

Labor Education in Primary and Secondary Schools, Status Quo Investigation and Countermeasure Research

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Abstract: Combining the historical development with the current situation, this paper will take the practice of more than 30 urban and rural primary and secondary schools as example and make a deep investigation on the situation of the carrying out of labour education in a city According to listening extensively to opinions and suggestion of the experts and learning from the advanced experience, and on the base of a questionnaire survey which was conducted online. The author found out that the independent status of labor education curriculum has gradually emerged, and attention on labour education is generally increased. The three-party cooperative labor education mechanism of home, school and society has been initially formed. But at present, it is still facing many difficulties in the construction of labor education such as full-time teachers is relatively backward; the relative lack of labor and education resources construction and other difficulties. The aim of this paper is to put forward to improve the labor education teacher training and team construction, encourage diversified evaluation methods and other measures, so that to provide references for the majority of educators.

Keywords: Primary and secondary schools; Current situation of labor education; Strategy research

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Research on the Improvement Path of Teachers' "Pre-class Ideological and Political Education" Ability Based on the Integration of Teaching in College, Middle School and Primary School

1. Introduction

From March to July 2020, the central committee of the communist party of China, the State Council and the national Ministry of Education have issued "about comprehensively strengthening the new era of big primary and secondary school labor education opinion" and "big primary and secondary school labor education guidelines (try out)" and other documents, from the national level emphasizes "will participate in labor education curriculum study and practice into the students' comprehensive quality evaluation system, establish and improve the student labor quality evaluation standards, procedures, and methods, to carry out the usual performance evaluation and comprehensive evaluation." These policies have greatly promoted the development of labor education. In view of the problems existing in labor education, the research team conducted field research and interviews in more than 30 urban and rural primary and secondary schools in a city, listening to the opinions and suggestions of the experts, and and watched and learned from advanced experience. Meanwhile, a questionnaire survey was conducted online.

2. Research on the Current Situation of Labor Education Curriculum Development

2.1 The independent status of labor education curriculum has gradually emerged

The independent setting of school labor curriculum is an important strategy to realize the independent goal of labor education and an important way to implement labor education. Due to the short history of the development of labor discipline, the curriculum system is still in the construction stage. In this survey, 55.7% of the schools have developed and opened school-based labor education courses, and the independent status of labor education courses has gradually emerged. Schools that do not independently set up labor courses will integrate labor education activities into other forms of school education and teaching. Nearly 70% of the subject teachers said that they would often infiltrate the labor education content in their daily teaching process.

2.2 The importance of labor education courses has generally increased

With the national introduction of intensive labor curriculum requirements, education departments at all levels have generally increased the attention to labor education in primary and secondary schools, and most areas of the province have carried out labor education activities. Among the primary and secondary schools participating in the survey, 95.78% have opened labor education courses, among which 87.66% hold labor education activities at least once a week, and 78.48% open labor education activities twice a week.

2.3 A three-party cooperative labor education mechanism for home, school and society has taken shape

According to the survey, class on duty, campus labor, off-campus practice base experience, community volunteer service, and labor and homework are the main forms of labor education activities. According to the survey of schools that have carried out labor education activities, in the forms of labor education activities in primary and secondary schools, 87.6%, class duty, 84.3% and 88.7% respectively; the proportion of community service and after-school labor practice base is 31.1% and 14.35% respectively. This shows that the mechanism of school, family and society has taken shape.

3. The current dilemma of labor education curriculum development

3.1 The construction of full-time teachers in labor education is relatively backward

Teachers are the organizers, the tutors and leaders of labor education, and professional teachers are conducive to the realization of high quality of labor education. The survey found that only 28 percent of schools have full-time teachers of labor education courses, and more than 71 percent of school labor education courses are subject teachers. Among these full-time teachers in labor education courses, the structure of academic background and professional title is relatively single: teachers having bachelor's degree have the largest proportion, seldom of the teachers having the master's and doctor's degree, professional title, primary and intermediate teachers, almost no senior teachers. From this point of view, the construction of teachers in primary and secondary schools not only has the problem of insufficient quantity, the quality and structure is not scientific and reasonable.

3.2 The construction of labor and education resources is relatively scarce

According to the survey, 85 percent of schools do not have off-campus labor education bases, and 65 percent do not have a sound cooperative education mechanism for “ family, school and society. In addition to labor education in normal life and learning space, it is difficult for most schools to obtain extra internal and out-of-school education resources and support, which directly leads to the labor education in some schools always stays at a superficial level, and its relatively limited role on the development of students' labor concept, spirit and skills.

4. Implement the Strategy and Path of Labor Education Evaluation in Primary and Secondary Schools

4.1 Enhance soft power and improve labor education teacher training and team construction

At present, there are still significant problems in the aspect of labor education teacher training, such as the way of teacher training is single, the ineffective effect of teacher training, the lack of teacher training resources, the cost of teacher training is not included in the school budget, and the lack of relevant guarantee mechanism. In order to continuously improve the teaching level of labor education, firstly, the construction of labor government need to ensure the stability of teachers and the continuous improvement of labor teaching level; secondly, to establish and improve the labor education teacher training system and the professional labor education teacher training base should be built soon . Teachers can be trained in various ways; thirdly, it is recommended to issue policy documents to provide special subsidies to outstanding teachers who have full experience in labor education research and front-line practical teaching. Finally, to establish a sound incentive mechanism to commend and reward teachers who make outstanding contributions to labor education research and practice with corresponding honorary titles.

4.2 Improve the evaluation forms and encourage diversified evaluation methods

In the evaluation of labor education results , it is also necessary to pay attention to the diversification and effectiveness of evaluation methods, that is, to establish a multi-evaluation mechanism combining students 'self-evaluation and others' evaluation, and teachers 'comprehensive evaluation and students' self-evaluation. In the process of students' labor education, schools should establish the corresponding supervision, feedback and incentive mechanism, and make a comprehensive and accurate evaluation system of students from the three levels of school, teachers and parents. At the teacher's level, a personal self-evaluation mechanism of labor education teachers can be established to record their thoughts and feelings on labor education as one of the basis for selecting advanced individuals or excellent teachers; from the side of the school , a collective mutual evaluation mechanism should be established to

communicate and reach consensus within the teaching and grade group; for the family , a parent mutual evaluation mechanism can be established to incorporate the labor achievements completed by children and parents into the students' personal files. Through a variety of ways,with the active participation of society the support of families, a labor education evaluation system which was dominated by schools, will be formed in a near future.

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