

Exploring the Four Dimensions of the Construction of Labor Education Curriculum System in Universities in the New Era

Jie Li

School of Education Science, Harbin Normal University, Harbin, Heilongjiang ,China

E-mail:

1902349434@qq.com

Abstract. Under the general situation of college education reform in the new era, labor education is an important entry point for comprehensive reform and implementation of quality education in colleges and universities. Labor education curriculum is an important part of the implementation process of labor education. Starting from the connotation of labor education in colleges and universities in the new era, the construction of labor education curriculum system in colleges and universities based on the four dimensions of curriculum objective, curriculum content, curriculum implementation and curriculum evaluation is of great practical significance to promote the development of labor education and cultivate talents in the new era.

Keywords. New era; College labor education; Curriculum system; Construction exploration

© 2022 by The Authors. Published by Four Dimensions Publishing Group INC.
This work is open access and distributed under Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

1. Introduction

In September 2018, at the National Education Conference, General Secretary Xi Jinping distinctly proposed to "cultivate socialist builders and successors who develop morally, intellectually, physically, socially and aesthetically", incorporating labor education into the education policy. In March 2020, the CPC Central Committee and the State Council issued the Opinions on Comprehensively Strengthening Labor Education in Schools and Universities in the New Era, emphasizing that "labor education is an important element of the socialist education system with Chinese characteristics. [1] In July 2020, the Ministry of Education issued the "Guideline for Labor Education in Universities, Schools and Colleges (for Trial Implementation)" and emphasized that "labor education is an important part of the overall development education system and is a mandatory educational activity in universities, schools and colleges." [2] In February 2022, the Ministry of Education included labor education into the Catalogue of Undergraduate Majors in General Higher Education Institutions. The above can show the importance of labor education. At present, labor education is not included in the education and teaching practice in some universities, and it is gradually marginalized, and the labor education curriculum is incoherent and lack of integration, and even cured into a didactic classroom learning form of "teachers talking about labor" and "students listening to labor". Therefore, it is important to build a labor education curriculum system that is coherent and unintegrated. Therefore, the construction of labor education curriculum system has become an important task to carry out labor

education.

2. Connotation of Labor Education in Colleges and Universities in the New Era

Labor education is an important guarantee for cultivating socialist builders and successors, and an important initiative for colleges and universities to realize the fundamental task of cultivating people with moral character. In the process of cultivating the new generation with great historical mission, labor education is an essential link, which directly affects the spiritual outlook, value orientation and technical level of our socialist successors, and its connotation is constantly enriched, developed and improved with the changes of the times. [3]

Labor education in the new era is an important part of socialist education, an indispensable part of China's education system, and an important part of the education and teaching work of colleges and universities. In response to the current phenomenon that some young people do not cherish the fruits of labor, do not want to work and do not know how to work, and labor education is being weakened and softened, labor education in the new era fully reflects its socialist school direction, adheres to the concept of comprehensive education, integrates theoretical knowledge of college students into practical life, and promotes the development of students' sound personality. Secondly, labor education in the new era emphasizes the combination of education and labor. Under the influence of traditional education, colleges and universities often pay attention to knowledge education but neglect labor education, and the separation of the two leads to the imbalance of physical and mental development of some college students. Therefore, except for learning their professional knowledge, college students should actively participate in labor practice to realize the unity of knowledge and action, so that students can develop both physically and mentally. Finally, labor education in colleges and universities in the new era should coordinate traditional labor and new education, and pay attention to the cultivation of labor literacy of college students. With the development of the times, the structure of labor is more diversified, and its informational, modernized and intelligent labor content is constantly updated. Students should not only master basic labor knowledge and skills, but also strengthen their own labor survival skills and learn new service labor knowledge, so as to break through the limitations of traditional labor education and cultivate students' labor values, labor spirit, labor thinking and other deeper literacy cultivation. Promote students' all-round development.

