

Research on the Development and Utilization of Labor Education Curriculum Resources in Universities

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Abstract: Setting up and implementing labor education courses in university courses is one of the main ways to implement labor education in Chinese universities. The implementation of any course is based on certain course resources, and the lack of course resources will hinder the implementation of the course. In order to better promote the development and utilization of labor education curriculum resources in universities, it is necessary to analyze the complexity of the development and utilization of labor education curriculum resources from four aspects: schools, teachers, students, and parents. Based on the complexity analysis of the development and utilization of labor education curriculum resources, analyzing the specific content of the development and utilization of labor education curriculum resources can help improve the effectiveness of the development and utilization of labor education curriculum resources. The content of labor education curriculum resources in universities includes three aspects: family field and school field resources are the foundation; Social field resources are the focus; Teachers and students' own experience is a guide. The ways to develop and utilize labor education curriculum resources are as follows: firstly, to adapt to local conditions and leverage the unique advantages of the field; The second is to collaborate in educating people and strengthen the power of family school social co education; Thirdly, both internal and external training should be carried out to enhance teachers' professional literacy; The fourth is to deeply explore and highlight the dominant position of students.

Keywords: Labor Education, Curriculum Resources, Development and Utilization

1. Introduction

The opinion released by China on comprehensively strengthening labor education in universities, middle and primary schools in the new era clearly proposes to establish mandatory courses for labor education in universities, middle and primary schools based on the characteristics of each academic stage, and systematically strengthen labor education [1]. On the one hand, setting up and implementing labor education curriculum in school education is one of the main ways to implement labor education. The implementation of any curriculum is based on certain curriculum resources, and the lack of curriculum resources will hinder the implementation of the curriculum. At the same time, the development and utilization of curriculum resources have a direct impact on the effectiveness of curriculum implementation [2]. On the other hand, the differences in different schools and the unique characteristics of different teachers and students make the development and

utilization of labor education curriculum resources present different complex phenomena. Complex thinking is a way of thinking in scientific research, characterized by self-organization, self-adjustment, nonlinearity, irreducibility, and other characteristics [3]. Applying complexity thinking to examine the complexity in the development and utilization of labor education curriculum resources, and based on this, analyzing the content of labor education curriculum resources, can help teachers better develop and utilize labor education curriculum resources, thereby improving the effectiveness of labor education curriculum.

2. The Complexity of the Development and Utilization of Labor Education Curriculum Resources

This article will analyze the complexity of the development and utilization of labor education curriculum

resources from four aspects: schools, teachers, students, and parents. This is also the foundation for the effective development and utilization of labor education curriculum resources.

2.1. Complexity at the School Level

The complexity of schools is mainly reflected in the different fields they are located in, and they present diverse types and unique educational concepts. "Field refers to the network, space or configuration of the objective relationship between locations." [4] Different fields can provide schools with differentiated labor education curriculum resources, whose differentiation mainly reflects the natural, economic and cultural aspects of the field. Specifically, there are different opportunities and challenges for the development and utilization of labor education curriculum resources in urban and rural areas: in rural areas, natural scenery and agricultural culture are both worth developing labor education curriculum resources; And cultural centers, science and technology centers, and other facilities in urban areas are also excellent resources for labor education courses [5]. Labor education should be included in the national curriculum plan for primary and secondary schools, as well as the talent training plan for vocational colleges and ordinary higher education institutions. Due to differences in academic stages and school types, there are also differences in the labor curriculum goals of different schools. Schools need to develop and utilize labor education curriculum resources in a differentiated manner according to their goals and requirements, and creatively use different methods to develop and utilize labor education curriculum resources under the guidance of the unique educational philosophy of labor education. The three factors of field, school type, and educational philosophy determine the complexity of the development and utilization of labor education curriculum resources at the school level.

2.2. Complexity at the Teacher Level

The professional literacy and scientific level of teaching concepts of teachers directly affect the quality of the development and utilization of labor education curriculum resources. Teachers are the implementers of the curriculum, responsible for guiding students to receive labor education and improving their labor literacy. Due to different levels of education and living backgrounds, there are differences in the professional literacy and teaching philosophy of each teacher, which will directly affect the quality of labor education and teaching [6].

