

The Development Path of school Labor Education in the View of Core Competencies and Values

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Abstract

This paper first introduces “Core Competencies and Values for Chinese Students Development”, and makes it clear that labor education in the era of literacy should return to life and cultivate comprehensive talents. Then, combining the six core qualities with the needs of the times, this paper analyzes the labor education in the “literacy era”, discusses the basic concepts of labor education from the micro and macro perspectives, and describes its connotation and extension; Outline the development structure of labor education; The characteristics of labor education include comprehensiveness, periodicity, permeability and participation. And according to the basic structure and characteristics of labor education, it initially constructs the development path of school labor education in the “literacy era”. On the basis of perceiving life and creating value, preschool education focuses on the protection of curiosity, basic education focuses on the cultivation and development of thirst for knowledge, and higher education focuses on stimulating creative potential.

Keywords

Core Competencies and Values; Labor Education; Development Path.

1. Introduction

The development of society will inevitably lead to the transformation of the gap in the talent market, and the shift of the labor force will force the innovation of Education. However, whether it is child discipline, social education or school education, are continuously providing the talent needed by the Times for Social Development. In this new era of mass entrepreneurship and innovation, the single skilled worker can no longer meet the needs of the jobs, what the talent market craves is the all-round development compound type worker. Therefore, “the development of core literacy of Chinese students” with the core of “all-round development person” is placed in the fundamental task of comprehensively deepening the curriculum reform and carrying out [1] Since 2020, the Central Committee of the Communist Party of China and the State Council have issued < Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools in the New Era >, which has incorporated Labor education into the talent training plan and clarified the content of labor education at each stage. Under the Guidance and guidance of the core literacy, in order to better integrate the concept of labor education into the teaching work and examine the role of labor education in the development of human beings and social production, it is very important to clarify the development path of labor education at every stage, and adjust the learning strategy of labor education to response the requirements of the <Guiding Outline of Labor Education in Universities, Middle Schools and Primary Schools (trial)>.

2. Literacy and Core Competencies and Values

Literacy is the quality and self-cultivation that people need to have when they live in the society, including moral character, cognition, skill, mental outlook and so on. Led by the Beijing Normal University, researchers from five universities have spent more than three years summing up international experience and, in the light of the characteristics of the development of China’s national

conditions and based on the principles of scientificity, contemporaneity and nationality, determined what Chinese students should possess, ability to adapt to life-long development and social development needs of the necessary character and key capabilities [1]. In 2016, China's Ministry of Education published the framework for <Core Competencies and Values for Chinese Students' Development>, is the core of all-round development of people, the key of "Core Competencies and Values for Chinese Students' Development" is the all-round development of people, "core Competencies and Values" is students on the road to happiness on the essential common literacy; It is a comprehensive expression of knowledge, ability, habit, moral character, emotion, values, etc. It needs to be acquired in child discipline and school education, and perfected in one's whole life. [2]

Since the six qualities have appeared on the historical stage, it is the call of the times and the general trend of educational work that the educational goal of our country turns to the cultivation of students' core qualities and the integration of core qualities into various disciplines. The core quality makes the goal of students; all-round development more concrete, including six qualities: humanistic details, scientific spirit, learning to study, healthy life, responsibility, practice and innovation, from the cultural basis, independent development and social participation for the "literacy era" of education clearly defined the future direction of talent development. It points to socialist builders and successors who love the country and the party, are self-reliant and have international consciousness, and t-type talents with rich humanistic accumulation and feelings, artistic perception and information literacy creative talents endowed with rational thinking and critical spirit; lifelong learners who are eager to learn, courageous in exploration and diligent in reflection; and creative workers with the ability to act in complex environments.

