

Path Exploration of Digital Labor Education Mode in Secondary Vocational Colleges

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Abstract

Labor education is an important part of the five aspects of education, to cultivate innovative talents in secondary vocational schools, we must first cultivate creative labor. In the digital age, The form of labor has changed, and the form of labor education should change as well. From the perspective of secondary vocational education, the new connotation of digital labor education is analyzed, to understand the research status of digital labor education, to explore the path that conforms to the mode of digital labor education in secondary vocational schools, to provide effective education measures for the development of digital labor education in secondary vocational schools, and to cultivate creative workers for our country.

Keywords

Secondary Vocational Schools; Digital Labor Education; Practice Path.

1. Introduction

In order to meet the requirements of talent training in the new era, the State Council issued *the Opinions* in March 2020, which reintroduced labor education. Before that, although labor education is a part of the "five aspects of education", it is marginalized by various colleges and universities. In July of the same year, the Ministry of Education issued *the Guidelines for Labor Education in Colleges, Primary and Secondary Schools (Trial)*, which required vocational colleges to offer compulsory courses on labor education with no less than 16 class hours. Labor education in vocational colleges is also of great importance.

At present, the labor education that each institute place implements is the labor education that is main form mainly with material labor, divide into three kinds roughly, They are self-service labor, daily life labor and public welfare labor respectively. In secondary vocational schools, most labor education courses and training courses, simple training courses as labor education, teaching students some professional skills, high repeatability ignored the students the pursuit of spiritual level, the students repeat the same work day after day, innovative work to do, and with The Times and social derailment, it is difficult to adapt to working environment of enterprise after graduation. Some secondary vocational schools even use labor alienation as a means of corporal punishment, so that students cannot really fall in love with labor, advocate labor, and express their personal value in labor, let alone regard labor as a road demand for all-round development. And in today's digital era, intelligent robots have gradually replaced some simple and repetitive labor, and the vast majority of people have changed from the pursuit of satisfying material labor to the pursuit of spiritual labor. According to the current trend, digital labor has gradually occupied the main position of labor, labor is no longer a single organization of production labor, more invisible digital labor has spread to every aspect of life. In the CNKI, with "digital labor education" as the key word, the time range is set to March 22, 2021. After accurate search, 16 literatures were obtained, and only 9 literatures were obtained through manual screening. And the digital labor education literature which is mainly implemented in secondary vocational colleges and universities is even less. In the face of this trend, labor education with digital labor as the main form of labor needs to be reformed, and new labor education mode needs to be explored.

2. Process and Methods

2.1 Analysis of the connotation of digital labor education

2.1.1 Traditional labor education

Labor education is not a new term. It has been mentioned as early as ancient China. It is recorded in the relevant documents of the pre-Qin period that everyone should be engaged in productive labor and be self-sufficient, and should not get something for nothing. Mencius believed that the division of labor was a prerequisite for economic development. Yuan Yan believed that labor had the function of moral education. He believed that labor could not only strengthen one's body, but also "correct one's mind" and "cultivate one's morality". In modern China, Mr. Tao Xingzhi put forward "life education", which advocated the use of labor and the dedication of heart to achieve the use of body and brain. Up to now, since the 18th CPC National Congress, General Secretary Xi Jinping has repeatedly mentioned the unique role of labor and laborers in promoting human growth and social development and creating a better life, and proposed the social requirements of advocating labor and respecting ordinary workers, and required students to "love the motherland, love learning and love labor."

2.1.2 Digital labor education

In the digital age, an endless stream of new technologies and intelligent machines have gradually replaced most manual labor. Facts have proved that only creative labor can never be replaced, and the main carrier of creative labor in the digital age is digital labor. Digital labor is a kind of mental labor in digital form by means of information technology, which can promote the all-round development of human beings. Digital labor not only affects people's life, but also affects the connotation and value of labor education and the implementation form of labor education. At present, the proportion of labor mainly based on digital labor is increasing, and the production of material labor is gradually replaced. Labor education in the digital age should adapt to the development of The Times, appropriately change the form of labor education, activate the type of labor, integrate the digital resources of labor education, break through the shackle of traditional labor education, connect with students' daily life, and take digital labor as a supplement of labor education. And creative labor, virtual labor, and thinking, big data and cloud computing services for new combination, not just focusing on training and hands-on skills training, but pay more attention to creative thinking, complexity thinking, problem solving ability and the cultivation of the system methodology, so as to truly achieve correctly, promote students' overall development goals.

