

The value, dilemma and countermeasures of preschool labor education in the perspective of rural revitalization

Feng Lin, Defu Yu

Guangxi Open University, Nanning 530022, China

Abstract: In recent years, the academic circles in China have deeply discussed the significance of labor education from a new Angle, and also raised this topic to the focus of education. According to the content and characteristics of labor education under the background of the new period, it is advocated that kindergarten to carry out such activities can help children to cultivate a “truth-seeking” labor spirit and shape a “Ming-good” labor personality. According to the current situation of kindergarten labor education, we can integrate the content of food and nature into the labor education curriculum, and form a unique kindergarten-based curriculum.

Key words: Rural revitalization; Young children; Labor education

The 2018 National Education Congress clearly pointed out that efforts should be made to establish an education system that covers moral, intellectual, physical, American and labor education in all aspects. In March 2022, the CPC Central Committee and The State Council issued the guiding document on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era, which listed labor education as a key part of the five education programs and required all kindergarten teachers to attach importance to labor education. Based on his understanding of the document, Tan put forward his definition of labor education for the new generation: “a kind of teaching behavior aimed at guiding children to shape correct labor concepts and habits, so as to realize their whole-person development”. In this process, the preschool education stage is a crucial and fundamental link. Labor ability is a basic human characteristic, it will run through the whole life course, therefore, teaching children how to look at labor correctly is the first step of preschool teachers to implement early childhood labor education.

I. The practical value of kindergarten labor education

1. Help to obtain the “truth-seeking” labor spirit

The pursuit of truth is “truth”, this idea represents the spiritual investment in knowledge exploration, and this is the core value of labor education. Similarly, for young children, they are immersed in the joy of learning every day, including the practice of labor. Labor is regarded as an important virtue, which symbolizes firmness and diligence. In the process of implementing labor education, children can cultivate their “truth-seeking” labor spirit by observing the behavior of kindergarten teachers or parents at work, so as to improve children’s ability to solve problems. In addition, children’s daily activities and life experiences will also let them ask more questions and deepen their understanding, which is of great help to children’s comprehensive understanding of the world, and is conducive to the development of physical and mental health, self-confidence and excellent quality.

2. Help to obtain “Mingshan” work personality

“Good” is the goal of morality, which represents the improvement of human knowledge and ethical literacy. And cultivating the right concept of work is the core mission of labor education, which also promotes the pursuit of “good” moral cultivation. Although each child has its own characteristics, the excellent quality of “goodness” can become the key driving force for their self-improvement. Therefore, when carrying out labor education activities in kindergartens, kindergarten teachers will not only teach related subjects, but also convey work perceptions to children. In this way, they can not only master the skills of daily life, but also understand the value of life, and shape their professional spirit. In the course of young children’s development, “kindness” also becomes the basic element of forming a healthy personality. Having “good” spiritual labor characteristics will affect their behavior patterns and interpersonal relationship handling skills in social life, so as to enhance children’s ability to understand social roles.

II. The problems of early childhood labor education in the perspective of rural revitalization

1. The awareness of home cooperative education is low

For a long time, affected by the level of social development and the cognition of education culture, kindergartens, children’s families, communities or village collectives have relatively low awareness and attention to early childhood labor education. First of all, in terms of kindergartens, there are insufficient grasp and attention to the practice of rural children’s labor in the perspective of rural revitalization, resulting in early childhood labor easy to stay in the level of simple mechanical labor such as self-service and simple labor, and easy to lack the deep reflection of the content of rural farming culture and become mere formalization. Secondly, in the aspect of children’s families, more young parents leave their hometown to work in the city, and let their grandparents take care of their children. Because of the limited educational cognition and cultural level, grandparents often need to work to survive, and their understanding and support for children’s labor is also extremely limited. Even young parents are prone to one-sided understanding of early childhood labor education. Some studies have pointed out that many rural children’s family education environment is not ideal, or there are serious defects. This easily leads to the breakdown and lack of rural children’s labor education at the family level, which greatly weakens the overall effect of education. Finally, the community or village collective and other rural society, it is easy to recognize the value of farming culture in early childhood labor education

and inheritance and development are not impressed.

2. Lack of external support for kindergarten teachers' practical ability

The existing comprehensive literacy level of kindergarten teachers cannot support their in-depth exploration activities, which is conducive to improving the practical effectiveness of preschool labor education. There are many problems and professional confusion regarding the positioning, content design, implementation mode and evaluation points of preschool labor education. Taking the "24 solar Terms" as an example, kindergarten teachers have problems of vagueness, randomness and confusion in the goals and content design of labor education for children of different ages; The integration of the content and cultural connotation of the solar terms is also very limited, and more stay in the surface of labor, easy to form labor without education; Even if it is concerned that children are easy to lose interest in activities and transfer attention, the timely and effective intervention and guidance of kindergarten teachers are less; There is confusion about how to guide children to effectively observe, scientific record and theme discussion, and introduce culture in education promotion strategies in labor education activities. In addition, affected by multiple factors such as the policy guidance of labor education, systematic teaching and research in the garden, and the relative lack of education and training outside the garden, kindergarten teachers are easy to lack the awareness to actively study child labor and education under the vision of rural revitalization, and fall into a vicious circle due to the lack of external professional support and promotion.