3. Labor Education in the "Literacy Era"

3.1 The Concept of Labor Education

"Core Competencies and Values for Chinese Students' Development" has been published for a long time. With the development of various aspects of moral, intellectual, physical, art and labor, the training goals and development paths are constantly updated and improved, school education is also gradually attaching importance to the inspiration and cultivation of students' labor education [3]. "Labor created man. Labor is the essence of man and the source of the development and progress of human civilization", said Marxism [4]. As a button between human development and social value, labor education plays a vital role in both teaching and social production [5]. In the <Encyclopedia of China>, labour is defined as "the essential social practice peculiar to man, and the process by which man transforms the natural object by means of a purposeful activity and, in that activity, the man himself" [6]. Thus, labor is a factor that distinguishes human beings from animals, a way for people to improve their quality of life, and a process and method for changing themselves [7].

From the perspective of curriculum, Labor Education based on quality is a creative activity with thinking and meaning carried out by students under the guidance of teachers or with the help of their brains, bodies and tools of labor, not a labor dominated by thinking, instead, it's a combination of mental and physical effort, that requires both thinking and doing, that guides behavior through thought, and that results feed back into the brain to adjust the way and content of thought, to solve problems, or to make creative breakthroughs. Labor education is not equal to the common practical activity course. It aims at training the comprehensive and free personality of the educated through the intermediary of labor. It may not be a set of courses, but a macro concept, a need to infiltrate in other disciplines of educational thinking, into the student's learning activities and social life.

Labor education includes Labor education in the family, in the school, in the society and in the self-consciousness [8], from infancy to old age, throughout people's lives. In the process of implementing Labor Education, people begin to learn to ponder and explore, to accumulate feelings, to practice innovation, and to feel the meaning of life and the embodiment of self-worth, as an activity endowed with educational significance [9], it is the implementation of the Core Competencies and Values of students in the development of essential teaching content.

3.2 The Structure and Characteristics of Labor Education

The main body of labor education is the educators, the object is the whole educated, the method is the infiltration type teaching, the experience type study, the education content may be concrete, may also be abstract, see Fig. 1. Labor education has changed from a teacher-centered demonstration-guided teaching to a student-centered experience discussion on research-based learning. The leading role of labor education is the educators, not the teachers of a certain course, it's not just the instructor. On campus, it can be any educator who takes part in the teaching work. Off Campus, everyone can be a guide for others. As the saying goes, "where there are three men walking together, one of them must be qualified to be my teacher." It has the comprehensive development significance labor education, manifests particularly obviously. A person's whole life is devoted to labor, whether it is Labor education in the family, in the school, in the society or self-perceived Labor education, everyone can be an educated person, in different situations, everyone can be the object of labor education. In School Education, Labor education is not only a single course, but also a teaching idea and training content as one of the five educations. The thought of labor education should be permeated in every subject, inside and outside the classroom, labor education should be combined with all subjects to realize the integration of five education. Educators should permeate the content of labor education into teaching. The stage development path of labor education is not a specific behavior goal, but an invisible thinking. Therefore, labor education focuses on participation and experience, it is not compulsory for students to know certain concepts, to learn certain skills, to use certain methods, etc. Through the teaching media and digital means, students can be based on the real or virtual world for experiential learning and understanding of life, therefore, the internal drive to promote learning, only by continuous learning, can we find the boundless sea of learning, can we always establish the link between the old and the new knowledge, thus creating value. Now, labor tools can be not only physical tools, real operating tools, but also virtual tools, not actually owned things. Therefore, the content of labor education can be concrete practical operations, also can be the operation of virtual space, not to mention the process of labor needs the brain and body participation, the product of labor is not only products, but also new ideas, so abstract learning content is also an important part of labor education.

