

# The practical difficulties and Countermeasures of Labor Education in Higher Vocational Colleges in the New Era

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**Abstract:** As the main position of training vocational skills talents, higher vocational colleges should not only teach students professional knowledge and skills, but also train students to form a good professional quality. In the new era, labor education as an important part of higher vocational education, teachers should face the inaccuracy of students' labor education understanding, labor education curriculum to be optimized, labor education evaluation still need to be perfected and other deficiencies, and actively explore the corresponding solutions to promote the innovation and development of higher vocational labor education.

**Key words:** Higher vocational colleges; Labor education; Countermeasure analysis

The core goal of higher vocational education is to train the vocational talents who are oriented to production, construction, management and service. At the same time, higher vocational education also emphasizes vocational skills and quality training as the basis, to the social market demand as the guidance, and to strengthen the proportion of practical teaching activities in higher vocational education. This also brings new opportunities for the labor education of higher vocational colleges in the new era. Strengthening labor education in higher vocational colleges is not only a positive response to the educational policy of the Party and the state, but also an effective way to improve the quality of personnel training and realize the high-quality development of higher vocational education. However, with the rapid development of Internet technology in recent years, due to the immature values of higher vocational students, some students are affected by some bad opinions on the Internet platform, and there is a phenomenon that they are not willing to participate in labor and do not cherish the results of labor. Based on this, it has become an important topic for higher vocational teachers to explore the realistic predicament of labor education in higher vocational colleges in the new era and put forward corresponding countermeasures.

## I. The realistic dilemma of labor education in higher vocational colleges in the new era

### 1. Students' understanding of labor education is not accurate

Students are the main object of labor education, and their understanding of labor education directly affects the results of labor education in higher vocational colleges. At present, the understanding of labor education of some higher vocational students is not comprehensive enough, and there are problems such as weak labor consciousness and lack of labor emotion. On the one hand, some students believe that physical labor is a "low-level labor", and mental labor is a more advanced and respected labor behavior. However, higher vocational education is to train talents with professional skills for front-line work, and they will inevitably engage in some manual labor after entering the post. Students' incorrect understanding of labor leads to the situation that enterprises are "difficult to recruit workers" and students are "difficult to find jobs" at the same time when they graduate. On the other hand, due to the shallow understanding of labor, some students in the study and work there is a lack of labor emotion. More or less, vocational students have to go through a period of physical labor when they just enter the work, and lasting enthusiasm for work is an important source of motivation to help vocational students to stick to their posts, promote personal career development and love work. However, some higher vocational students have not realized the importance of labor education in individual development, and they lack initiative and enthusiasm in labor education carried out in higher vocational colleges, and even have an aversion to labor, which is not conducive to the overall development of students.

### 2. The curriculum of labor education needs to be optimized

At present, some higher vocational colleges lack top-level design in the curriculum of labor education, and the selected teaching content is not well matched with the characteristics of students' majors and vocational needs. In particular, the proportion of key contents such as craftsman spirit and model worker spirit is very small, and there is a lack of education and guidance for vocational students' professional spirit. Although some higher vocational colleges have also set up special labor education courses, the actual labor practice time is not much, and some higher vocational colleges can not even meet the 16 class hours required by relevant policies. At the same time, in the teaching process, the content of labor education is monotonous cleaning and hygiene, and the practical and practical content of labor education in curriculum design is relatively weak. In the long run, the monotonous labor practice also makes the enthusiasm of students to learn the labor education course increasingly low, which makes the labor education course become formalized, and the effectiveness of labor education is also reduced. In addition, at present, some higher vocational colleges do not set up special labor education courses, but integrate some labor education content in ideological and political courses or moral education, or replace it with special lectures, propaganda and display, theme league day and Party Day activities. This kind of labor education can not meet the practical needs of students for labor safety knowledge, labor related laws and other aspects, nor can students realize the feedback of labor value, so as to play the role of labor education.

### 3. Labor education evaluation still needs to be improved

In the development of labor education in higher vocational colleges, the lack of systematic evaluation of labor education quality is also an important factor affecting the results of labor education. At present, labor education in higher vocational colleges is mainly evaluated

by the attendance rate of students participating in labor education courses and the actual amount of labor. Such evaluation is difficult to quantify whether students have mastered deeper labor morality and craftsman spirit. At the same time, there is still room for improvement in the evaluation standards of labor education. Higher vocational colleges do not set the content of labor education evaluation in combination with the characteristics of running a school, professional characteristics, industry development and other practical situations, and there is a great arbitrariness in the evaluation of students' specific labor practice content and labor literacy that students should master, ignoring the subject status and real needs of students. Although some higher vocational colleges have incorporated the results of students' labor education evaluation into the evaluation of academic performance, the evaluation content and evaluation method are relatively simple, mainly by teachers according to the summary report submitted by students, and lack of process evaluation of students' participation in labor education. In addition, the evaluation methods and evaluation subjects are also relatively simple, the lack of multiple evaluation subjects such as student mutual evaluation and enterprise evaluation, so that the labor education evaluation is only a formality to a certain extent, and some students simply do not participate in labor practice, just let the enterprise stamp on the internship form to cope with the school inspection.

