

The Principle of Construction of Game-oriented Labor Education Model in Secondary Vocational Schools

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Abstract

Education is the foundation of a country, in the new era to achieve the dream of China's great rejuvenation, it is necessary to cultivate generations of innovative professional and skilled personnel and high-quality laborers who meet the requirements of the times, so it is necessary to adhere to the education policy of combining education and labor, and secondary vocational colleges and universities as a base for cultivating professional and skilled talents, to achieve the goal of personnel training, the implementation of labor education is of great importance. However, the current implementation status of labor education in secondary vocational colleges and universities is not optimistic. In order to construct a gamified labor education model suitable for secondary vocational colleges, this paper proposes five principles that should be followed in the design of labor education practice activities in colleges and universities.

Keywords

Secondary Vocational Education; Secondary Vocational Students; Labor Education; Game-based Labor Education; Principle.

1. Introduction

Secondary vocational education is an indispensable part of China's educational mechanism. Modern countries need a diversified talent structure, which not only requires innovative talents and research talents to do a good top-level design, so that our country can develop faster and stronger, more need technical talents to achieve the effective transformation of research results, do a good job of national infrastructure. Secondary vocational schools are the base of professional skills and technical personnel training in China, but also the cradle of China's great nation-bred artisans. It is an inevitable choice to carry out labor education in secondary vocational schools to cultivate craftsman spirit, and it is also the only way to cultivate skilled talents.

2. Process and Methods

2.1. The Point of Convergence between Labor and Play

Labor is the premise of the game, labor provides the material conditions for the game. Game comes from Labor, labor is the source of the game. The game abandons the material purpose of labor, and absorbs the pleasure of labor itself into the purpose. Play is the path of children's growth. Game is the unity of autonomy, pleasantness, fiction and reality. Specificity and positive constraints are described as characteristics of the game. From this point of view, we can think of play as a kind of activity which is controlled by the children themselves, has pleasant experience, has concrete content, has rules and conventions, and helps the students to grow up happily. Among them, self-regulation is the remarkable characteristic of the game. Through the

game so that students have access to the development of intelligence, access to the desire for knowledge, access to a pleasant experience. Games are a useful way for students to lead the way to work. Through the game, students will work, deepen the understanding of the objective world, improve the understanding of self. The perfect combination of play and labor is the proper meaning to promote the spiritual growth of children.

Both work and play are subject to certain rules. In labor, we should abide by the rules of labor, so as to experience the enlightenment value of labor itself. Similarly, in play, children must follow the rules of the game. The rules of the game reflect the social interaction between children and the activities of human social relations. The rules of the game are not a product of nature, but of human survival wisdom.

Both work and play require certain outcomes. Otherwise, will not be able to stimulate the enthusiasm of students, the two activities will not be able to carry out well. "to make people feel powerful, they have to have observable results," Dewey says. When pretense is universally acknowledged as pretense, mere fancies do not inspire fervent action. If we observe the facial expressions of children who are really really playing, we will notice that their attitude is serious and attentive; it can not be maintained when things no longer provide the right stimulus, the achievement gained in the game will motivate the students and make the children participate in the game full of spirit.

2.2. Definition of the Concept of Play-based Labor Education

Game-based labor education refers to the integration of educational games or game elements into labor education, which conforms to the teaching contents, teaching objectives and learners' characteristics of labor education courses, the game is regarded as the beginning and carrier of labor education, and the game rules can stimulate the interest of labor education. Play is the nature of children, and play is essentially a form of labor. Labor education in the new era has the characteristics of the times, diversity, innovation and wisdom. Labor education is no longer confined to the classroom, but to promote "move" both hands to use the brain, the use of game-based elements to build an educational model more suitable for students' all-round development. When choosing game elements and educational games, educators should scientifically choose game elements and educational games that are suitable for teaching development, and objectively and dialectically view the game-based teaching strategy, we should try our best to seek the most appropriate game elements and educational games to design the teaching process and give full play to the positive significance of games in the teaching process.

The greatest pleasure of labor comes from the results of labor. When students realize that they can act on nature and transform the world with their own power, the greatest pleasure of the game also comes from the victory of the final result. Therefore labor education and the game coincide, this also broke the game and the Labor opposition relations. The scientific integration of game elements into labor education can enable students to explore, reflect and sum up their experiences independently in a pleasant environment, thus combining education with fun and more intelligently absorbing labor skills, learn labor experience, develop good labor habits, will internal and external unity, truly achieve the unity of knowledge and practice.