From the perspective of teachers, the development and utilization of curriculum resources refer to the process of introducing curriculum resources into educational and teaching activities [7]. The professional literacy and teaching philosophy of teachers directly affect the degree of development and utilization of labor education curriculum resources. The teachers of labor education courses have differences in age, gender, professional title, professional

background, life background, teaching philosophy, and teaching ability, indicating the complexity of the development and utilization of labor education curriculum resources at the teacher level. For example, teachers who have rich teaching experience and are deeply aware of the importance of labor education for the comprehensive development of students place greater emphasis on the development and utilization of labor education curriculum resources.

2.3. Complexity at the Student Level

Students are not only learners of labor education courses, but also regarded as an exploitable labor curriculum resource in the process of implementing labor education courses. Students generally have participated in labor practice and have a certain level of labor experience, but each student has a different life experience. Therefore, exploring students' different labor experiences and transforming them into labor education curriculum resources that are close to students' lives is a highly challenging task.

In addition, students of different age groups have varying levels of physical and mental development, which enhances the complexity of the development and utilization of labor education curriculum resources at the student level. In the process of developing and utilizing labor education curriculum resources, schools and teachers need to select the most suitable object of labor education curriculum resources based on students' physical and mental characteristics for development, and choose appropriate implementation methods to fully utilize these labor education curriculum resources according to the goals of different stages of labor education curriculum [8].

2.4. Complexity at the Parents Level

Collaborative education between families and schools can help improve the effectiveness of education and teaching. The support of parents for the development and utilization of labor education curriculum resources greatly affects the implementation effectiveness of labor education curriculum. Parents of students have certain labor skills and knowledge, and they have a better understanding of their students' living conditions and labor attitudes at home. Parents actively cooperate with the school to provide resources for development, which helps to develop and utilize labor education curriculum resources. Among them, the most crucial aspect is the parents' own attitude towards labor education, which is an important aspect of dealing with the complexity of the development and utilization of labor education curriculum resources at the parent level. Influenced by the concept of Teaching to the test, some parents emphasize intellectual education and ignore labor education. It is difficult for such parents to proactively provide corresponding labor education resources to the school, and it is also difficult to cooperate with the school in carrying out labor exercise activities.

3. The Contents of the Development and Utilization of Labor Education Curriculum Resources

The main contents of labor education include knowledge, skills, and values in daily life labor, production labor, and service labor [9]. Based on the analysis of the contents of labor education and the complexity of the development and utilization of labor education curriculum resources, analyzing the specific content of the development and utilization of labor education curriculum resources can help improve the effectiveness of the development and utilization of labor education curriculum resources.

3.1. Family and School Resources Are the Foundation

The school and family fields are the main places for students to learn and live. Compared to the labor education curriculum resources in the social field, students are more familiar with the labor education curriculum resources in the family and school fields. Therefore, the resources in the family and school fields can more resonate with students and guide them to think deeply. Therefore, in the process of developing and utilizing labor education curriculum resources, teachers should attach importance to and play the fundamental role of resources in the family and school fields.

Labor education emphasizes physical and mental participation, and the use of both hands and brains. Teachers should pay attention to providing students with opportunities to experience and participate in labor in the selection of labor education curriculum resources [10]. For example, in the home field, teachers can seize daily household labor resources such as organizing rooms, washing dishes, and mopping the floor; In the school field, teachers can seize resources such as dressing up classrooms and cleaning up, beautifying the campus environment, and cleaning up idle campus spaces. The use of labor resources such as classroom decoration and campus environmental beautification can not only enrich students' labor experience, but also enhance their collective and service awareness, cultivate their aesthetic and creative abilities. Campus idle space resources have strong exploitability. Schools should strengthen independent planning and make reasonable use of these resources, such as opening up labor education practice bases, which can help students experience the joy of labor, improve labor skills, and stimulate their enthusiasm for participating in labor.

