

Practical Exploration of Integrating Labor Education with Subject Teaching in Junior High School

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Abstract: Against the background of the new era education featuring the integration of five educations (moral, intellectual, physical, aesthetic, and labor education) and fostering virtue through education, promoting the integration of labor education with subject teaching in junior high school is a key measure to implement labor education policies and address the isolation dilemma of labor education. Based on the requirements of documents such as the “Compulsory Education Labor Curriculum Standards (2022 Edition),” this paper focuses on the teaching practice of integrating labor education with subject teaching in junior high school, analyzes five core difficulties in the current integration process, proposes targeted practical paths, and supplements explanations with specific teaching cases to clarify the practical significance of integrated teaching. This paper aims to provide theoretical and practical support for the implementation of the integration of labor education with subject teaching in junior high school, break subject barriers, realize the collaborative cultivation of labor literacy and subject core literacy, and promote the high-quality development of labor education in junior high school.

Keywords: Junior high school; Labor education; Subject integration; Teaching practice

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1. Introduction

Implementing the fundamental task of fostering virtue through education and promoting the “simultaneous development of five educations” is the main theme of education reform in the new era. According to the requirements of documents such as the “Opinions on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era” and the “Compulsory Education Labor Curriculum Standards (2022 Edition),” teachers need to promote the integration of labor education with subject teaching to solve the problems of “isolation” and “formalization” of labor education^[1]. In this context, exploring the teaching paths for integrating labor education with subject teaching in junior high school and solving practical difficulties in accordance with the requirements of educational documents is an urgent need to implement the requirements of

labor education in the new era and cultivate comprehensively developed students, as well as practical support for the reform of junior high school education and teaching ^[2].

2. Core difficulties in the teaching practice of integrating labor education with subject teaching in junior high school

2.1. Ambiguous goal orientation and disconnected integration concepts

Inaccurate goal orientation and integration concepts divorced from reality are the main problems in integrated teaching practice. Some junior high schools have an unclear understanding of the core goals of integrating labor education with subject teaching, fail to determine the specific direction of integrating labor education into each subject, and understand integration as inserting labor-related content into subject teaching, without realizing the collaborative cultivation of labor literacy and subject core literacy. Some teachers still adhere to traditional teaching concepts, regard labor education as an additional content independent of subject teaching, ignore the educational value of integrated teaching, lack the awareness and motivation for active integration, resulting in superficial integrated teaching that fails to achieve the effect of comprehensive education and has an obvious gap with the requirements of labor education integration in the new era ^[3].

2.2. Superficial content exploration and insufficient adaptation to students' learning situation

Superficial content exploration and insufficient adaptation to students' learning situations hinder the effectiveness of integrated teaching. The labor education resources contained in various subjects have not been fully developed. Most teachers only make superficial connections and fail to explore the internal logic between subject knowledge and labor practice, resulting in integrated content lacking pertinence and depth ^[4]. The design of integrated content does not consider the age characteristics, cognitive level, and daily life reality of junior high school students. Either it is too abstract and divorced from students' daily life experience, or the difficulty is too low to meet the needs of students' labor literacy improvement, failing to arouse students' enthusiasm for participating in integrated teaching and achieve the goal of integrating subject knowledge learning with labor practice experience ^[5].

2.3. Fragmented curriculum design and weak system construction

Fragmented curriculum design and weak system construction lead to the lack of systematicness in integrated teaching. At present, the integration of labor education with subject teaching in junior high school mostly takes the form of sporadic classroom activities, lacking overall planning and systematic construction, and failing to form a continuous curriculum system. There is a lack of integration and collaboration between various subjects, which carry out relevant teaching activities independently, making it impossible to realize the integration and complementarity of labor education resources among subjects. Integrated teaching has not been incorporated into the overall curriculum planning of the school, lacking a systematic design of clear teaching goals, teaching content, and teaching evaluation, resulting in serious fragmentation of integrated teaching and failing to achieve the long-term and regular goal of labor literacy cultivation ^[6].