3. The Feasibility and Necessity of Game-oriented Labor Education in Secondary Vocational Schools

3.1. Actualities of Labor Education in Secondary Vocational Schools

3.1.1. Students Lack a Deep Understanding of Labor Education

From the current survey results of the implementation of labor education in Secondary vocational schools, the status quo is still not optimistic. Although in recent years various

secondary vocational schools have promoted the educational status of labor education, actively constructed the labor education curriculum system, and innovated the implementation path of labor education, however, there are some problems in the process of implementing labor education. First of all, although the school pays more and more attention to the labor education, in the questionnaire investigation to the students, we found that the students' understanding of "Labor" is only on the surface, that labor is only a physical activity, as long as cleaning, dealing with personal internal affairs, in the training courses to master professional skills, the achievement of the goal of labor is to reach the educational goals. Some students still believe that "Labor" has no great value to their future physical and mental development, so they lack the consciousness of conscious labor. Even during the course of the interviews, it was learned that the school punished the students who made mistakes by using such methods as cleaning the classroom for one week, which led to students' aversion to such methods of work, they even think of labor as a punishment.

There is a simple labor education and conduct assessment confused, when students disturb the classroom order will be deducted points, ignoring the significance of labor education, deviated from the objectives of labor education. For various reasons, the students do not have a clear understanding of labor education and do not understand the Marxist labor view. Although they have mastered professional labor skills, they lack the consciousness of independent labor and do not possess the labor spirit and labor quality, lack of understanding of their own career, career planning for the future is not clear.

3.1.2. The School's Labor Education Curriculum System is not Complete

Students lack of a deep understanding of labor education, in the final analysis, the school has not established a complete labor education system. First, schools confuse the difference between labour education and vocational education by simply equating it with a practical curriculum, with unclear subjects, unclear status, and a lack of independent subjects. The survey shows that nearly half of the students do not know or believe that the school does not offer labor education-related courses, most of which are professional training courses and comprehensive practical courses. The aim of labor education in Secondary vocational schools is to train high-quality workers, not only professional talents, but also the inner working spirit. In order to realize the great revival of the Chinese Dream, labor education must be guided by the value orientation of students, and when training professional skilled talents, it should pay more attention to the development of students' body and mind, and through the training of professional skills, cultivate the spirit of students to bear hardships and stand hard work quality, hone the students will to work, experience the value of labor, the formation of noble labor moral quality. There are also some courses related to labor education which are integrated with other disciplines, lack of discipline independence, and weaken the position of labor education, which is an important part of China's education system, there should be a separate curriculum.

Secondly, the school will work as a form of corporal punishment, deviated from the track of labor education. "Our instructors are very strict," one student said in an interview. "If the dormitory sanitation is not up to standard, they will punish us for cleaning the toilets, jumping around the playground and even not being able to go home without a note." This kind of corporal punishment dissimilates labor education, the teacher has the deviation to the labor education significance. This kind of disguised form of "labor education" is the result of not fully understanding the value of labor education to individual physical and mental development, and schools have not reached a consensus on labor thought and labor spirit, the concrete embodiment is the implementation effect of labor education is not good, the student lacks the labor thought.

3.2. The Feasibility and Necessity of Game-oriented Labor Education in Secondary Vocational Schools

A Night's sleep is a day's work. A lifetime of hard work can lead to a long and happy sleep. The essence of man is labor. Through labor, happiness and wealth can be created. The best things in the world are obtained through labor. The significance of labor lies not only in material pursuit, but also in spiritual pursuit, it is the ultimate meaning of labor and the aim of labor education to exercise mind and realize self-value. However, due to the erosion of capitalism, society gradually formed unwilling to work unwilling to sweat the bad social ethos. The neglect of labor education by "home-school-society" has also led to the wrong idea that labor is inferior, that labor is hard, and that the value of labor to individual physical and mental development has been neglected. The school's dissimulation of labor education and the deviation of the meaningful understanding of labor education result in the students' inadequate understanding of labor and the insufficient development of the students' labor thought and labor spirit. In order to train high-quality workers in the new era, we should put labor education on the right track, make clear the aim of labor education, recognize the significance of labor education, and implement scientific labor education model. To improve the current implementation of labor education. Therefore, it is necessary to establish a systematic and scientific model of labor education.

Entertainment is human nature, and play is a form of labor. The modern education view holds that the game has positive meaning, it can arouse people's interest, explore nature in the course of the game, and self-construction is more beneficial to the development of students' body and mind. In order to change the students' aversion to labor, we should start with the points that students are interested in, find the meeting point between the game and labor, and integrate the game elements into the labor education model, inspire students to construct the spectrum of labor knowledge independently in the process of labor, and form the noble spirit of labor.

