

Research on the Implementation System of Integrated Labor Education in Primary, Secondary, and Tertiary Schools from the Perspective of “Three-Pronged Education”

Shushuang Wang*

Suihua University, Suihua 152061, Heilongjiang Province, China

*Corresponding author: Shushuang Wang, wangshushuang256@163.com

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Abstract: The integrated implementation system of labor education in primary, secondary, and tertiary schools from the perspective of “three-pronged education” refers to the overall design of labor education goals, content, implementation process, and guarantees from macro, meso, and micro dimensions, in order to achieve a comprehensive education pattern of full staff education, full process education, and all-round education. The core essence is that labor education runs through the entire process of national education and is an important component of quality education. In specific practice, it is necessary to follow the overall principle of “putting morality first” and pay attention to ideological and value guidance; adhere to the overall requirements of “comprehensive promotion” and achieve an organic connection between educational goals and content in each stage; following the overall idea of “comprehensive implementation,” explore and innovate in curriculum implementation, teaching methods, organizational management, and other aspects.

Keywords: Labor education; Three-pronged education; Integrated education

Online publication: January 2, 2025

1. Introduction

Against the backdrop of the national “double reduction” policy and the comprehensive promotion of labor education, it is critical to implement the requirement of “no less than one class hour for labor education in each stage of primary, secondary, and tertiary education” proposed in the “Opinions.” Based on sufficient research, it is necessary to design a comprehensive implementation system for labor education from three dimensions: macro, meso, and micro, in order to achieve a pattern of educating all personnel, the whole process, and all aspects of education.

2. The connotation of the integration of labor education in primary, secondary, and tertiary schools from the perspective of “three-pronged education”

From a macro perspective, labor education is an important component of the national education system. Since the establishment of the People’s Republic of China, the country has formed a national education system with the goal of comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills. In this system, labor education is an important part of national education, and together with moral education, intellectual education, physical education, and aesthetic education, it constitutes the main content of quality education^[1]. In the context of comprehensively deepening reform, labor education is not only a need for students’ personal growth and development, but also a need to cultivate talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills^[2].

From a meso perspective, labor education is a significant task in school work, with rich connotations and diverse forms. It is necessary to clarify the positioning and division of labor education in different stages of primary, secondary, and tertiary education, and to make overall arrangements for the specific implementation process^[3].

From a micro perspective, labor education is an organic whole that requires a comprehensive design and implementation system from three dimensions: macro, meso, and micro, in order to effectively implement and achieve educational goals.

3. Macro dimension: Integration of labor education goals in primary, secondary, and tertiary schools

From the perspective of the “three-pronged education” approach, the integrated implementation system of labor education in primary, secondary, and tertiary schools requires a systematic design of labor education goals from a macro perspective^[4]. The “Opinions on Strengthening Labor Education in Primary, Secondary, and Tertiary Schools in the New Era” proposes to “adhere to incorporating labor education into the entire process of talent cultivation, connecting all stages of primary, secondary, and tertiary education, and covering all aspects of families, schools, and society.” Among them, the integration of labor education goals in primary, secondary, and tertiary education refers to the overall design and orderly connection of goals in each stage from freshman to senior year, achieving overall optimization from individuals to society^[5].

Firstly, in terms of overall goals, there needs to be vertical and horizontal connections between different academic stages^[6]. Horizontally, it is necessary to strengthen the connection and integration between different stages and achieve effective linkage of labor education goals among different stages. Vertically, it is necessary to combine the physical and mental development characteristics and cognitive laws of students in different stages, and on the basis of respecting the physical and mental development characteristics and cognitive laws of students, clarify the value orientation, skill requirements, and cognitive level of labor education for students at different stages.

Secondly, in terms of stage goals, each stage of primary, secondary, and tertiary education needs to have clear stage goals^[7]. When implementing labor education at different stages, the following issues should be focused on: (1) Cultivating students’ correct understanding of labor in junior high school; (2) In high school, the focus should be on cultivating students’ correct attitude toward labor and success; (3) During the university stage, it is important to focus on cultivating students’ ability to handle success and failure correctly; (4) The vocational education stage should focus on cultivating students’ understanding and attitude toward labor. At the same time, each stage should also establish specific and feasible goals in the above four aspects^[8].

4. Meso dimension: Organic connection of labor education content in each stage of education

The Opinion emphasizes that “we must adhere to the principle of starting from reality and coordinate the content of labor education between different stages and between primary, secondary, and tertiary schools”^[9]. This requirement means that labor education at different stages should have distinct characteristics and advantages, so that students can benefit from the development of labor education at different stages. Among them, the primary school stage focuses on cultivating students’ initial formation of correct labor viewpoints and labor consciousness, cultivating basic labor habits and good labor quality. The focus of junior high school is to cultivate students’ correct labor concepts and basic labor skills. The high school stage focuses on cultivating students’ correct labor values and good labor qualities. It can be seen that it is necessary to achieve an organic connection between the labor education content of different grades in different stages^[10].

