

# Problems Existing in Labor Education Curriculum and Countermeasures

Qingbiao Song

School of Marxism, Sichuan Normal University, Sichuan Chengdu 610066

---

**Abstract:** Labor education course is an important means of establishing a correct view of labor and enhancing labor quality. Currently, the formalization of labor education courses faces challenges such as fragmented course content, inconsistent pacing, and inadequate evaluation of virtual courses. To address these issues, it is necessary to establish a proper understanding of labor, integrate labor-related content, improve the evaluation system, and promote the formalization of the curriculum.

**Keywords:** Labor education; Curriculum; Labor value

---

The labor education course is designed to influence students in a purposeful, planned, and organized manner, in accordance with specific social requirements. Under the guidance of labor education curriculum standards and outlines, schools use labor education theories and practical activities to instill labor values and literacy in students. It is a subject that aims to foster an appreciation for labor and develop the skills necessary for productive work in society. On March 20, 2020, the Central Committee of the Communist Party of China and the State Council issued "Opinions on Comprehensively Strengthening Labor Education in Colleges and Primary Schools in the New Era," which proposed specific guidelines to build an education system that comprehensively cultivates their moral, intellectual and fitness level as well as in their appreciation of aesthetics. Currently, labor education courses are generally offered in universities, middle schools, and primary schools in China. However, due to the short course time and differences in hardware conditions between schools, there are still many problems in the labor education curriculum. This article aims to analyze the specific problems existing in the current labor education curriculum and provide solutions to promote the formalization of the curriculum.

## 1. Problems Existing in the Labor Education Curriculum

(1) Formalization of course activities. Labor education aims to develop students' practical skills, enhance their self-reliance, deepen their understanding of the labor process, and cultivate their appreciation for the value of labor. However, the current labor education curriculum often misunderstands this objective, equating labor education with simple manual labor or even superficial and simplistic experiences that lack a clear value orientation. This approach results in labor experiences that are interesting but ultimately devoid of educational value. For example, during practical activities such as labor week and research experiences, students may only engage in perfunctory cleaning or token participation, without any clear goals or objectives for shaping their labor values or cultivating their morality through the labor process. As a result, there is a significant problem of "work without education" in the labor education curriculum, and the lack of specific educational goals and in-depth analysis and evaluation of student practice further exacerbates this issue. Moreover, the labor education methods adopted by different schools tend to be homogeneous, which violates the original intention of the labor education curriculum and significantly reduces its effectiveness.

(2) Fragmentation of course content. In order to achieve educational goals, the content of labor education courses needs to be purposefully organized, with different contents assuming different educational responsibilities, and all aspects of the content working together to promote the realization of educational goals. However, in many schools, although the labor education courses have developed rich and diverse content based on the school and regional characteristics, the content is rarely modularized and systematically integrated based on internal connections and specific educational goals. This lack of internal relevance and hierarchical progression results in a fragmented state, which makes it difficult to achieve the goals of the labor education curriculum and the systematic cultivation of students' labor literacy.

(3) The rhythm of the course is not compact. Due to the pressure of exam-oriented education, such as the college entrance examination and postgraduate entrance examination, schools place too much emphasis on academic performance and enrollment rates. As

a result, the nature and actual status of labor education courses are weakened. This directly leads to the occupation of the teaching time of labor education courses by other exam-oriented courses. Labor education courses are often continued after a long interval or when students' feelings or experiences for a specific course fade away. In this way, labor education courses become subordinate or even dispensable in actual teaching activities. The acquisition of labor knowledge, skills, and values requires a long-term and gradual process. The non-compact and disorderly development of labor education courses fails to steadily advance changes in students' thoughts and behaviors from inside to outside, disrupting the original curriculum rhythm and reducing the effectiveness of labor education courses in educating people.

(4) Blurred Curriculum Evaluation. Curriculum evaluation serves as a guide for specific curriculum behavior implementation. When educational value constitutes the starting point and the endpoint of labor education curriculum, evaluation becomes the driving force that propels the curriculum from the former to the latter. Scientific and reasonable evaluation of students' labor literacy is crucial in guiding schools towards adhering to the right direction of labor education and in promoting the realization of labor education and education goals. However, in the current labor education curriculum, inconsistencies in evaluation concepts and difficulties in defining evaluation standards lead to the falsification of labor education courses. The issues with labor education curriculum evaluation are primarily manifested in the content and form of evaluation.

