

Exploration of the Teaching Model of Three Directions Integration of Party Building, Labor Education, and Professional Skills Training Teaching

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Abstract: In response to the problems faced by engineering students in universities during the practical training process, such as weak ideological and political awareness, insufficient team cohesion, and lack of labor spirit, starting from the characteristics of professional skills practical training teaching, we are committed to exploring the relationship between labor education, party building, and practical teaching, and seeking coordination and integration between them. We propose and explore a method based on labor education. The quality teaching model of combining party building and skill training teaching is to cultivate students' labor consciousness, comprehensively enhance students' professional skills and spirit of overcoming difficulties, and cultivate high-quality engineering professional and technical talents with both moral integrity and talent, leveraging the leading role of party building work.

Keywords: Labor education; Party building; Skills training; Teaching reform.

1. Introduction

With the acceleration of social development and the rapid development of higher education, higher requirements have been put forward for cultivating high-quality talents with innovative ability, practical ability, and social responsibility. The Party's educational policy clearly proposes to adhere to the important position of the Party's comprehensive leadership and ideological and political work, and fully play the core role of the Party organization in university education. Obviously, labor education and party building work have a significant impact and significance on education. However, there are some shortcomings in the current practical training teaching of engineering skills in China, such as the lack of guidance from party building concepts and the disconnect between labor education and subject teaching, which limits the effective cultivation of students' innovation and practical abilities. Therefore, the integration of party building, labor education, and teaching has become a new direction and important topic in educational reform. Literature [7] proposed and explored a labor education project combining the actual characteristics of the training base. Cheng Wendong and others proposed a new mode of labor education based on the manufacturing Sinovation Ventures in the new engineering field of vision [8]. Under this background, the three-way integration reform of party building, labor education and skills training teaching is imperative.

2. Current Situation of Engineering Skills Training Teaching

In recent years, China's skill training teaching has made a series of developments, mainly including the following aspects. One is policy support: The government has introduced a series of policies and documents to support the development of skills training education, including the Vocational Education Law, the Medium and Long Term Education Reform and Development Plan Outline (2021-2035), etc. These policies provide policy guarantees and

financial support for skills training education. The second is the construction of training bases: a large number of skill training bases and demonstration schools have been constructed and expanded, equipped with advanced training equipment and laboratories, providing a good training environment. At the same time, some universities and enterprises have also actively opened training centers to provide practical opportunities for college students. The third is teacher training and team building: Many universities have improved the professional quality and practical experience of skill training teachers by carrying out teacher training projects and providing professional development opportunities, enhancing their teaching abilities. The fourth is the deep promotion of the integration of industry, academia, and research: the cooperation between the government, universities, and enterprises is closer, and the model of the integration of industry, academia, and research has been widely promoted. Universities and enterprises have signed cooperation agreements, established training bases, and jointly carried out skill training projects, making practical education more closely related to actual needs.

These developments provide a favorable development environment and support for skills training education, promoting the cultivation and employment of skilled talents. The practical training and teaching of engineering skills is generally improving, but due to various factors such as professional constraints and the erosion of online ideological trends, there are still many bottlenecks and challenges, as follows:

a. The disconnection between practical training teaching in universities and party building education results in weak ideological and political awareness among students. Skills training teaching often focuses on cultivating students' practical skills, but the integration with subject teaching is not high, and there is a lack of organic integration of party building education, resulting in a disconnect between students' professional literacy and ideological quality development. Due to professional constraints, ideological and political education for engineering students is particularly

inadequate compared to humanities and social sciences colleges such as Marxist colleges and education colleges. In practical teaching of engineering skills, more emphasis is often placed on the cultivation of professional skills, while neglecting students' ideological education. The new information age is filled with different ideological concepts, and college students' ideals and beliefs become weak, which greatly reduces their subjective initiative and innovation. On the one hand, the network spreads positive energy and provides a wide range of knowledge resources, but it is also easy to be used by criminals to spread greed and Hedonism, destroy the ideals and beliefs of young people, and distort people's ideology. College students need to use the internet to connect with the world, and more importantly, they need to accept the guidance of the Party, strengthen ideological construction, establish firm national beliefs, cultivate firm patriotism, and shape a positive and upward outlook on life. This ideological construction can help them maintain inner determination in the face of diverse ideological shocks, and face challenges with a positive attitude, achieving personal growth and social progress.

b. The role of party organizations is not fully played, and student teams lack the spirit of cooperation and innovation. In skill training teaching, the role of party organizations should be to guide and organize students to participate in various practical activities, cultivate students' team awareness, social responsibility, and innovative spirit. Teachers and student party members need to strengthen students' ideological identification and sense of social responsibility towards the country and the collective, as well as strengthen team collaboration and cohesion. The lack of strengthening the Party organization's cultivation of student team collaboration and cohesion, the inability to organize team activities and exchanges, promote interaction and cooperation between students, and cultivate their team awareness and collaboration ability, is a constraint on the development of engineering practical training teaching. Party organizations can play the role of organizers, providing platforms and opportunities for students to better learn and communicate with each other, and forming a good team atmosphere. By carrying out various practical activities through party organizations, providing students with opportunities to exercise and showcase themselves, party organizations can promote skills training and teaching to a higher level, and make contributions to cultivating outstanding talents with innovative abilities and a sense of social responsibility.