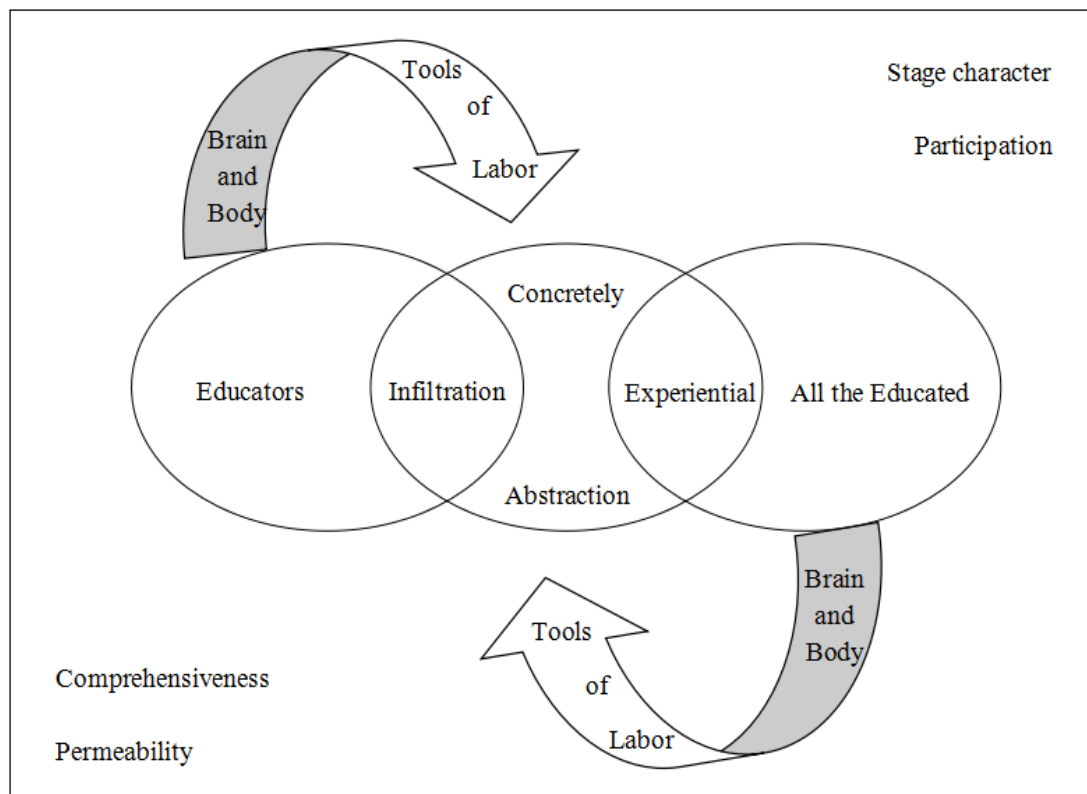


Fig. 1 The Structure of Labor Education

The Labor education in the “Literacy Era” has the characteristics of comprehensiveness, stage, penetration and participation. Because of the diversity of the content of labor education, the variety of its forms and the wide range of its subjects and objects, labor education is characterized by its comprehensiveness, related to humanities, scientific spirit, practical innovation, responsibility, healthy life and other aspects [10], this is also a response to the strategy of cultivating core-quality talents. Because different educated groups are in different age structure, the learning path and teaching content of labor education are different, but also coherent, so labor education has the characteristics of stages. The teaching strategies and learning methods of labor education are quite open and varied, so the process of labor education is permeating and participating.

4. The Development Path of Labor Education in the “Literacy Era”

4.1 Preschool Education: Protecting Curiosity

Young children usually take the initiative to observe around the novel people and things, they are naughty and restless, like to explore, broad interests, like to ask questions. Curiosity is a natural instinct, and the natural education advocated by the French educator Jean-Jacques Rousseau is to follow the natural development of children [11]. In pre-school education, the state has already promulgated <the Study and Development Guide for Children Aged 3-6>, which reaffirms that the basis of early childhood learning is based on direct experience, and the guide calls for valuing the unique value of play and life in pre-school education, try to create a rich and varied learning environment for children, and integrate labor education into the mission requirements and educational advice of each field [12].

Young children grow up with rapid physical and psychological changes. The implementation of labor education is also affected to some extent, not only in content, but also in form, which can not be fixed. In the early childhood stage, because of the existence of curiosity and the correct guidance, it can become the driving force of children’s labor creation. If conditions and circumstances can be created to satisfy children’s curiosity in the pre-school stage of labor education, they are more likely to inject their curiosity into intense mental and physical labor, thereby strengthening their creative motivation. Therefore, in the pre-school stage of labor education, its development path should be more focused on the protection of human nature, to comply with children’s independent development, to protect children’s curiosity, so that they learn to learn, healthy life.