First, the evaluation content in current labor education classes emphasizes students' labor achievements and labor record sheets, while disregarding their practical experience. According to scholar Xiong Qing's interviews with elementary school teachers on labor education courses, "labor classes are not suitable for written examinations, but they also need to give grades to students, so it mainly depends on their handicrafts, labor diaries, experience, videos and photos, etc." While the intention behind this idea is commendable, it is biased to consider the significance of students' labor achievements as the primary evaluation content for assessing their labor literacy, while ignoring their willingness to engage in labor and their attitudes towards the labor process. This approach also fails to account for the development of labor habits and values, and behavioral performance.

Second, teacher evaluation has become the dominant means of evaluating labor education curriculum at present. Human beings are naturally subjective, and taking teachers' evaluation of students' labor literacy as the primary factor in evaluation risks a one-sided perspective. It is therefore essential to improve the evaluation of labor education courses by adopting a more comprehensive and balanced approach.

## **2. Measures to Standardize Labor Education Courses**

(1) Standardizing labor education courses requires a correct concept of labor education that integrates body and mind. This concept is a prerequisite for the smooth development of labor education. Firstly, schools should establish a teacher training platform that allows teachers to learn about the Party Central Committee's policy documents and guidance on labor education, update their views on labor education, and consciously establish and practice the concept of physical and mental integration. The concept of education should be scientifically and rationally combined with various forms of labor education curriculum activities and the goals of labor education, keeping in mind that activities are means and education is the purpose, in order to achieve the unity of labor and education. Secondly, teachers should formulate corresponding activities and specific physical goals to be achieved in advance, and carry out timely summary evaluations and self-reflection after labor education activities are conducted. This way, orderly and purposeful labor education activities can be developed to achieve the education goals of labor education courses. Thirdly, students should be allowed to engage in various physical and mental labor activities in the development of labor education courses, without just going through the motions or putting on airs. It is important for students to understand the true meaning of labor and appreciate the sacrifices and gains of laborers during the courses. By implementing these measures, the standardization of labor education courses can be achieved, and the quality of labor education can be improved.

(2) The second strategy involves integrating the content of labor education courses and enhancing their curriculum attributes. Each course content should be aligned with specific educational objectives, allowing the labor education courses to systematically determine the course content based on the goals. Typically, labor education courses aim to develop labor skills, cultivate labor awareness, promote correct labor concepts, and foster creativity in labor. By taking these specific objectives as modules, course content can be designed, integrated, and presented in a consistent logical flow to ensure strong relevance between modules. Labor education courses can then be classified and carried out in the form of projects, themes, or special topics to achieve level and systematization of labor education curriculum content. This will help promote the implementation of labor education courses. In addition, schools at all levels must create

semester teaching plans for labor education courses, specify tasks related to labor education, and require teachers to present teaching facts. This will help prevent the overcrowding and occupation of labor education courses, and ensure the effective implementation of labor education classes.

(3) The third step to enhance the effectiveness of labor education is to improve the curriculum evaluation system. Firstly, it is essential to prioritize process evaluation over outcome evaluation. Evaluation standards must be aligned with the school's labor education curriculum objectives and not exclusively focus on the results of students' labor or the level of their acquired skills. Instead, it should take into account their willingness to participate in labor, their attitudes during the process, and the development of their labor habits. Hence, the evaluation of students' labor courses' learning effects should rely on qualitative and procedural evaluations, supplemented by factual evidence of students' labor. Secondly, it is crucial to emphasize multiple evaluations. The value and objectives of labor education courses revolve around students' recognition of the importance of labor, their positive shifts in their attitudes towards work and life, and the development of their labor habits and moral qualities. As such, students also possess a say in evaluating the value of labor education courses and expressing themselves. Moreover, individuals closely connected with students, such as their parents, can observe the progress of students' ideologies and behaviors. Therefore, to achieve a genuine and unbiased evaluation of the labor education curriculum, students, parents, and subjects closely associated with students must be included in the evaluation process to enhance the evaluation's credibility and comprehensiveness.

## References

- [1] Xiaohua Ji. "Research on the Current Situation of Labor Education Curriculum Implementation in Urban Primary Schools." *Teaching and Management*(09)2023.
- [2] WangJiefeng. "Problems and solutions to the implementation of labor education courses in colleges and universities in the new era." *Journal of Qilu Normal University*(02)2023.
- [3] Ji Mei. "Research on the Construction of Middle School Students's Labor Education Curriculum System." *Teaching Management and Educational Research*(07)2023.

**About the author:** Qingbiao Song (June 1991), male, Han Nationality, born in Zoucheng city, Shandong Province. Education background: Master's degree. Title: Teaching assistant. Unit: School of Marxism, Sichuan Normal University. Research direction: Ideological and political education.