2.4. Single teacher literacy and lack of cross-disciplinary competence

Single teacher literacy and lack of cross-disciplinary competence are difficulties in promoting integrated teaching. Most junior high school teachers have solid professional knowledge in their own subjects, but lack professional

knowledge related to labor education and have an insufficient grasp of labor skills and labor education concepts. Teachers are lacking in cross-disciplinary integration ability, unable to effectively explore labor education resources in their own subjects, design teaching activities that are both disciplinary and labor-oriented, and achieve the organic integration of subject knowledge and labor practice. In addition, the school lacks special training for integrated teaching, making it impossible for teachers to systematically improve their abilities, which also hinders the high-quality development of integrated teaching^[7].

2.5. Shortage of resource supply and lack of practical carriers

Shortage of resource supply and lack of practical carriers affect the development of integrated teaching. There is a shortage of labor education resources in the school, and a lack of special labor practice venues and facilities, unable to provide the necessary practical foundation for integrated teaching. Off-campus labor practice resources have not been effectively integrated, and cooperation with enterprises, communities, farms and other relevant units is not in-depth, making it impossible to build a diversified integrated practice platform^[8].

3. Practical paths for promoting the integration of labor education with subject teaching in junior high school

3.1. Anchor educational goals and reshape integration concepts

Teachers should clarify the core task of integrated teaching, combine the cultivation of labor literacy with subject core literacy, and eliminate the understanding that labor education is an additional content. Teachers should actively update teaching concepts, clarify the educational value of integrated teaching, establish the idea of full-staff education, infiltrate labor education into all links of subject teaching, overcome formalized integration thinking, enhance the awareness of active integration, and ensure that integrated teaching always advances in an orderly manner in accordance with the fundamental task of fostering virtue through education^[9].

When integrating labor courses with moral and rule of law courses, teachers should design campus post-duty labor practice activities in combination with the core knowledge points of labor, creating value and respecting laborers in moral and rule of law courses. Students are divided into groups to take on different positions such as campus cleaning, green plant maintenance, and civilized persuasion. Teachers explain to laborers in each position before practice, guide students to observe the difficulties and gains in the labor process during practice, and hold a sharing session after the activity to allow each student to express their views, deeply realizing that every kind of labor can bring value to others and the collective^[10]. At the same time, contact ordinary laborers around them, such as sanitation workers and canteen staff, to enable students to take the initiative to participate in visiting and experiencing simple work, learn to respect all kinds of laborers, abandon the wrong idea that “physical labor is inferior”, and unconsciously establish a correct view of labor, making the knowledge points of moral and rule of law less empty and fully reflecting the educational value of labor education.

3.2. Dig deep into subject connotations and adapt to students' learning situations in different grades

Teachers should start from the teaching content of their own subjects, explore the contained labor education elements, determine the internal connection between subject knowledge and labor practice, and avoid superficial integration. Teachers should accurately grasp the cognitive laws and growth needs of junior high school students, optimize the design of integrated content according to the characteristics of different grades, and consider its

applicability on the premise of ensuring scientificity, so that the integrated content is close to students' lives and cognitive levels, and realizes the seamless connection between subject teaching and labor literacy cultivation^[11].

When integrating labor courses with biology courses, teachers should focus on content such as “plant growth laws” and “ecological environment protection” in biology courses, and carry out “green plant cultivation” activities using the campus labor practice base. Teachers first explain basic knowledge such as the conditions for seed germination, the principle of plant photosynthesis, and the skills of water and fertilizer management, according to biology knowledge points, then guide students to plant easy-to-survive plants, such as scindapsus, succulents, and sunflowers, in groups^[12]. Students personally complete operations such as sowing, watering, fertilizing, and loosening soil in labor, record the daily growth changes of plants, observe characteristics such as leaf shape and root system development, and analyze problems in the growth process using biology knowledge, such as yellow leaves caused by a lack of nitrogen fertilizer and slow growth due to insufficient light.

3.3. Reconstruct the curriculum system and strengthen overall design

Teachers should take the initiative to participate in the overall planning of integrated courses, break subject barriers, strengthen communication and collaboration with teachers of other subjects, and promote the mutual complementarity of integrated teaching in various subjects. Teachers should determine the specific content, implementation steps, and teaching focus of integrated teaching according to the characteristics of their own subjects, incorporate integrated teaching into daily education and teaching plans, avoid fragmented teaching design, and make integrated teaching form an organized and continuous teaching system^[13].