2.2 The present situation of digital labor education in secondary vocational colleges

The age of students in secondary vocational colleges is mostly between 16 and 21 years old, and they are in the "jointing and booting period" of life growth, which most need careful guidance and cultivation. All along, labor education, as the main way for secondary vocational schools to implement the fundamental task of vocational education, is not only an independent link in the five education, but also closely linked and mutually permeated. On the one hand, secondary vocational schools contain rich labor education resources and teaching practice platform, for secondary vocational schools to carry out labor education to provide a unique stage and position; On the other hand, secondary vocational students can experience a sense of achievement through labor practice, and then enhance their sense of professional identity. "when you get it on paper, you should practice it." Only when you have enough practical experience in school, can you shorten the time for students to transform what they have learned into practical working ability, and truly "apply what they have learned".

Because of this, it is absolutely necessary for children of this age to undertake some physical labor. Secondary vocational colleges and universities have always had the tradition of relying on practical training to exercise students' labor skills. Such a teaching mode also provides a natural practice place and educational background for labor education. Secondary vocational students will go to the training base each semester under the unified arrangement, carrying out a few weeks of practical training learning and exercise. During this period, students can begin to have a certain understanding of their

future positions, learn basic skill training, temper their skills in accordance with the requirements of social jobs, adhere to the use of hand and brain and strengthen practice. Only when students have enough practical experience in school, can they shorten the time to transform what they have learned in school into practical work ability, and truly "apply what they have learned".

With the rapid development of digital tools, the speed of industrial upgrading and economic transformation is also accelerated. Labor education in secondary vocational schools is still simple manual labor, which ignores the cultivation of students' spiritual level to a certain extent, and does not meet the national demand for talents in the digital era. In addition, under the guidance of "employment-oriented" school-running ideology, labor education tends to be instrumentalized, technical and utilitarian to a certain extent, and labor education has problems such as simple goal, utilitarian concept and single evaluation.

3. Path exploration of digital labor education mode in secondary vocational schools

3.1 Moral constraints, enhance network security awareness

To reform traditional labor education by digital means, we must first educate students to abide by network ethics and realize network security. In the information age, with the opening of the network, massive data are coming. These data have advantages and disadvantages, and capturing useful information reasonably and legally is the premise of using digital tools correctly. Secondary vocational school students are in the age stage of curiosity, activity and changeable mood, and at the same time, they are also the most rapid and critical age stage of mental and physical development. Due to the learning and management characteristics of secondary vocational schools, students generally rely on mobile phone networks, and participate in digital labor unconsciously every day without knowing it. In this case, it is easy to fall into the trap of online fraud. Therefore, network moral safety education is particularly important for secondary vocational school students.

Network moral education is not the school's own responsibility, but needs the cooperation of parents and various social forces. Only when parents, schools and communities work together to educate and supervise, can the network morality and security be well maintained. Of course, in order to play a leading role, schools should first set up courses on network moral security, and the contents of the courses should keep up with the trend of the times, so that students can understand the legal knowledge about network security, respect and protect personal privacy and intellectual property rights, and develop good digital communication habits, thus laying a good foundation for effective digital labor. At the same time, it is necessary to regularly carry out special education activities or theme class meetings on network moral safety, and integrate network moral and safety education into every aspect of daily life.

3.2 Digital means to cultivate new forms of labor

Educational informationization is the overall trend of educational reform, Digital tools and means break the limitation of time and space and provide new learning methods. For labor education, digital means subverts the traditional concept and implementation of labor education. First of all, conceptually speaking, what labor education teaches is not only productive labor, but also digital labor. The traditional concept of labor education holds that only by letting students sweat and contribute, can they experience the hardship of labor and gain the sense of reality and experience of labor. Digital labor education in the digital age aims to make students learn to work, respect and advocate labor through labor education. It is very important for secondary vocational school students to cultivate their professional identity and creative spirit. Secondly, in terms of implementation means, the places of labor education in secondary vocational schools are not limited to training rooms, and virtual reality technology provides more possibilities for real-time labor education. The content of digital labor education is not only professional skills, but also digital labor and innovative labor. Through digital means, we consciously cultivate students' individualized development and produce labor pleasure.