3. Construction of Four-Dimensional Curriculum System of Labor Education in Colleges and Universities in the New Era

The labor education curriculum system is an important support to realize the goal of labor education, an important carrier to implement labor education, and an essence reflecting the spirit of the times. The construction of labor education system is conducive to the implementation of labor education from the perspective of system as a whole, and it is also an important initiative to solve the current practical experience words of labor education in colleges and universities. In the following, the labor education curriculum system will be constructed from the four dimensions of labor education curriculum: objectives, contents, implementation and evaluation.

3.1. Curriculum objective dimension: the core of labor education curriculum

Curriculum objectives are the core part of the whole curriculum system and the fundamental basis for the implementation of the whole curriculum. As an important part of the labor education curriculum system, the construction of the curriculum objective system is the top priority.

3.1.1. Establishment of curriculum objectives. As a specific way of labor education implementation, accurate positioning of course objectives is the primary task of labor education curricularization in colleges and universities, and it is also an important premise to ensure the realization of labor education nurturing goals and sublimation of course values. Therefore, when formulating labor education course objectives, colleges and universities should organically combine the overall objectives of labor education with the needs of economic and social development, professional

characteristics and the law of students' growth and success, so as to ensure the feasibility of course content and implementation and realize the education of people through labor. Firstly, the objectives of labor education courses in colleges and universities should focus on the cultivation of students' labor emotions, cultivate students' correct cognitive outlook and value orientation, and students should transform them into labor achievements, form excellent labor quality, experience the value of labor and establish labor concepts through the learning of labor courses. Secondly, the teaching goal of labor education courses in colleges and universities is to cultivate the labor cognition of college students. Through the learning of labor education courses, students master the basic skills of labor and cultivate their correct labor concept. Around innovation and entrepreneurship, it emphasizes the application of new knowledge, new technology and new methods, and creative problem solving, [4] so as to enhance students' ability to carry out exploratory, creative and other new types of labor and employment and entrepreneurship, which is not only the need to adapt to the development of science and technology and industrial changes, but also the value demand of colleges and universities to improve students' practical ability and promote their growth and development.

3.1.2. Construction of course objectives. The construction of labor education curriculum objectives should be based on the existing foundation of labor education in schools, follow the principles of comprehensiveness, practicality and hierarchy, adhere to the construction concepts of holism, practice orientation and independent innovation, and make scientific decomposition of labor education curriculum objectives and cover all areas of labor education curriculum objectives according to the sources of selection, establishment basis and construction principles of labor education curriculum objectives. The objectives of labor education curriculum are scientifically decomposed and cover all areas of labor education curriculum objectives, forming an orderly system of internal and external labor education objectives, so that the labor education curriculum includes objectives of all areas, reflecting the holistic characteristics of labor education curriculum objectives, and highlighting the comprehensiveness and hierarchy of labor education curriculum objectives. On the basis of meeting the above requirements, a reasonable labor education curriculum goal system is constructed, as shown in Figure 1.

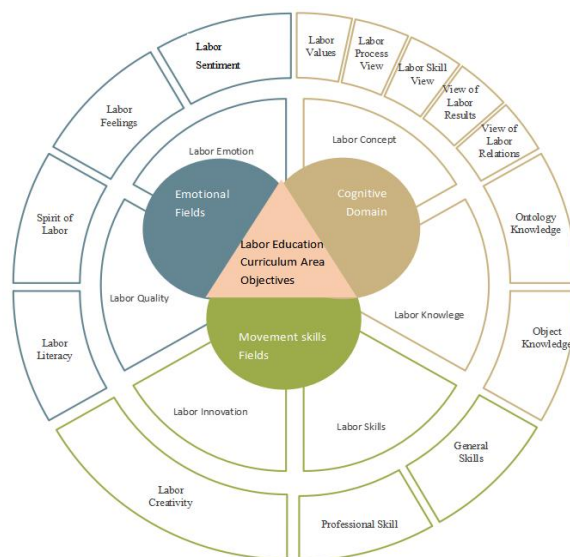


Figure 1. Mapping of labor education curriculum goal areas.

