

Reflection on Promoting the Cultivation of Craftsman Spirit through Labor Education in Vocational Colleges

He Yang

Fenghan Education Company SichuanChengdu 610000

Abstract: The cultivation of craftsmanship spirit is an important part of the current education work in vocational colleges, and it is also a persistent and arduous task. The establishment of labor education courses in vocational colleges provides a new perspective, new ideas, and new paths for cultivating the spirit of craftsmanship among students. The article explores effective paths for cultivating the spirit of craftsmanship among vocational college students from multiple dimensions.

Keywords: Labor education; Craftsman spirit; Vocational colleges

In 2020, the “Opinions of the Central Committee of the Communist Party of China and the State Council on Strengthening Labor Education in Primary, Secondary, and Primary Schools in the New Era” (hereinafter referred to as the “Opinions”) were issued, emphasizing the need for top-level design and systematic deployment of labor education in primary, secondary, and tertiary schools, and striving to build a comprehensive development education system for morality, intelligence, physical fitness, aesthetics, and labor. It was also explicitly stated that “cultivating students’ spirit of craftsmanship and dedication to work” plays a key role in achieving the goals of talent cultivation in the new era. It can be seen that labor education and the cultivation of craftsmanship spirit play a crucial role. As the main battlefield for cultivating high-quality technical and skilled craftsmen, vocational colleges need to implement and achieve the fundamental task of cultivating morality and talents, effectively integrate labor education and craftsmanship spirit, focus on improving the vocational skills level of vocational college students, promote the cultivation of craftsmanship spirit through labor education, and focus on cultivating high-quality technical and skilled talents.

1. Value Analysis of Labor Education in Vocational Colleges from the Perspective of Craftsman Spirit

(1) An important lever for implementing vocational education

The goal of vocational education is to cultivate high-quality technical and skilled talents to meet the needs of society for various vocational talents. The specific vocational education goals include professional ethics, professional spirit, and other aspects of professional literacy goals; Vocational skill goals that include theoretical knowledge and practical skills; The goal of innovative ability includes innovative thinking, innovative consciousness, innovative ability, and other aspects. The cultivation of these goals is mainly achieved through the deep integration of industry, academia, and research, and through talent cultivation models such as on campus and off campus practical teaching, internships, and internships. At the same time, this is also a broad platform for carrying out labor education and an effective way to cultivate the spirit of craftsmanship. To achieve practical results in this type of vocational education, it is necessary to effectively draw on theories such as the “Three Education” reform and the “Three Comprehensive Education”, inject elements of labor education and craftsmanship spirit, encourage college students to participate in labor practice voluntarily, hone their willpower, and thus forge them into qualified builders and high-quality successors of socialism.

(2) The need to enhance the social responsibility of college students

Labor is the foundation for human survival and development, and the most fundamental social practice activity of humanity. Marx once said, “The essence of human beings is not an inherent abstraction of individual individuals. In its reality, it is the sum of all social relationships.” Therefore, labor education, which takes labor as its logical starting point, has its social attributes just like labor. It is through labor as a medium that complex social relationships arise between people, and human values have social significance. For thousands of years, the

Chinese people have not been afraid of wind and rain, worked hard, and created the splendid civilization of the Chinese nation for five thousand years through labor. With diligent hands, they have created one miracle after another. During the socialist construction period, there was an iron man named Wang Jinxi who “would rather live 20 years less than work hard to win the big oil field”. He led the oil workers to create a miracle in the development of China’s petroleum industry. In the new era, China’s aerospace industry has gone from the “Heavenly Palace”, “Beidou”, and “Chang’e” to “Tianhe”, “Tianwen”, and “Xihe”. Labor has created miracles, making whimsical ideas a reality. A large number of aerospace young people have taken on the heavy responsibility and shouldered the heavy responsibility. Youth from different eras are writing patriotic sentiments through practical actions, fulfilling their social responsibilities, organically combining personal and social values, and consolidating them into a magnificent force to achieve the great rejuvenation of the Chinese nation.

2. The Educational Path of Labor Education in Vocational Colleges from the Perspective of Craftsman Spirit

(1) Building a "Five line Integration" Education Platform for Labor Education

The Opinion clearly stipulates that, in addition to mandatory courses in labor education, other courses should be organically integrated into labor education content based on the characteristics of the subject and major. In order to comprehensively build a labor education system that reflects the characteristics of the times, we can build a “five line integration” education platform for labor education in terms of curriculum design, broaden the content and scope of labor education, and better cultivate the craftsmanship spirit of college students.

“Frontline” refers to integrating labor education into talent training programs. Integrate labor education into the talent training programs of various majors based on the actual situation of professional education, and organically integrate professional courses, practical training tasks, etc. with labor education.