3.2. Social Field Resources Are the Focus

Although the labor education curriculum resources in the home school field can basically meet the needs of labor education curriculum, in order to achieve better teaching results, labor education curriculum still needs the support of resources in the social field. Only when the labor education curriculum resources in the social field are reasonably utilized can the labor education curriculum meet the diverse labor practice needs of schools.

There are various types of labor education curriculum

resources in the social field, and various practical venues such as comprehensive practice bases, youth activity venues, and factories outside of school are all sources of abundant labor education curriculum resources in schools. With the support of practical resources, there are more diverse ways for students to participate in labor firsthand. Due to the different nature of labor practice venues, students can gain different labor experiences. At the same time, if there are three types of curriculum resources in the local social field: agricultural practice bases, engineering bases, and service labor bases, schools can fully develop and utilize these three types of courses to enhance the implementation effectiveness of labor education courses. Specifically, utilizing agricultural practice base resources can enhance students' understanding of traditional Chinese agricultural culture and modern agricultural technology, thereby enhancing their labor quality; By utilizing resources such as academic and industrial bases, students can understand the development of contemporary industrial technology and enhance the timeliness of labor education and teaching effectiveness; Utilizing service-oriented labor base resources can enhance students' sense of responsibility and dedication, and elevate the effectiveness of labor education and teaching.

3.3. Teachers and Students' Own Experience Is a Guide

The development and utilization of labor education curriculum resources ultimately serve the teaching and learning of teachers and students. To improve the effectiveness of labor education curriculum resources development and utilization, schools need to be guided by the existing experience of teachers and students when selecting the content of labor education curriculum resources. The existing experience of teachers mainly includes their experience and understanding of labor, as well as the teaching experience accumulated by teachers in the process of carrying out labor education. If teachers can combine their existing labor experience in the teaching process to deeply utilize labor education curriculum resources, they can maximize the utilization efficiency of labor education resources. Schools can adopt the form of themed competitions to select high-quality experiences, typical resources, and cases, and then classify them into labor education curriculum resource packages based on themes to reduce the difficulty of utilizing labor education curriculum resources. The students' own experience mainly refers to their existing labor practices and labor experience. The process of acquiring knowledge is the process of associating new knowledge with existing cognitive structures. Without the support of existing knowledge, the efficiency and effectiveness of acquiring new knowledge will be greatly reduced. When selecting labor education curriculum resources, teachers need to consider whether the content of the resources is related to the students' existing labor experience. If there is a certain connection between the two, the utilization of the resources will easily achieve better results.

4. The Path for the Development and Utilization of Labor Education Curriculum Resources

On the basis of clarifying the complexity of the development and utilization of labor education curriculum resources and analyzing the contents of labor education curriculum resource development and utilization, it is particularly important to explore corresponding development and utilization paths in order to improve the effectiveness of labor education curriculum resource development and utilization.

4.1. *Adapting to Local Conditions: Utilize the Unique Advantages of the Fields*

The lack of exploration of local labor curriculum resources with regional, ethnic, and cultural characteristics is the reason for the singularity of labor education curriculum resources [11]. In the process of developing and utilizing labor education curriculum resources, teachers should fully leverage the unique advantages of different fields to provide resource guarantees for the high-quality implementation of labor education curriculum. On the one hand, teachers should investigate and understand the types and distribution of labor education curriculum resources with regional, ethnic, and cultural characteristics that can be developed and utilized in the field, providing strong guarantees for the selection of labor education curriculum resources. For example, if Tea culture prevails in a certain place, the local school can select a unique diet culture as the theme of the development of labor education curriculum resources. By setting up a series of labor education courses with the theme of "Tea culture", students can participate in the process of tea planting, picking, production, etc., and based on the local culture, students can experience the beauty of labor. On the other hand, teachers should be adept at developing and utilizing distinctive and advantageous resources from different fields, providing sustained impetus for the development and utilization of high-quality labor education curriculum resources. For example, carrying out labor education in rural areas has natural advantages. Rural schools should be good at utilizing curriculum resources such as farmland, vegetable gardens, and orchards around the school. And urban schools can also fully utilize curriculum resources such as enterprises, factories, and other various practical bases [12].