3.1.3. Construct a curriculum objective system. As shown in Fig. 1, the labor education curriculum goal system consists of internal phase and external segment goals of labor education curriculum,

reflecting the hierarchy and articulation between different segments. When the labor education is carried out for students in colleges and universities, the labor education curriculum objectives can be divided into different stages so that there is a gradual process, but the different stages are related to each other and progressive. The biggest problem of the current labor education curriculum objectives in colleges and universities is that the objective levels are vague, which often causes problems such as repetition and non-connection of learning contents. And a perfect curriculum goal system is beneficial to solve these problems to a certain extent.

3.2. Curriculum content dimension: the basis of the labor education curriculum

Curriculum content is a system of social knowledge constructed on the basis of the theorization of direct and indirect experience of human activity according to the requirements of curriculum objectives. [5] The choice of labor education content directly affects the development of students' labor quality, and the education business of colleges and universities is to cultivate a large number of professional and high-quality talents for the development of society and the country as the mission and purpose of schooling. The content of labor education courses in the new era should take into account the overall development of students and show the realism to meet the development needs of students and local communities. Therefore, colleges and universities should be guided by the curriculum objectives when formulating and implementing the curriculum content, so as to make the selection of teaching content beneficial to the cognitive, ability and emotional development of students.

3.2.1. Types of labor education courses. The types of labor education in colleges and universities should cover a wide range of subjects. In addition to the establishment of specialized labor education courses, other majors should also take up the important task of labor education, so as to promote the full implementation of the main body of labor education and build the nature of labor education for all. Specifically, "labor education should be deeply integrated with professional courses and elective courses, and professional labor knowledge and skills, labor discipline, labor law and professional ethics should be properly integrated in professional courses and elective courses, so as to guide college students to work consciously and diligently, and learn to work honestly, scientifically and creatively". [6] At the same time, we should pay attention to the labor education elements of professional courses, combine the characteristics of discipline courses to release the potential of labor education, give full play to the guiding role of model courses, and promote the "labor integration" teaching system in schools by point to point.

3.2.2. Labor practice curriculum. Colleges and universities should strengthen the cultivation of Marxian labor concept among college students, emphasize the innovative and entrepreneurial spirit of college students as the core, carry out productive and service labor in conjunction with disciplines and specialties, accumulate professional experience, and cultivate students with good labor creativity and honest labor concept. When setting labor practice courses, we should combine the discipline characteristics, not only organize colorful on-campus labor, but also focus on developing off-campus social labor practice education resources and opening up off-campus labor practice education bases. Inside school, colleges and universities closely combine daily education and teaching with students' campus activities, so that students can develop good daily life labor habits, consciously do well in dormitory hygiene and cleaning, independently deal with personal life affairs, actively participate in work-study activities, and improve their labor self-reliance and self-improvement ability; [7] through organizing labor skills and knowledge competition activities, college students are guided to actively master labor knowledge and guide them to apply their The program is designed and planned scientifically by combining the learning and growth needs of students, such as combining the "Three Supporters", the Western Student Volunteer Program and the "Youth Red Dream Journey". "The program is designed to strengthen students' awareness of public service and the spirit of dedication in the face of major epidemics and disasters. [8]

3.2.3. Combination of labor practice and labor theory. Labor practice courses focus on the development of students' labor skills, and as a useful supplement to labor theory classes will help improve the effectiveness of labor education. However, labor practice courses "must not only have labor, but also the results of labor must have educational significance and play an educational role". Therefore, colleges and universities must organically combine labor practice courses with theoretical courses, and make overall planning, full proof and scientific design for course objectives, course resources, course implementation, course evaluation and other aspects. In addition, the teaching contents of labor practice courses should be enriched by combining the characteristics of different disciplines such as science, engineering, agriculture, medicine, literature and law, so that students can experience labor practices related to their own disciplines and realize the organic combination of knowledge acquisition, value shaping and skill development.

