

Exploration of Labor Education Courses in Primary Schools: Problems and Redevelopment

Yan Yang

Graduate School, Emilio Aguinaldo College, Manila, Philippines

Abstract: At present, primary school labor education course in China is a powerful means to solve the problem of weak labor education awareness, cultivate students' core quality, and achieve the goal of comprehensive education. However, the labor education courses in primary schools have the problems of marginal position, separation of labor and practice, and insufficient teaching of labor knowledge and skills. Therefore, reconstructing a scientific and systematic labor education curriculum system is an urgent issue. Educators should consider the objectives, methods, implementation and evaluation of labor education courses to achieve the rapid development of labor education in primary schools.

Keywords: Labor education course, Problem, Redevelopment primary school.

1. Introduction

Different from western labor education, labor education in primary schools in China is less involved in vocational education, and productive-oriented and service-oriented labor education is not the main content. Labor education at the primary stage is to train students to master basic labor knowledge and skills, to form a correct view of labor, and to form their own all-round development through labor education. On the one hand, labor education can develop students' rational thinking ability. Also, it actively guide students to experience life personally, so as to generate personal labor experience.

Labor education course is an important form of labor education, the setting of labor education course in primary school is a powerful means to solve the problem of weak labor education awareness, promote the improvement of students' core labor quality, and achieve the goal of comprehensive labor education. At present, there are still some problems in the labor education courses. Therefore, reconstructing a scientific and systematic labor education course system is an urgent issue. Educators should consider the objectives, methods, implementation and evaluation of labor education course to achieve the development of labor education course in primary schools.

2. Problems Existing in Labor Education Courses

After the promulgation of the Opinions, schools in various places have set up some labor education courses in a planned and organized manner. Although each school has set up distinctive labor courses, there is still a lack of specific measures and requirements for labor education courses, and there are still some practical problems in labor education courses.

Position of labor education course is marginalized.

In 2022, the author conducted a questionnaire among 350 students in primary schools in Minhang District of Shanghai, the questionnaire is mainly to investigate the current status of

primary school labor education in Minhang District. Finally, the researchers found that most of the labor courses in primary schools are still in a relatively marginal position, and many of these courses are affiliated courses of science class, nature class, class meeting and Chinese. Many of these labor education courses have not yet set up teachers, and many of them are part-time teachers or associate teachers. Another manifestation of the low position of labor education courses is that the courses lack specific system settings. Compared with other courses that have systematic teaching objectives, teaching methods, teaching evaluation, etc., labor education courses are still in the initial stage of development. Moreover, the traditional examination-oriented education thought is also an important reason for its low position.

Separation of labor and practice in labor education course.

The separation of labor and practice in labor courses is a problem in many schools at present, which is manifested in the fact that labor education courses are marked in the school course, but the essence is that labor courses are difficult to implement or not implemented at all. Moreover, during the implementation of labor education courses, many teachers lack a clear understanding and distinction of labor, labor activities and other related concepts, which will cause most of the implementation of labor education in the course to focus on form and lack of substantive content. Even in labor education classes, many teachers will be active for the sake of activities, which makes the labor practice in the basic education stage eventually become aimless or blind guidance (Mao, 2020).

Insufficient knowledge and skills teaching in labor education course.

The results of the author's survey on the Status of Labor Education in Public Primary Schools in Minhang District in 2022 found that for 350 primary school students, most of the students in primary schools have unclear understanding of the core concepts of labor and labor education. For a large amount of students, labor is purely physical labor, and some mental labor does not belong to the category of labor.

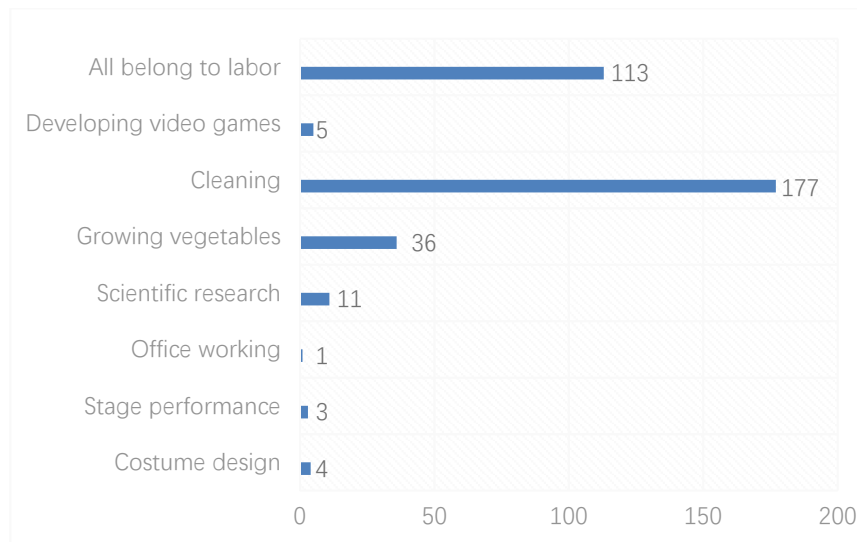


Figure 1. Primary school students' cognition of the concept of labor

In the teaching of labor skills, the current labor education course also has insufficient teaching. Through the investigation, the researchers found that the most of the knowledge and skills for students are not acquired from labor education courses or activities, but from family labor education.