4.2 Basic Education: Cultivate a Thirst for Knowledge

The thirst for knowledge, as its name suggests, is a strong desire to seek knowledge, which is an indispensable factor in our learning. It can motivate people to strive for an answer that is infinitely close to satisfaction. The initial thirst for knowledge has already appeared by the age of five or six, and will be further developed with the growth of age, especially the systematic study of subjects after entering school, proper environment training and correct positive guidance.

At Basic Education, pupils and middle school students are under pressure to study and take exams, although the Labour education curriculum has been explicitly made a compulsory subject, it is not an exam subject, many schools, parents and students themselves do not attach importance to the edification and study of labor education, of course, labor education is not only in the Labor education curriculum, but in all aspects of learning life. The ancients said, “It’s better to teach a man fishing than to give him fish.” The same is true of labor education. It is not to teach students skills and skills in labor, nor is it simply to cultivate Labor habits and ability, but to let students know how to work, the students understand the Labor connotation of the “Literacy Era”, understand the meaning and value of any labor from the heart, and realize the spirit of labor to carry out thoughtful labor, to study, open labor, rather than blindly know learning, mechanical labor.

Labor requires the combination of the brain, the body and the tools of labor. Labor education itself is a matter of constant exploration, and the process of labor creation is to constantly discover problems, divergent thinking, solve problems to the emergence of the next problem, and so on and so on, in this process will produce many new products and ideas, thus promoting the progress of the social wheel,

if there is no thirst for knowledge, there is no desire to use hands and brains, then any mechanical Labor is passive and meaningless, so in labor education, especially in the basic education stage of students, they have a strong desire to explore all unknown things, to cultivate a thirst for knowledge, to people all-round, free development, especially the scientific spirit and humanities are of great significance of the Times.

4.3 Higher Education: Stimulating Creative Potential

With the advent of the Information Age and the knowledge economy, labor patterns have undergone tremendous changes, social needs for regular labor and Manual Labor have become smaller and smaller, whereas for the knowledge worker, especially have the openness, the complexity, the flexibility mental work demand quantity to increase greatly. Some researchers point out that focusing on technology, emphasizing practice and pursuing innovation are the practical orientation of labor education in the new era [13]. The unenterprising employees will be eliminated by the enterprises. The purpose of education is to conform to the changing trend of the times and to consider the needs of the society for future talents, the labor market gap is no longer a simple operation of skilled workers, but can solve the irregular problems of composite work.

The development of society can not be separated from creation, especially the arrival of the “Literacy Era”, which has made it more clear that education is characterized by growth rather than production, and there are now many intelligent machines that can replace the simple and repetitive work of human beings, it has greatly increased the efficiency of production and service, and brought stable benefits to the society. Most of the human labor in the future is creative labor, not productive labor. Creation runs through the whole process of labor education and is the most fundamental starting point and destination of labor education. Human beings are individuals with creative potential, but creation requires conditions and accumulation, workers need to have a certain scientific and cultural knowledge of the foundation and a certain degree of social participation, therefore, the practice of innovation has become the focus of the development of labor education in colleges and universities.

5. Conclusion

Labor education promotes the all-round and free development of human beings, makes people realize life and create value, and in the course of the road to future development of human beings, it is very important to protect the children’s nature -curious, to cultivate the students’ thirst for knowledge, and to stimulate the creative potential of human beings. It can not only be a reference for the development path of labor education in the “quality era” ,but also an important mission for people, as the subject and object of Labor Education, to promote the development of society. It is also the value for people to break through the restriction and liberate themselves. Adhering to Labor education, maintaining the socialist mode of production of labor itself, allowing the thought of Labor to permeate all disciplines, allowing the form of Labor to be embodied in life, taking labor as an intermediary, acquiring labor skills, establishing concepts and sublimating values, to make up for the lack of liberal education in the classroom, to maximize the core literacy advantage.

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