3.3. Curriculum implementation dimension: the key to the labor education curriculum

Curriculum implementation is an important factor in the labor education curriculum system, a key link from the rational curriculum to the real curriculum, and the core way to achieve the goals of the labor education curriculum, which is a dynamic process throughout the whole process from program implementation to education and teaching. At the same time, the implementation of the curriculum has an important impact on the effectiveness of the whole classroom teaching, and it is the key to verify the effectiveness of classroom teaching. Therefore, the effectiveness of the implementation of the labor education curriculum should be implemented in all aspects of classroom teaching and learning implementation.

3.3.1. The main body of curriculum implementation. The process of implementing labor education curriculum should give full play to the enthusiasm of its implementation subjects. Only when principals and teachers are fully aware of their curriculum roles, responsibilities and missions can they carry out in-depth labor education curriculum research. For teachers, strengthening teachers' curriculum awareness, such as teachers' awareness of designing curriculum and setting curriculum goals, is conducive to clarifying themselves as subjects of curriculum, and promoting teachers' transformation from a "faithful" orientation of curriculum implementation to a "mutual adjustment" or "creation" orientation. "The teacher's awareness of curriculum design and curriculum goals can help teachers clarify that they are the subjects of the curriculum. Curriculum competence is a prerequisite for teachers' curriculum research and practice. To enhance teachers' curriculum awareness and competence, schools can strengthen theoretical literacy of school educators by enriching training forms, such as organizing school-based training, inviting curriculum experts to give special lectures, cooperating with institutions, and organizing online training. Teachers can also improve their theoretical and practical skills through self-learning, cooperative learning and reflective learning. Second, the incentive system for research, development, and implementation of labor education curriculum should be improved. From the regional perspective, schools can be encouraged to carry out labor education and make special innovations by developing an evaluation and incentive system related to labor education. From the school, teachers can be encouraged to carry out research and practice innovation by improving the evaluation incentive policy within the school.

3.3.2. Curriculum implementation pathway. Curriculum implementation is the key to the curriculum system, and improving the pathway of labor education curriculum implementation is of great significance to solve the current problems of labor education curriculum expectation. First of all, we should improve the way of curriculum implementation. The current labor education curriculum is mainly presented in the form of classroom teaching, which has certain drawbacks in terms of teaching purposes, teaching methods, teaching time and teaching space. For example, in terms of teaching purpose, teachers tend to understand it simply as the mastery of a certain skill, but the essence of labor education contains multiple realms from concept and habit to quality and spirit. In terms of teaching methods, teachers cannot meet the essential requirements of labor education by merely teaching and

demonstrating. Therefore, teachers should adhere to the "student-oriented" teaching concept when teaching labor education, and let students participate and practice more. In terms of teaching space, teachers should break through the traditional teaching space and include the campus and society in the selection, so as to provide students with opportunities to dialogue with real life. Second, expand the ways of labor education curriculum implementation. The form of labor education curriculum should be rich, which can be realized not only through classroom teaching but also through other forms such as out-of-school practice and activity courses. Schools should fully explore family, campus and social labor education resources to provide rich ways for the labor education curriculum.

3.3.3. Curriculum implementation environment. In the process of curriculum implementation, colleges and universities should have a good guarantee for their environmental sites and actively promote the diversification of educational resources. Traditional labor education is the foundation and important part of labor education in the new era. To meet the needs of students to experience the complete process of production and labor, the construction of physical and cultural environment should be strengthened. In terms of material environment, one is to increase the investment in labor education and raise funds to improve labor education related facilities and equipment, such as building labor education bases; the other is to explore the resources of school labor education sites and fully utilize school venues, classrooms, laboratories and other places to provide practice fields for labor education, such as building school-enterprise cooperation and industry-education integration platforms. In terms of cultural environment, one is to strengthen the system construction of labor education curriculum implementation in schools, improve the regulations, and provide a good institutional environment for labor education; two is to strengthen the theoretical and practical transformation research of labor education curriculum in schools, set up a labor education curriculum research team or incorporate labor education curriculum research into the existing research themes in schools, and provide a good academic environment for labor education; three is to strengthen We insist on combining the introduction and internal transformation of labor education teachers, and fully absorb parents and social workers to teach labor education, so as to form a labor education teacher team that combines both professional and professional. At the same time, the teachers are regularly trained to improve their teaching level and ability. Fourthly, we will strengthen the construction of labor education culture, extract and explore the elements related to labor education from the construction of school culture such as school running and nurturing philosophy, and promote labor culture through multiple ways and channels to provide a good cultural environment for labor education.