4. The Principle of Construction of Game-oriented Labor Education Model in Secondary Vocational Schools

4.1. Scientific Principles

Everything has its objective law of development, according to the objective law design is scientific. Teaching design should accord with the laws of teaching and learning, but also with the objective laws of student development. There are laws of teaching and learning, laws of learning and learning, and we should use objective laws to design teaching models. We must not go out of our minds without rules and regulations. If the design of teaching models is not scientific, the teacher not only does not have the efficiency to carry out but also can feel the exhaustion, the student is also cannot learn the thing, thus feels that the study is dull, produces the study to be weary with and the study useless negative sentiment. At the same time, the design of teaching mode should conform to the objective law of Students' development. Students are independent developing individuals, and their development has its objective law, in the teaching design, we should consider the law of students' physical and mental development at the age stage, and use these laws reasonably and legally, and grasp these laws to design a teaching model that is more beneficial to students' development. The curriculum of labor education in Secondary vocational schools aims to help students establish the Marxist labor concept, cultivate lofty personal morality, and help students to exercise their labor skills, and accumulate labor experience, cultivate the habit of working. Only by designing scientific teaching model according to the teaching objective of labor education can we scientifically cultivate students' labor quality.

4.2. Systemic Principles

The whole teaching mode is a complete system, a bowl of complete teaching mode, at least including teaching objectives, operating procedures, conditions and teaching evaluation. The teaching goal is the core content, the clear goal establishment is the first step which the high-quality teaching pattern starts, a set of complete and orderly operation procedure is the teaching pattern most main body content; At the same time, a practical teaching model must consider the conditions for the realization of teaching activities, so that a universal teaching model can be widely spread, high-quality evaluation is not only more conducive to the overall development of students' personality can also provide accurate feedback, more conducive to the change of teaching model. Each of these links are linked, mutual influence and restriction, forming a closed loop, in the design of teaching mode to consider the whole mode of systematic and relevance, to ensure the scientific teaching mode.

Third, it is educational. Because this article aims at the teaching object is the secondary vocational school student, must consider the educability when the design teaching pattern. The education here mainly stresses the moral education, the moral education is in the vital position in the secondary vocational education. Good moral character is one of the educational aims of labor education. When designing teaching links, it should be highly consistent with the highest aim of moral education. In the process of implementing the model, we should pay attention not only to the acquisition of labor skills but also to the cultivation of labor spirit, and permeate moral education into all links of the model. The first step is to establish the individual's moral cognition, the comprehensive and profound moral cognition is the forerunner of the moral behavior, and then to embody the moral behavior step by step in the labor practice, to further strengthen the moral cognition and the moral behavior, to enable students to truly achieve the unity of knowledge and practice. The effective integration of moral education and labor education has also broken the problem of education emptiness in the past moral education, labor education makes moral education more real and students have a sense of participation. The educational principle in the model is more beneficial to the future development of Secondary vocational school students.

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4.4. Professional Principles

The labor education in the secondary vocational school is more professional, and it is also a mode of labor education that should combine its own specialty with production practice. In designing the labor education mode of the secondary vocational school, we should integrate

with the characteristics of the secondary vocational school itself. Secondary vocational education itself is already the best stage for the development of labor education. Due to the characteristics of secondary vocational education, students' regular professional practice period provides favorable conditions for the development of labor education. Compared with general education, vocational education in all aspects of educational life, because in the design of teaching mode must consider vocational students. So that secondary vocational students can really recognize the value of their own professional, enhance self-identity, so that students love their own professional, professional value for their sense of pride. To enable students to learn vocational planning in labour education, to be able to complete their work when they enter society, to shine in their posts, and to build an effective bridge between school and society, to achieve a carefree transition of roles.

4.5. Interesting Principles

Because of the educational characteristics of secondary vocational school students, game-based teaching is more conducive to the development of students' personality in all aspects. Secondary vocational school students have a strong interest in recreational activities, to stimulate students' learning motivation is the first step in the successful implementation of teaching. Setting up interesting educational games in line with students' learning characteristics has increased students' willingness to participate on their own, and game-based teaching has also satisfied students' psychology of winning, some healthy competition helps students to achieve their teaching goals more effectively, and at the same time, it also trains students' ability of coordination and communication.

5. Conclusion

Based on these five teaching design principles, following the law of labor education and conforming to the learning characteristics of Secondary vocational school students is the most basic requirement for designing a reasonable and effective game-based labor education model. On this basis, we can design the game scene, game rules, incentive mechanism, learning mechanism and evaluation mechanism to achieve the goal of labor education.

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