Taking campus vegetable planting labor practice as an example, students are divided into different groups to complete different vegetable planting and management tasks. Teachers guide students to apply mathematical knowledge in practice: calculate the number of seeds needed per mu, the distance between seeds, and the relationship between row spacing during sowing; during the growth process, measure and record the height and number of leaves of vegetables every week, draw statistical charts and tables to analyze the growth rate of vegetables; during harvest, count the number of vegetables produced by each group, calculate the ratio between labor input and output, compare the labor efficiency of each group, and find out the factors affecting efficiency^[14]. At the same time, drawing on the “3+12” evaluation index system, guide students to use the method of proportional calculation to assign quantitative scores to indicators such as “labor attitude”, “skill mastery”, and “achievement quality”, which not only consolidates mathematical knowledge such as data statistics and proportional calculation but also makes labor evaluation more scientific and specific, enabling students to experience the close connection between mathematics and labor in practice and improve the application ability of knowledge points.

3.4. Consolidate the foundation of teachers and improve cross-disciplinary literacy

Teachers should take the initiative to learn relevant labor education knowledge, improve labor skills, and make up for their own literacy deficiencies. Teachers should actively participate in special training on integrated teaching, absorb advanced teaching experience, improve their ability to explore subject labor resources and design integrated teaching activities, strengthen cross-disciplinary learning and communication, and continuously improve the practical ability of integrating subject teaching with labor education^[15].

For example, when integrating labor courses with art courses, teachers should be familiar with knowledge points such as handicraft design and color matching in art courses, supplement labor skills related to handicraft production, improve their own cross-disciplinary integration ability, guide students to use art knowledge points

in handicraft labor practice, and design labor works with both practical value and aesthetic charm. In the teaching process, achieve the combination of subject knowledge, labor skills, and teaching ability, and consolidate the teacher's foundation of integrated teaching. A "creative handicraft labor" practice activity can be designed to guide students to make practical handicrafts from waste materials according to the knowledge points of handicraft design and color matching in art courses. For example, guide students to design storage boxes, pen holders and other items using waste cartons, bottle caps and other materials. Teachers first explain the basic principles of color matching, such as warm and cool color contrast and same-color system matching, then demonstrate handicraft skills such as cutting, pasting, and decoration, and inspire students to design the shape and match colors of works according to their own creativity.

3.5. Integrate internal and external resources and enrich practical carriers

Teachers should actively develop on-campus labor education resources, scientifically use existing venues and facilities, and create a school-based practice platform. Teachers should actively connect with off-campus resources, take the initiative to contact communities, enterprises, etc., integrate off-campus practice resources, sort out relevant materials for integrated teaching, create a resource sharing platform, enrich the practical forms of integrated teaching, and make integrated teaching effective.

When integrating labor courses with information technology courses, teachers should pay attention to knowledge points such as multimedia production and online resource use in information technology courses, combine the existing resources of on-campus multimedia classrooms and off-campus practice activity bases, guide students to create labor practice experiences and labor skill explanation videos using the learned knowledge points, find the application scenarios of knowledge in various resources, enrich practical carriers, and enable students to deepen their understanding of relevant knowledge points in practice and promote integrated teaching. A "digital display of labor skills" practice activity can be carried out. Teachers first explain knowledge points of multimedia production in information technology courses, namely video editing, image processing, PPT production, etc., then guide students to make labor skill explanation videos and labor experience PPTs using the learned multimedia knowledge based on their own labor practices, such as planting, handicrafts, and campus duty.

4. Conclusion

In summary, this paper mainly studies the teaching practice of integrating labor education with subject teaching in junior high school. Based on the spirit of educational documents in the new era, it clarifies the practical significance of integrated teaching, systematically analyzes the core difficulties in five aspects: goal orientation, content exploration, curriculum design, teacher literacy, and resource supply, and puts forward targeted practical paths of anchoring educational goals, digging deep into subject connotations, reconstructing the curriculum system, consolidating the foundation of teachers, and integrating internal and external resources, supplemented by specific teaching cases. It provides scientific and feasible theoretical and practical support for the effective implementation of the integration of labor education with subject teaching in junior high school.

Disclosure statement

The author declares no conflict of interest.

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