3.4. Curriculum evaluation dimension: supervision and guarantee of labor education curriculum

The labor education curriculum evaluation system is an important part of the school labor education curriculum system, and it is a systematic process for the evaluation subject to use certain evaluation methods to make a comprehensive evaluation of the school labor education curriculum program, the actual offering of labor education courses, educational labor education teaching and students' labor literacy, etc. aiming to realize the function of labor education curriculum evaluation. As shown in Figure 2:

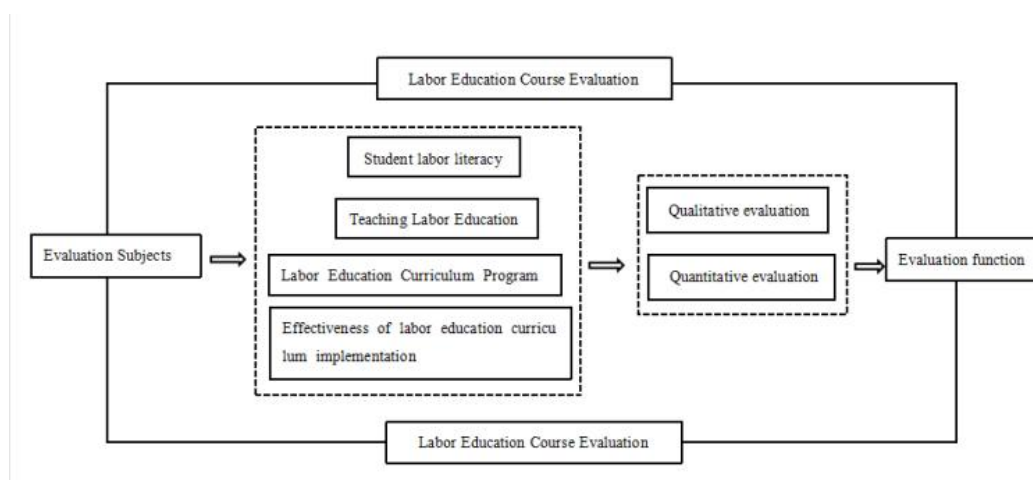


Figure 2. Labor education curriculum evaluation system.

3.4.1. Course evaluation function. Course evaluation aims to make timely, objective and accurate evaluation of the current situation and effect of "teaching" and "learning" of labor education courses in colleges and universities. The evaluation system is the "navigator" of the course construction, which can benchmark the course system and help to correct the deviation of the course construction in time; the evaluation system is the "barometer" of the course construction, which can monitor the data of the course construction in real time and help the teachers and students to grasp the course construction in time; the evaluation system is the "barometer" of the course construction. The evaluation system is the "barometer" of course construction, which can monitor the data of course construction in real time and help teachers and students to grasp the status quo of course construction.

3.4.2. Value orientation of curriculum evaluation. The evaluation of labor education courses with different value orientations reflects different values, and what orientation is the first issue to be considered in the evaluation of labor education courses. At present, there are three different value orientations: goal orientation, process orientation and individual orientation. The most crucial thing in the evaluation of labor education courses of goal orientation is to determine its clear behavioral goals, and to take whether the pre-defined goals before teaching activities are achieved as the basis of evaluation results, but ignore the process factor and the reasonableness of the goals themselves. The process-oriented labor education curriculum evaluation is a supplement to the goal-oriented one, which incorporates curriculum development, implementation and education teaching into the evaluation scope and meets the current demand for process-oriented labor education curriculum evaluation. The subject-oriented labor education curriculum evaluation emphasizes the process of joint psychological construction by teachers and students, recognizes the plurality of values, and the evaluated person is both the object and the subject of evaluation, [9] and its evaluation is conducted in a natural state in line with the demand for plurality of evaluation subjects in labor education curriculum evaluation.