3. Lack of in-depth exploration of labor education courses

In short, labor education is a comprehensive education. To change "labor" into "labor education" or to give it an educational character means to form a spontaneous, natural and organized connection between the activities of labor in daily life and the cultivation of moral, intellectual, physical, aesthetic, and other qualities. Therefore, the construction of early childhood labor education curriculum also needs to combine the five fields of kindergarten education content and activity mode, and organically integrate farming culture, moral norms, labor emotion and other labor education content into it. However, in practice, kindergartens mostly stay in a single field such as preschool society, and it is difficult or difficult to integrate labor education with the five fields of kindergarten education.

III. Practice path of preschool labor education from the perspective of rural revitalization

1. Strengthen the publicity of rural culture and enhance the importance of early childhood labor education

Observing the urban-rural dual structure system, we can see that the value orientation of rural education has always been bound by the binary mode of thinking, which not only deprives rural education of its cultural characteristics, but also makes its real nature continue to be covered up. Therefore, it is easy to dilute or even ignore the value of rural culture and its educational characteristics in rural society, and gradually dissolve the positive endogenous power of rural culture and education. Obviously, under the vision of rural revitalization, rural early childhood labor education needs great attention and professional practice from educators, as well as effective support from rural families and village collectives and other social forces. Therefore, kindergartens need to systematically strengthen kindergarten teachers' special study of rural culture such as Chinese excellent traditional farming culture, and the special discussion on its association with rural children's labor education and education integration, so as to deepen kindergarten teachers' understanding and mastery of knowledge content such as farming culture, rural civilization and rural children's labor education characteristics. In this regard, rural kindergartens should first seek the support of external cultural and educational professional forces through information network thematic learning and guidance from professional teams in colleges and universities. At the same time, continue to carry out targeted systematic thematic teaching and research in the park, and enhance the recognition and emphasis on the value of educating and cultural inheritance of rural children's labor education under the vision of rural revitalization. In addition, kindergartens should strengthen the publicity of farming culture and labor education to children's families and communities through the way of "invite in" and "go out". On the one hand, kindergartens regularly invite and organize parents to carry out thematic exchanges through parent-teacher meetings, activities and open days, and actively invite parents with farming experience to participate in the guidance and practice of labor education in the park; In addition, children are actively organized to participate in local traditional craft workshops and carry out labor education practices in rural areas and communities, thereby expanding the scope and content of labor education and helping to deepen the effectiveness of family and community labor education for children.

2. Deeply explore the nature and humanity, and highlight the local content of labor education

From the perspective of the existing practical teaching and theoretical basis, the integration of the two can construct a more clear education goal, and can also expand children's labor education activities in the perspective of rural revitalization. It is also the guiding content that needs to be clarified in the current kindergarten teachers' labor education practice. In this regard, kindergarten teachers should focus on and focus on the requirements and guidelines of rural revitalization for the development of rural preschool education, combine the characteristics of rural children's activities and education rules, and think and clarify the localization of rural children's labor education goals. The native characteristics of the countryside are conducive to the linguistic reconstruction of its geographical environment in terms of natural ecology, interpersonal relations, culture and people's feelings and values. This is also the foundation for the existence and development of rural education, which makes rural education the basis and support to distinguish it from other forms of education. Rural revitalization inevitably requires the continuous improvement of the overall quality of rural preschool education development, and educational practice can be carried out according to local conditions in combination with rural culture and reality, with strong local characteristics and cultural self-confidence. So that children can intuitively perceive and simply understand the daily life labor, can initially carry out some basic life labor and simple farming work, refocus on the fun of farming, understanding the difficulty of labor, so as to strengthen the respect for the hard work of the elders.

3. Focus on grasping the characteristics of children and improving the interesting concentration of labor education

In connection with the development characteristics and in-depth cognition of children at this stage, taking care of children should be based on the implementation of labor practice activities. Different from other stages of labor education, children's labor practice must closely focus on children's life and create a real and operable working situation, organically combine children's curiosity, fun and active characteristics, in order to effectively trigger children's participation in labor practice activities of interest and sustainability. The fun in life comes from labor education, so kindergarten teachers need to set up activities related to daily life. When children try to explore these life-oriented themes, they will encounter many problems in the real life environment. The living environment of children mainly consists of the daily life of children and their families, family work and farming, kindergarten education activities, labor and customs of specific traditional festivals, etc., with a prominent rural labor life atmosphere, which contains rich content of labor education theme. Integrating game elements into the theme of children's labor education can not only effectively make children have a deeper understanding of the teaching content, but also stimulate children's drive and enthusiasm, so as to improve children's participation in labor tasks and initiative. When children enter the class, kindergarten teachers set up various role areas according to children's preferences and actual needs, such as "baby home" or "small restaurant", so that children can freely choose and play different roles, responsible for taking care of babies or entertaining customers; In the middle class stage, kindergarten teachers will set up more complex planting areas, so as to cultivate children's sense of responsibility and correct tool use skills, and also meet their needs in the process of play and work; Finally, the senior class children will be invited to help wash vegetables in the kitchen, or assist other younger students to complete some daily cleaning work, so that they can have a more comprehensive understanding of the life characteristics of workers.

IV. Conclusion

To sum up, carrying out practical activities under the vision of rural revitalization and thinking about the effectiveness of preschool labor education can help enhance children's cognition of labor education, naturally cultivate simple and positive rural labor feelings, and help kindergarten teachers strengthen the value recognition and practical motivation of labor education and cultural inheritance. Therefore, under the background of rural revitalization, we should focus on thinking, designing and implementing rural children's labor education activities with local flavor and cultural self-confidence, and effectively improve the quality of children's labor education.

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