3.3 Implicit campus culture, enhancing humanistic connotation

The effective implementation of explicit curriculum is important, and the establishment of invisible campus culture is also indispensable. Advocating labor can be realized without oral education, so it is necessary to create an atmosphere of "workers' glory" in the whole campus, so that this concept is deeply rooted in the psychology of secondary vocational school students. In secondary vocational schools, we can publicize the deeds of artisans and spread the spirit of artisans to every corner of the school. Hold regular "labor education lectures", invite some people who have graduated from secondary vocational schools and achieved some success to share their experiences with students, and lead students to correctly view their careers and love their careers through the power of role models. A "Craftsman Cultural Innovation Competition" can be held between classes, so that students can deeply understand the "artisan spirit" and "model worker spirit" through online search, and then show them with new ideas. In this process, students not only have a new understanding of labor, but also can give full play to their creativity.

3.4 School-enterprise cooperation to develop local educational resources

Although secondary vocational schools have natural advantages in labor education, it is far from enough to only rely on the only training base in secondary vocational schools to carry out digital labor education. Especially for some digital tools, it is very difficult for some secondary vocational schools to buy enough equipment, so it is urgent to seek the cooperation of enterprises. Enterprises provide equipment and venues for colleges and universities, and secondary vocational students can do some project tasks for enterprises. High-quality school-enterprise cooperation can enable students to experience the fun and sense of accomplishment brought by their own occupation or other occupations in advance, and find a suitable way for their own development in the process of labor. Because different cities have different industries and characteristics, secondary vocational schools also have corresponding majors, which need to develop labor education resources with local characteristics, which requires schools to find and select enterprises with teaching objectives and develop educational resources suitable for students' all-round development. The mutually beneficial and win-win relationship between enterprises and colleges can not only provide enterprises with a certain amount of skilled talents, but also build a bridge between secondary vocational students and society, cultivate students' sense of professional identity, and form a sense of labor accomplishment through labor achievements.

3.5 Multi-evaluation to change the bias of labor value

At present, the evaluation of secondary vocational schools focuses on results and skills, ignoring the evaluation of learning process and labor quality. The teaching goal of digital labor education is not to let students learn a certain skill, but to let students form correct labor values and cultivate professional identity in the process of labor. Teaching objectives lead to the diversification of teaching evaluation forms in secondary vocational schools, which changes the traditional labor education thinking of emphasizing results over process and emphasizing skills over education. At present, the development of digital technology provides feasibility for multiple evaluation. Schools can change the evaluation form by means of "big data+algorithm". The data generated in the process of students' education is analyzed by big data analysis and algorithm, and the data analysis results can help teachers understand the students' status and progress in the process, give timely feedback, and help teachers adjust the teaching progress and content according to the specific situation of students.

4. Conclusion

From the perspective of secondary vocational education, this study will deeply study the practical path and mode of digital labor education. Empowering secondary vocational labor education with digital technology, combining labor with digital education, deeply integrating labor education into moral education, intellectual education, physical education and aesthetic education, breaking the boundary between "five aspects of educations", and carrying out reeducation through labor throughout education. Improve the concept alienation, value alienation and social alienation of labor

education. Promote the combination of education and practical activities in secondary vocational schools, help students develop physically and mentally, guide students to actively face labor and implement creative labor, establish correct labor values, accelerate the improvement of students' comprehensive labor quality, and make students work correctly, be willing to work, be willing to work, respect and love labor, and cultivate students' professional identity and pride. So as to improve the labor values of the whole society, make ordinary workers get social respect, create a social fashion of "glorious labor", and fully carry forward the spirit of model workers and craftsmen.

Acknowledgements

No Foundation.

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