3. Measures for The Development of Labor Education Course

Goal: Adhere to all-round development.

Sukhomlinsky once said that a person's harmony and all-round development, whether he is educated, spiritually rich and morally pure, can only be achieved if he is not only in moral, intellectual, physical and aesthetic education, but also in labor quality. When the quality of labor creation reaches a very high level, it can be regarded as the final realization. Therefore, only if the labor education course truly promotes the all-round development of students can it be regarded as the ultimate goal of labor education. In order to achieve this goal, the most important thing for labor education courses at this stage is to fully demonstrate the strength of individual students' action and cultivate students' correct concept of labor values. In addition, it is necessary to combine the characteristics of students' physical and mental development, combine ideological education with the teaching of labor knowledge and skills, and integrate labor education with other disciplines, so that each discipline can promote and communicate with each other, so as to ultimately promote the all-round development of students.

Approach: Insist on experiential project learning

The labor courses in German schools generally take specific projects and activities as the main line of curriculum implementation. Project learning is a set of systematic teaching methods, and is a process of carefully designing project works, planning and implementing project tasks (Ren & He, 2020). In order to enrich the implementation form of labor courses and highlight the practical characteristics of labor education, in future practice, the researchers can also try to introduce project teaching method into labor courses, and organically combine labor practice and classroom teaching in different fields. Schools can actively integrate different types of subject knowledge with the help of various forms of labor projects to cultivate students' labor knowledge and ability. In labor education courses, teachers can also choose problems-

related tasks, then guide students to solve specific labor problems, effectively integrate subject knowledge with extracurricular content.

Implementation: adhere to family-school-society cooperation.

The scientific labor education course should be able to truly achieve the cooperation of family-school-society. Japan's labor education course has better realized the cooperative implementation of the trinity of family, school and society. For schools, their main responsibility is to arrange labor education professionals to teach relevant labor knowledge and guide labor practice activities, parents' main task is to give certain support and help when students use the labor knowledge and skills they have learned in life situation. When students participate in some social labor activities, schools must communicate and cooperate closely with the locality (Jiang & Xiong , 2020). Local community can provide the relevant resources that the school needs during labor education, such as professional equipment, related personnel and the help and support of the venue. At present, the primary school has not done a good job in the form of family-school-society, and their collaboration is mainly focused on students' learning. In order to improve their children's grades, most parents are willing to cooperate with the school's relevant requirements in learning. Parents are gradually realizing the importance of labor education for students' comprehensive development, but under the influence of the idea of exam-oriented education, most of them are still willing to devote more time and energy to the cooperation of learning, not pay attention to students' acquisition of labor knowledge and labor ability.

Also, because of the consideration of personnel transfer, problem communication, student safety and capital expenditure, etc., the local institutions also seldom cooperate closely with the school in labor education. The isolated and single cooperation and contact mode of family-school-society is not conducive to the improvement of students' labor quality, and it is not conducive to the all-round development of students. Therefore, in order to make progress and breakthroughs in labor education in China, the researchers must give full play to the power of family-school-society cooperative education. The school should give full play to the leading role, the family and society should play the basic role. On this basis, it is necessary to integrate three aspects of high-

quality labor education resources and expand the scope of labor education.

Evaluation: establish a multi-faceted evaluation mechanism

To improve the quality of labor education, it is necessary to establish a diversified labor education evaluation system from three aspects, that are evaluation subject, evaluation method and evaluation content. As far as the evaluation subject is concerned, it is necessary to advocate multiple subjects to participate in the labor education course. At the same time, the role of group evaluation in the parity of labor education courses cannot be ignored.

Secondly, in terms of evaluation methods, in addition to borrowing traditional evaluation tools, such as record manuals, evaluation scales, etc., modern technology can also be used to comprehensively evaluate the knowledge and skills students have acquired in labor education courses. The rational use of modern information technology can make every student gain new growth from evaluation.

Finally, for the evaluation content, both quantitative and qualitative aspects should be considered. The comprehensive acquisition evaluation of students in labor education courses cannot only use quantitative methods, since complete quantification cannot reflect the acquisition and improvement of students' labor knowledge and skills in a comprehensive way (Cai & Xiang, 2020).

4. Conclusion

In order to better solve the problems related to labor education courses, schools still need to carry out long-term practice and exploration. At present, it is very necessary to

build a scientific and systematic labor education curriculum system, and it is also an urgent problem for educators to solve. When constructing labor education courses, schools should pay attention to the improvement of students' comprehensive labor quality, as well as the unification of labor knowledge and labor skills. Now, primary schools need to innovate course implementation methods and evaluation methods, and achieve the comprehensive educational goals of labor education courses.

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