4.1. Primary school: Cultivating students’ good habits and basic skills

The primary school stage mainly cultivates good habits such as loving the motherland, the people, and the collective and working hard through daily life labor, production labor, and service labor, and promotes students’ healthy growth. In primary school, it is not recommended to specialize in productive labor and service-oriented activities, but necessary daily tasks such as cleaning, cooking, and preparation can be arranged^[11]. In the teaching process, primary school teachers can combine textbook content to carry out daily life education with a focus on basic life skills. For example, labor inspires motivation, labor strengthens the heart, and labor is the source of all happiness. In order to enable students to improve their hands-on ability, master labor skills, experience the joy of labor, and gain a sense of achievement in labor through practice, students of all grades can carry out vegetable planting labor practice activities in their respective contracted labor bases. The school first carefully plans and constructs the labor base^[12]. The labor base is divided into different areas according to the year, and different vegetable seeds are sown in each area. Weeds compete with vegetables for nutrients, water, and sunlight. Regular weeding can effectively control the growth of weeds, maintain the cleanliness of the vegetable field, and provide a good growth environment for vegetables. Students from different years use their spare time to pick up tools and enter the labor base, watering, weeding, and cleaning fallen leaves, enthusiastically and carefully maintaining these small vegetable seedlings. During this process, students not only learned about planting knowledge, but also experienced the meaning and value of labor^[13].

4.2. Secondary school: Conducting daily self-care ability training in combination with textbook content

Reconstructing the teaching mode of junior high school labor classroom is an important issue facing current junior high school labor education. The traditional labor education model often focuses on imparting knowledge, while neglecting the cultivation of students’ practical skills and innovative consciousness^[14]. This single mode of knowledge transmission is no longer sufficient to meet the development and needs of students. Therefore, we need to scientifically arrange and optimize teaching content based on the actual situation and needs of students, combined with the practical effectiveness of labor education, enhance the practicality and innovation of teaching content, and better cultivate students’ practical skills and innovation consciousness. Taking the handicraft course in junior high school labor education as an example, we can adopt the strategy of optimizing teaching content, combined with the actual effectiveness of labor education, to cultivate students’ practical skills and innovative consciousness^[15]. Firstly, we need to determine the objectives and content of the handicraft course based on the actual situation and needs of the students. Generally, students have a high interest

in handmade crafts and develop their creativity and practical skills through handmade crafts. At the same time, handmade crafts can also help students better understand the use of materials and tools, and improve their hands-on ability and craftsmanship level. Finally, we need to arrange teaching content reasonably based on the actual effectiveness of labor education. For example, we can combine handicraft courses with environmental protection, aesthetics, cultural heritage, etc., to enhance the practicality and innovation of teaching content. For example, in handmade courses, environmentally friendly materials can be introduced to teach students how to utilize waste and cultivate their awareness of environmental protection^[16]. At the same time, aesthetic concepts can also be introduced to enable students to learn how to design and produce art and improve their aesthetic literacy. In addition, cultural inheritance can be introduced to help students understand traditional culture and cultivate their cultural confidence.

4.3. Tertiary school: Conducting university labor-themed education

In order to thoroughly implement the spirit of labor among college students in the new era, teachers can carry out a series of activities on labor education themes. This can stimulate their enthusiasm for participating in labor education, strengthen their labor concept, enable students to have a deep understanding of the purpose and significance of labor education, and create a good labor atmosphere. Organizing dormitory hygiene and creating a beautiful living environment is not only a way of life, but also an attitude towards life. Regular cleaning can make life more orderly and enhance people's emotions. Every Wednesday afternoon, students gather downstairs in the dormitory and divide into different groups to start the tense and orderly cleaning work. From cleaning up desktop clutter and making beds, to cleaning the floor, and wiping doors and windows, students work together to complete the tasks, showcasing the positive spirit and the power of unity and cooperation of college students^[17].

5. Strengthening the construction of the teaching staff and providing professional support for talent cultivation

In the process of education and teaching, teachers are at the core, and their quality and teaching quality directly affect the effectiveness of their implementation. In order to ensure the normal implementation of labor education in primary and secondary schools, it is necessary to reflect on the cultivation and training of teachers, and provide high-quality teachers for labor education courses at all levels of schools^[18]. Specifically, efforts can be made from the following aspects: firstly, national education organizations should focus on cultivating the teaching staff for labor education, adjust the training objectives in a timely manner, break free from the inherent thinking limitations of a single discipline, break through the outdated mode of knowledge explanation and skill training, create a talent cultivation method suitable for the needs of the times, fully utilize multimedia means such as information and the internet, and innovate the training mode^[19]. At the same time, it is necessary to transform teachers' teaching concepts and methods based on new curriculum standards and new demands, help teachers clarify their labor education concepts, and enhance their curriculum construction and educational awareness^[20].

6. Conclusion

Labor education is an important component of the national education system, exhibits educational value, and is highly compatible with the requirements of "three-pronged education" in terms of educational philosophy. In the context of the new era, it is necessary to comprehensively grasp the overall ideas, main goals, and

implementation paths of the integrated implementation system of labor education in primary, secondary, and tertiary schools from the perspective of “three-pronged education,” and achieve a transformation from “intellectual education as the foundation” to “moral education as the priority” in educational philosophy. The aims are to achieve a shift in educational goals from “emphasizing skill mastery” to “emphasizing the cultivation of work habits”; realize a shift in educational content from “focusing on learning knowledge and skills” to “emphasizing the cultivation of work habits”; realize the transformation from “school-centered” to “family-centered” in educational organization, and effectively improve the pertinence, effectiveness, and sustainability of labor education.

Funding

Basic Research Funds Project for Heilongjiang Provincial Universities in 2024 (YWF10236240205)

Disclosure statement

The author declares no conflict of interest.

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