labor education, adhere to the combination of labor education within the classroom and outside the classroom as well as online and offline, pay attention to the unity of knowledge and action, adhere to the use of hands and brain, integrate theoretical teaching with labor practice, thus comprehensively improve students' labor quality and cultivate students to form a good quality of labor.

5.3. Integration of labor and education and highlighting the nature of human education

Labor education is not a simple labor exercise, labor is only a way and means. Higher education institutions should focus on the goal of labor education on labor teaching activities in carrying out reasonable planning, highlighting the nature of labor education, so that labor education returns to educate people itself. For example, to strengthen the Marxist view of labor education through the ideological and political theory courses, to provide students with real labor education situations, to help students establish a correct view of labor, master the basic labor knowledge and skills, understand the value and meaning of labor through labor activities.

5.4. Integration of labor education with ideological and political theory courses

The teaching of labor theory should be combined with ideological and political theory courses, and special education on labor values should be carried out in ideological and political theory courses to guide students to develop the labor spirit and willpower quality of hard work; in addition to separate courses on labor theory, public elective courses related to labor theory can be established, including traditional labor culture, red labor culture, labor laws and regulations, and labor safety, etc., so as to help students master the knowledge of labor science. Colleges and universities can also invite advanced figures such as model workers and craftsmen to give lectures, publicize typical deeds, play a leading role in demonstration, promote the spirit of labor, model workers, and craftsmen, and guide students to establish correct labor values.

5.5. Strengthening the organizational leadership and enhancing safety and security

Higher education institutions should set up a special labor education work leadership group, responsible for the overall planning, management, and decision-making of the whole school's labor education work. At the same time, it is also necessary to set up a working group of labor education, which is responsible for organizing, coordinating, and guiding the work of labor education. When carrying out labor practice activities, it is necessary to strengthen labor safety education for teachers and students, strengthen the awareness of labor risks, and formulate scientific and reasonable labor safety operation programs.

5.6. Improving the assessment and evaluation mechanism of labor education courses

Colleges and universities should improve the assessment and evaluation mechanism of students' labor education, and formulate reasonable assessment and evaluation standards for labor education according to the actual situation of the school. Labor education should adopt a combination of qualitative and quantitative assessment, follow the principle of combining process evaluation and result evaluation, and obtain reasonable assessment results.

6. Conclusion

To sum up, labor education in colleges and universities still faces problems such as chaotic organization and management, weak labor awareness, low status of labor education, imperfect curriculum system, and lack of assessment and evaluation standards. Colleges of higher education should focus on the key problems, actively explore the implementation path of labor education based on the modern internationalization background, give full consideration to the age and individual characteristics of contemporary college students, adhere to the combination of labor and education, strengthen the organization and leadership, enhance the safety and security, improve the assessment and evaluation mechanism of labor education courses, and promote the reform of labor education.

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