4.2. *Collaborative Education: Strengthening the Power of Families, Universities, and Society to Jointly Educate People*

The implementation of labor education requires the formation of a collaborative education pattern between families, universities, and society [13]. The development and utilization of labor education curriculum resources also require attention to the power of the three main parties of families, universities, and society. Universities should shoulder the important responsibility of leading the development and utilization of labor education curriculum

resources, and families and society should provide assistance. Firstly, universities should actively expand the channels for parents to participate in the development and utilization of labor education curriculum resources, such as setting up parent classrooms, home school labor activity days, etc., so that parents can improve their understanding, development, and utilization of labor education curriculum resources through learning and practice. Secondly, teachers need to provide timely feedback to parents on students' performance in labor education courses. After obtaining relevant information, parents should timely tap into family labor education course resources according to the needs of the school's labor education courses, guide students to participate in related themed labor, and strengthen students' labor knowledge to improve teaching effectiveness. Thirdly, universities should attach importance to the development and utilization of labor education curriculum resources in the social field, establish platforms to establish connections with enterprises, civil society organizations, etc., such as setting up labor experience positions, labor volunteer positions, research and practice bases, etc., so that students have the opportunity to engage in social labor. In short, each main bodies should trust each other, actively communicate and cooperate, truly unleash the power of families, universities, and society collaborative education, and develop and utilize labor education curriculum resources with high quality.

4.3. *Internal and External Training: Enhancing Teachers' Professional Literacy*

The level of professional competence of teachers fundamentally affects their level of development and utilization of labor education curriculum resources. Teachers need to continuously strengthen their own professional literacy cultivation and promote the development of their own abilities in the practical process [14]. Firstly, teachers should actively read literature related to the development and utilization of labor education and curriculum resources, and accumulate theoretical learning and practical experience through online and offline channels to enhance their ability to develop and utilize labor education curriculum resources. For example, teachers can take advantage of various learning opportunities provided by schools to grow through learning and thinking, or actively learn from teachers and researchers with strong abilities in developing and utilizing labor education curriculum resources around them, and grow through communication and interaction. Secondly, teachers should actively develop labor education curriculum resources, identify problems in practice, and enhance their abilities. In the process of developing and utilizing labor education curriculum resources, teachers should prioritize both theory and practice, unleash the true value of theory, and promote practice. Meanwhile, in the process of theoretical learning and practice, teachers should pay attention to thinking and innovation. Thirdly, teachers should attach importance to the guiding role of national policies, grasp the latest trends in labor education, and develop curriculum resources that meet the requirements of labor education goals.

4.4. In-Depth Exploration: Highlighting the Subjective Status of Students

Students are the main body of life and learning, and they themselves contain rich curriculum resources [15]. In order to highlight the subjectivity of students, in the process of developing and utilizing labor education curriculum resources, universities and teachers should fully explore the labor education curriculum resources contained in students themselves. On the one hand, universities should broaden the channels for students to participate in the development and utilization of labor education resources, enhance their subjective consciousness, mobilize their subjective initiative, and make students understand their important position in the development and utilization of labor education curriculum resources. On the other hand, in the process of developing and utilizing labor education curriculum resources, teachers should pay attention to students' existing labor experience and experience, and develop curriculum resources that are suitable for students' actual development. Labor education is inseparable from the real life world. If the labor education curriculum resources developed by teachers are separated from students' existing life and labor experiences, it will not only be difficult to mobilize students' learning enthusiasm, but also difficult to ensure the quality of curriculum implementation.

5. Conclusion

Labor education is an important part of the education system of Socialism with Chinese characteristics in the new era and plays an important role in the overall development of students. The development and utilization of labor education curriculum resources in universities are the prerequisite and foundation for implementing labor education. Exploring the development and utilization of labor education curriculum resources from the perspective of complexity thinking can help achieve high-quality development and utilization of labor education curriculum resources, which can provide possibilities for achieving the connotative development of labor education and accelerate the pace of education modernization.

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Biography

Qin You (1982-), male, from Yizheng, Jiangsu, master, assistant researcher, director of the teaching department of the Basic Engineering Training Center of Jiangsu University. Mainly engaged in college students' labor education, innovation and entrepreneurship education, and ideological and political education research.