## II. The countermeasure analysis of labor education in higher vocational colleges in the new era

### 1. Updating the concept of labor education with The Times

In the new era, teachers in higher vocational colleges should realize that labor education has the same important educational significance as moral education, intellectual education, physical education and aesthetic education. From the height of training high-quality and high-quality vocational talents, strengthen the top-level planning, pay attention to labor education, update the concept of labor education with The Times, and conduct in-depth research and interpretation of the labor values in the excellent traditional Chinese culture, the Marxist concept of labor, and the important thoughts on labor education in the theoretical system of socialism with Chinese characteristics. To excavate the educational value and spirit of The Times contained in labor education, and guide students to correctly understand the relationship between labor and life, advocating labor and realizing the Chinese dream. In the scientific and systematic labor education, students should change their wrong cognition of labor and realize that both physical and mental labor should be respected and encouraged. Let students consciously have high respect and respect for hardworking farmers, artisans who study their skills, teachers who teach, doctors who save lives and heal the wounded, scientists who research and develop new technologies, and food delivery men who travel around the city. At the same time, teachers should also change the previous mode of labor education, which mainly relies on explanation, so that students can realize the true meaning of labor in labor practice, and establish the values of loving, diligent, and good at labor, so that they can truly learn "10,000 miles" on the basis of reading "10,000 books" well.

### 2. Establish a labor education curriculum system that combines science and practice

The curriculum system of labor education in higher vocational colleges should be comprehensive, practical, open and targeted. This is also the key to improve the effectiveness of higher vocational labor education. In particular, the labor education syllabus and content of higher vocational colleges can not be "one-size-fits-all", and should be combined with the characteristics of students of different majors and different grades to teach students according to their aptitude. In the setting of labor education content, on the basis of following the laws of education, it is necessary to organically integrate the new forms of industry and the new development of labor, appropriately distribute the different forms of labor education content, and form the first stage to teach students labor knowledge and labor skills; The second stage is to cultivate students' working habits and attitudes; The third stage guide students to establish labor ethics and labor spirit; The fourth stage leads the students to comprehend the profound connotation of craftsman spirit and model worker spirit, and the progressive labor education content. In terms of curriculum setting, it is necessary to establish a set of labor education curriculum system divided according to grades. For example, a compulsory course of labor education theory should be set up for students in the first year, supplemented by simple labor practice content, so that students can establish a correct cognition and emotional value attitude towards labor education. In sophomore year, elective courses of labor education are set up for students to choose practical courses such as pottery, traditional paper-cutting, and garden maintenance according to their own interests, so that students can deeply experience the craftsman spirit in hands-on practice. In the third year, with the help of post practice, students can experience the real labor education in the work, and strengthen the ideological and political education guidance in the practice to innovate the "labor ideological and political" education. In addition, teachers can also carry out the second class of labor education, and organize activities such as "Labor Culture Month", "Labor Lecture Hall" and "Model worker craftsman into campus" on special nodes such as the May Day Labor Day. By carrying out labor practice activities with unique characteristics and the characteristics of The Times, labor education in higher vocational colleges will be more colorful, and then stimulate more students' enthusiasm for participation.

### 3. Improving the student-centered labor education evaluation mechanism

In addition to changing the concept of labor education and constructing the curriculum system of labor education, higher vocational teachers should also improve the student-oriented labor education evaluation mechanism according to the actual learning situation. The content of evaluation includes but is not limited to the curriculum setting, teaching activities and guarantee mechanism of labor education. At the same time, the specific content and requirements of students' participation in labor education should be specified in detail, and how to implement the labor education evaluation method of credit replacement should be discussed with the cultivation of students' labor literacy as the center. In order to realize not only the whole process of student participation in labor should be recorded, but also the ideological and moral development of students, labor comprehensive literacy and other aspects should be evaluated. In addition, the performance of students'

daily labor should also be evaluated effectively through students' self-evaluation and peer evaluation. Practical training is an important part of higher vocational education. In this process, school teachers and enterprise mentors should conduct a comprehensive evaluation of students' occupational labor quality such as labor safety, professional accomplishment and labor spirit, so as to establish a scientific student-centered labor education evaluation mechanism and comprehensively improve students' labor quality.

#### 4. Create a campus cultural atmosphere of love for labor

Cultivating students' labor spirit is not a success in a day, and labor education cannot be separated from the influence of the campus environment. Therefore, teachers should actively create a campus culture atmosphere of love for labor. In the construction of campus culture, the content of labor culture and labor education can be integrated into the campus landscape such as landscape sketch, figure sculpture and cultural corridor. At the same time, we can also carry out labor education propaganda with the help of the theme league day and Party Day activities. For example, we can organize the "model workers around" theme group day activities, so that students can learn about the daily work of dormitory administrators, cleaners, canteen cooks and other grass-roots staff in the campus through interviews, realize the great spirit of labor, and then establish the labor quality of "doing one line, loving one line". In addition, teachers can also organize innovation and entrepreneurship activities, so that students can experience the difficulty of starting a business, in order to establish a good moral quality of loving labor and respecting labor. In this process, teachers can also invite outstanding alumni to tell students about the difficulties in innovation and entrepreneurship, and how they overcome difficulties with the spirit of labor. Through vivid examples, students can better understand the spirit of model workers and artisans, consciously inherit the excellent cultural gene of the Chinese nation, and practice the spirit of work. In addition, teachers should also pay attention to the education of labor laws for students, so that students can realize that in the face of some labor problems, the legitimate rights of workers can be protected by legal weapons. At the same time, with the help of new media platforms such as campus radio and wechat public accounts, students should be encouraged to use honest work to create a better life and realize their ideals, so that "labor is the most glorious" becomes a new trend of campus culture.

### III. Conclusion

To sum up, in the new era, teachers in higher vocational colleges should actively explore the innovation and reform of labor education, improve the quality of labor education in higher vocational colleges and cultivate more students with both morality and talent by updating the concepts of labor education that keep pace with The Times, constructing the curriculum system of labor education that combines science and practice, perfecting the student-oriented labor education evaluation mechanism, creating a campus culture atmosphere that loves labor and other countermeasures. With good labor quality of the new era of vocational skills talents.

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