3.4.3. connotation of curriculum evaluation system. To improve the evaluation system of labor education courses in colleges and universities, we should start from the following four points. Firstly, the evaluation content, that is, the labor education objectives and content requirements should be used as the basis for rationalizing the evaluation of the labor education curriculum program, the effectiveness of labor education curriculum implementation and students' labor literacy. Second is the evaluation method, a correct and reasonable evaluation method is an important guarantee of scientific curriculum evaluation results, according to the evaluation method attributes will labor education curriculum evaluation method will be divided into quantitative evaluation and qualitative evaluation,

combined with the characteristics of labor education curriculum, the evaluation method is mainly qualitative, quantitative as a supplement. [10] The third is the evaluation index, that is, it should be constructed around the indicators of students' labor concept, labor ability, labor spirit, labor habits and qualities to measure the value generation of the labor education curriculum in life, life and society. Fourth, evaluation subjects, i.e., all subjects that are closely related to the labor education curriculum should be included in the evaluation subjects, school administrators, labor education curriculum researchers curriculum experts, subject teachers, students, parents, i.e., some members of the society, etc. can be subjects of labor education curriculum evaluation as the components of the labor education curriculum system, and labor education curriculum evaluation should always be maintained and The evaluation of the labor education curriculum should always be maintained and closely related to all elements of the labor education curriculum.

4. Conclusion

The development of the new era urgently calls for education to face the demand of cultivating talents in new industries and trades. Labor education not only reflects the commitment of education to promote students' all-round development, but also reflects the responsibility of labor education to realize the national educational ideal and advance social progress. Curriculum is an important carrier for labor education to be implemented and made effective, and educational practice is a vivid interpretation of curriculum teaching. The construction of a perfect labor education curriculum system is beneficial to the effective development of labor education on the one hand, and on the other hand, it can make up for the "deficiency" of labor education in colleges and universities, raise the awareness of teachers and students about the importance of labor education, and make labor education an effective way to cultivate new generations in colleges and universities.

Conflicts of Interest

All co-authors certify that the submission is original work and is not under review at any other publication. There is no conflicts of interest.

References

- [1] *Opinions of the State Council of the Central Committee of the Communist Party of China on comprehensively strengthening labor education in schools and colleges in the new era*. Beijing: People's Publishing House, 2020:1-4.
- [2] [7] [8] *Notice of the Ministry of Education on the Issuance of the Guidance Outline of Labor Education in Schools and Universities (for Trial Implementation)*. (2020-07-15) [2022-05-28]. www.gov.cn/zhengce/zhengceku/2020-07/15/content_5526949.htm
- [3] Yu Guifeng. *The value implication of comprehensively strengthening labor education in the new era*. Contemporary Education Theory and Practice, 2020, 12(04):82-86. DOI:10.13582/j.cnki.1674-5884.2020.04.015.
- [4] Zhao Jianjie, Liu Xiangbing. *On the curriculum construction of labor education in colleges and universities in the new era*. Beijing Education(Higher Education), 2020(02):14-17.
- [5] Xie Guangshan. *The curriculum and teaching design basis of "lecture" in higher education*. Journal of Sanmenxia Vocational and Technical College, 2011, 10(01):1-8.
- [6] Pan Yuju, Chen Wenyan. *The realization path of labor education reform for college students in the new era*. Guangming Daily, 2019-06-06(5).
- [9] Xiao Fengxiang, Ma Liangjun. *The three orientations of curriculum evaluation and the inspiration to the evaluation of higher vocational courses in China*. Jiangsu Higher Education, 2013(02):130-132. DOI:10.13236/j.cnki.jshe.2013.02.052.
- [10] Jiang Xiongchao. *"Three majors and two minors": a new model for the construction of labor education curriculum system*. Basic Education Curriculum, 2020(05):18-22.