“Second line” refers to integrating labor education into professional education. In the professional education process of cultivating students’ professional abilities and skills, integrate labor education and implement the educational goal of craftsmanship spirit.

The third line is to integrate labor education into ideological and political theory courses. Ideological and political education is the purpose and guarantee of labor education. Through ideological and political theory courses, it is possible to guide college students to shape a correct view of labor and improve their enthusiasm for participating in labor education.

The “Four Lines” refer to the integration of labor education into social practice. Society is a big stage, and only in the process of serving society can students experience the virtue of “labor being the most glorious”. We can establish a linkage mechanism between schools and society, and create an educational atmosphere that integrates labor education and social services through various service activities such as community lectures, volunteer services, and technology going to the countryside.

The “Five Lines” refer to the integration of labor education into family education. During holidays, students are encouraged to participate in household labor at home, such as cooking, washing clothes, watering flowers, and growing crops, in order to experience the hardships of their parents’ labor, appreciate the hard work they receive from their parents for tuition and living expenses, and cultivate virtues such as diligence, thrift, and frugality, thus cultivating good habits of labor.

(2) Constructing a "Four Dimensional" Evaluation Mechanism for Labor Education

One dimensional evaluation revolves around the subject of the curriculum. In the curriculum design, we integrate labor education into professional, ideological and political courses, so when assessing, we should consider not only the cultivation of labor concepts and labor spirit, but also the participation of students in labor practice. This level of evaluation should include evaluations from school teachers, counselors, and relevant institutions, as well as evaluations from mentors and community leaders from off campus training bases, in order to comprehensively assess the effectiveness of student labor education.

“Two dimensional” refers to the evaluation of students themselves. By establishing a ledger, students can register their daily experiences of labor education and participation in labor practice activities, and comprehensively and fully record their growth process of receiving labor education, in order to achieve the goal of quantitative to qualitative change and actively participate in various labor education and activ-

ities.

“Three dimensionality” refers to the assessment of social services. Encourage students to participate in social volunteer service activities outside the school gate, such as participating in “University Student Games”, corporate charity activities, and other social services, to improve their labor awareness and cultivate their labor spirit. Volunteer service teams and enterprises and institutions should conduct comprehensive evaluations of students.

The “Four Dimensions” refer to the evaluation of family labor education. The evaluation of labor education should not only be limited to school labor education, but also extend to the participation of students in family labor education. The normalization of student family labor education is the foundation of student labor education. It can assess the participation of students in family labor education during winter and summer vacations, holidays, etc., in order to comprehensively assess the cultivation of students’ labor ability, work habits, and work spirit.

(3) Creating a collaborative labor education practice base for nurturing talents

In order to implement the requirement specified in the Opinion that vocational colleges should mainly carry out labor education through internship and practical training courses, vocational colleges should fully combine the characteristics of the college’s education and professional expertise, and collaborate with enterprises and institutions to jointly create on campus and off campus labor education practice bases through school enterprise cooperation, industry education integration, and other means. At the practical base, first of all, every student can have the opportunity to receive labor training, so that they can understand that labor creates value, and socialism with Chinese characteristics is a step by step work of the Chinese people. Secondly, by introducing and going out, we can invite great country craftsmen, model workers, and others to come to the campus to preach, and bring in excellent employees from enterprises and institutions to pass on the knowledge. Students can also leave campus and participate in production labor in rural areas, off campus training bases, and other places, truly experiencing the labor production environment, and realizing the integration and intercommunication of labor education and production practice. Finally, by organizing labor skills competitions and other activities, we can organically combine labor education, professional practice, craftsmanship cultivation, and skill development, allowing students to reap the benefits of labor education and feel the joy of success in the process of competition.

In the context of the new era, to achieve high-quality development of vocational education, vocational colleges should fully implement the task of cultivating morality and talents. Through the integration of internal and external resources, optimization of teaching staff, expansion of teaching platforms, and creation of campus culture, labor education is used to promote the cultivation of craftsmanship spirit among vocational college students, guide students to worship and respect labor, cultivate a serious, meticulous, rigorous, and practical learning attitude, cultivate more talents that meet the needs of the times and social development, and promote the construction of a talent strong country.

Reference:

[1]Sun W ,Sun H . The Cultivation Path of Craftsman’s Spirit in Application-oriented Undergraduate Education[C]// , 2018:

[2]Wei X ,Zhou L ,Li Y . Cultivation of Higher Vocational Students’ Craftsman Spirit from the Perspective of Innovation and Entrepreneurship Education[C]// Singapore Management and Sports Science Institute Singapore,Information Engineering Research InstituteUSA. Proceedings of 2018 5th International Conference on Management Innovation and Business Innovation (ICMIBI 2018) Lecture Notes in Management Science VOL.96. Hubei Business College;Wuhan Donghu University;, 2018: 6.