c. Neglecting labor education and lacking labor spirit. Labor education is an important way to cultivate students' practical ability, innovation ability, and labor spirit. However, in mechanical and electrical training teaching, too much emphasis is often placed on technical operations and experimental results, neglecting the importance of labor education. The shortcomings of labor education in skill training teaching mainly include the following aspects. Firstly, the status of labor education is not given enough attention. Although labor education is considered an important component of higher education, it is often marginalized or overlooked in skills training teaching. The training objectives of labor education, such as cultivating students' practical hands-on ability, cooperative spirit, and labor awareness, are highly aligned with the goals of skill training teaching, but there is a lack of systematic and in-depth practical operation. Secondly, there is a lack of effective labor education models. Labor education should focus on cultivating students'

practical skills, but due to the lack of scientific educational models and methods, labor education often stays at the level of simple physical labor.

3. The Advantages of Integrating Party Building, Labor Education, And Skill Training Teaching in Three Directions

3.1. The Value and Advantages of Integrating Party Building and Skills Training Teaching

Party building plays an important role and value in education in universities, especially in engineering colleges. Party building can guide and cultivate students' correct ideological and political concepts. By organizing students to participate in party activities, ideological and political education, and thematic education, party building can strengthen students' identification with the country, society, and the collective, cultivate their patriotism and sense of social responsibility. Party building can promote the cultivation of students' innovative spirit and practical ability. Party organizations can organize various practical activities, technological innovation competitions, and social internships in engineering colleges, providing students with opportunities to exercise and showcase themselves. Through these practical activities, students can cultivate innovative thinking, teamwork, and problem-solving abilities, making contributions to the development of the engineering technology field. Party building can strengthen communication and exchange between teachers and students, and promote the improvement and innovation of education and teaching. Party organizations can organize academic lectures, seminars, and teacher training activities to promote the professional development and quality improvement of the teaching staff. At the same time, party organizations can listen to students' voices and needs, provide a good learning and growth environment, and promote the optimization and improvement of education and teaching.

The integration of the teaching characteristics of engineering skill training and party building work has the following advantages, making it easier to achieve: firstly, skill training teaching emphasizes the cultivation of practical abilities, while party building work emphasizes ideological guidance and moral norms. Skills training teaching cultivates students' practical skills and problem-solving abilities through practical operation and problem-solving, which are precisely the practical abilities required in party building work and the problem-solving abilities faced in practical work. Secondly, skill training teaching emphasizes the cultivation of teamwork and collaborative spirit, while party building work also emphasizes the importance of collectivism and team spirit. In skill training, students often need to work together and complete projects or tasks together, which cultivates their sense of cooperation and team spirit. In party building work, emphasis is also placed on teamwork and collectivism. Through team cooperation practice in skill training teaching, students' party spirit cultivation and collective concept can be further strengthened. Finally, skill training teaching is an important component of school education, and party building work is an important content of ideological and political education in schools. By combining party building work with skill training teaching, it is possible to optimize the allocation

and complementarity of educational resources, fully leverage the leading role of skill training teaching in party building work, and improve students' comprehensive quality and ideological and political level.

Skills training teaching is easier to integrate with party building work, which is not only in line with the characteristics and goals of skills training teaching, but also conducive to the in-depth development of party building work and promoting the comprehensive development and growth of students.

3.2. The Value and Advantages of Integrating Labor Education and Skills Training Teaching

Labor education is a form of education that cultivates students' comprehensive development through labor practice. Labor education plays an important role and value in higher education, especially in engineering colleges. Labor education can promote the cultivation of students' practical abilities: through practical labor practice, students can be exposed to real work environments and problems, exercise their ability to solve practical problems, and improve their practical operation skills and innovation abilities. Labor education can cultivate students' teamwork spirit and professional literacy: during the labor process, students need to cooperate with others to complete tasks, cultivate teamwork, communication and coordination, and leadership skills, and enhance collective awareness and sense of responsibility. At the same time, labor education can also cultivate students' professional ethics and ethics, enabling them to possess good professional literacy and ethical concepts.

Compared to general theoretical courses, the teaching characteristics of engineering skills training make it easier to integrate into labor education:

a. Skills training teaching emphasizes practical operations and simulation of actual work scenarios, which is highly compatible with the practical nature of labor education. In skill training, students participate in practical work tasks firsthand, exercise practical operational skills, and cultivate problem-solving skills in practice. This is consistent with the goal of labor education, which focuses on cultivating students' practical operation ability and problem-solving ability through practical labor practice.

b. Skills training teaching emphasizes the cultivation of teamwork and collaborative abilities, which is in line with the cooperative nature of labor education. In the process of skill training, students often need to collaborate with team members to complete tasks together. This cooperative nature is in line with the requirements of encouraging students to experience and cultivate teamwork in actual labor in labor education. Through skill training and teaching, students can cultivate collaborative abilities and team awareness in teamwork.

c. Skill training teaching emphasizes the cultivation of professional literacy and is in line with the vocational orientation of labor education. Skills training teaching not only focuses on cultivating students' skills, but also on cultivating students' professional ethics, ethics, and awareness. This is consistent with the goal of cultivating students' labor attitude, professional ethics, and sense of professional responsibility in labor education. Through skill training and teaching, students can cultivate professional literacy through actual labor, laying the foundation for future

employment and career development.

Both skill training and labor education emphasize practical nature, teamwork, and professional literacy cultivation. Skills training teaching can provide a practical platform and practical operation opportunities for labor education, enabling students to comprehensively develop in actual labor and improve their practical abilities and professional literacy. At the same time, the concept and goals of labor education can also provide value guidance and humanistic care for skill training teaching, promoting students' comprehensive development and career growth.

4. Exploration of the Three Way Integrated Teaching Model of Party Building, Labor Education, and Skills Training Teaching

The integration of party building and skill training teaching can fully leverage the leading role of party organizations, guide students to establish correct worldviews, life views, and values, and cultivate students' sense of social responsibility and patriotism. At the same time, the integration of labor education and skill training teaching can improve students' practical skills and teamwork spirit, enhance their innovative thinking and problem-solving abilities. Party building, labor education, and skill training teaching complement and complement each other. The specific implementation measures are as follows.

a. In terms of professional skills course design and content: In the course design of skill training teaching, the elements of party building and labor education should be taken into account. The course content can be combined with the Party's policies, labor values, etc., to enable students to understand the Party's theory and ideology, and cultivate their identification and respect for labor. For example, in the practical exercises and explanations at the beginning of skill training, emphasis is placed on the craftsmanship spirit of being serious, meticulous, and enterprising, incorporating advanced examples of modern great country craftsmen, and encouraging students to be positive and upward; Provide course modules related to labor values, such as labor ethics and professional ethics, social responsibility and public welfare practices.

b. Practical activities and social practice: Build organizations for Party members, teachers, and student Party members to participate in practical activities and social practice, allowing students to bring professional skills out of campus, into factories, and into society. This can include participation in community services, company volunteer activities, skill competitions, etc.: Party members organize student Party members to enter the community on the activity day, provide the elderly or those in need of help with repair services related to their own profession within their ability, including bicycle repair, electrical maintenance, etc., so that the skills learned can be used to help others and improve their self-worth; Strengthen the connection and cooperation between teachers and students and enterprises, allowing teachers and students to sink into the workshop of enterprises and work together with enterprise employees, learning more professional skills and experience; Collaborate with local enterprises or units to hold professional skills competitions and provide pre competition training. Both social figures and students can participate, allowing students to see broader prospects and understand the intensity of competition.

Through these practical activities, students can connect with society, understand social issues and challenges, and feel the importance of the Party's guidance and labor education.

c. Realize three-way integrated education in student organization and team cooperation: promote the integration of party building, labor education, and skill training teaching through student organization and team cooperation. Schools can establish party members and student organizations to organize student party members to carry out team activities, such as team project practice and social practice teams. These activities aim to cultivate students' teamwork skills, leadership skills, and professional ethics, while strengthening the Party's organizational guidance and guidance on labor education.

d. Starting from the aspects of teacher training and teacher guidance, achieve a three-way integrated teaching model: strengthen the party building and labor education training of the teacher team, enhance the theoretical level and practical ability of teachers, and make them become leaders in party building and labor education in skill training teaching. Schools can organize teachers to participate in the theoretical learning and labor practice of the Party, strengthen the Party spirit construction and labor education literacy of the teaching staff.

f. Realize interdisciplinary cooperation and exchange, expand the effectiveness and influence of three-way integration teaching: promote cooperation and exchange between different disciplines, and achieve interdisciplinary integration of party building, labor education, and skill training teaching. Schools can organize interdisciplinary seminars, academic lectures, and workshops to facilitate communication and cooperation between teachers and students in different fields. For example, students majoring in technology can collaborate with teachers in the field of social sciences to carry out research projects and explore the relationship between skill training, party building, and labor education, thereby promoting interdisciplinary integration and knowledge complementarity.

Through the above measures, we will promote the integration of party building, labor education, and skill training teaching, providing students with opportunities for comprehensive development, cultivating their practical abilities, teamwork spirit, and professional literacy, and laying a solid foundation for their future career development.

5. Conclusion

The exploration of the three-way integration education model of party building, labor education and skills training teaching is an important direction of the development of college education, providing new ideas and paths for college engineering education, and laying a solid foundation for the comprehensive development of students and the inheritance of Core Socialist Values. Through this reform exploration, we are expected to cultivate more high-quality talents with innovative ability, practical ability, and social responsibility, injecting a continuous stream of power into China's modernization construction and innovative development.

6. About the author

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