



# Practical Exploration of Labor Education Training System in Colleges and Universities in the New Era——Taking Jiangsu University as an Example

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**Abstract:** In order to cultivate high-quality talents needed by society, colleges and universities must incorporate labor education into the talent training system. At present, there are still some problems in labor education in some colleges and universities, such as deviation of labor concept cognition, imperfect labor education mechanism, lack of labor education professional teachers, and lack of labor education practice bases. Based on the practice of labor education in Jiangsu University, this paper systematically expounds the practice path of its labor education training system: constructing the "8+24" labor education theory and practice curriculum system, promoting the construction of labor education theme campus culture, constructing the "Trinity" labor education coordination mechanism, Strengthening the construction of labor education teachers. And this paper still put forward the path of further deepening the labor education training system: to promote the full release of the collaborative governance efficiency of labor education, to improve the degree of collaboration inside and outside the school; to strengthen the construction of the labor education curriculum system, to improve the integration of labor education; improve the labor education assessment system and to enhance the validity of labor education. It provides a good reference for enhancing the effectiveness of labor education in Chinese colleges and universities.

**Keywords:** Practical Exploration, Labor Education, Training System, New Era

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## 1. Introduction

China's education conference proposes to incorporate labor education into the training system of moral education, intellectual education, physical education, and aesthetic education, in response to the call of the times for labor education, and to form the educational requirement of "Educating Five Domains Simultaneously ". The "Opinions on Comprehensively Strengthening Labor Education in Colleges and Elementary Schools in the New Era" emphasizes: "Incorporate labor education into the whole process of talent training, through all stages of college, middle and primary schools, through family, school, and all aspects of society, and with moral education, intellectual education, sports education, Aesthetic education is integrated, closely combined with economic and social development changes and the actual life of students, actively explores labor education models with Chinese characteristics, innovates systems and mechanisms,

pays attention to educational effectiveness, realizes the unity of knowledge and action, and promotes students to form a correct world outlook, outlook on life, and values." [1] On the basis of cultivating educated people with basic labor skills, labor education is to cultivate educated people to establish correct labor values by improving their labor literacy, to achieve the educational goal of the all-round physical and mental development of the educated, and promote them to devote themselves to the practice of the great rejuvenation of the Chinese nation [2].

Colleges and universities are places where college students receive higher education. Different from basic education in middle schools and primary schools, colleges and universities should cultivate high-quality talents needed by society, and it is even more necessary to incorporate labor education into the talent training system. However, in practice, the implementation of labor education in colleges and universities is prone to "mixing" and "superficialization", and insufficient

research on the difference in labor education in universities, middle schools and primary schools; "with labor, no education", simply equating labor practice activities with labor. There are problems such as insufficient system construction of labor education, or there are tendencies such as "non-educational" labor education, "non-curricularization" of labor courses, and "non-professionalization" of labor education practice [3]. In the new era, it is necessary to cultivate new talents of the era with Comprehensive development. Colleges and universities must grasp the fundamental characteristics of labor education, improve the quality and efficiency of labor, and closely follow the development of science and technology and industrial transformation. In the new era, labor education in colleges and universities should conform to the trend of social development, guide college students in the new era to achieve a better life, obtain innovation and creativity in labor creation, and cultivate new talents with innovative spirit, practical ability and responsibility [4]. It can be seen that the connotation of labor education in the new era is extremely rich.

## **2. The Current Problems of Labor Education in Colleges and Universities**

At present, some college students in Chinese universities still lack labor awareness and opportunities, and some college students despise labor. These phenomena mainly include poor guidance on labor education, insufficient attention, imperfect mechanism, lack of teachers, and lack of practice bases. The emergence of these reasons is not conducive to the comprehensive growth of college students and hinders the development and strengthening of labor education.

### **2.1. There Are Deviations in the Cognition of Labor Concepts**

At present, with the continuous improvement of social living standards, there is a wrong concept of labor in the society, such as striking it rich, taking advantage of opportunities and reaping without sowing. In labor education, the utilitarian nature is strong, and the most direct manifestation is that it is useless to study meritorious labor, the cognition of labor connotation is relatively one-sided, and physical labor and intellectual labor are treated differently. Under the guidance of this labor cognition concept, it is bound to these results in weak labor awareness and lack of labor concepts among college students, resulting in the emergence of problems such as not cherishing the fruits of labor [5].

### **2.2. The Labor Education Mechanism Is Not Perfect**

In the absence of a complete mechanism to guarantee and support in labor education, in colleges and universities, families, schools and society have not assumed common responsibilities and played a joint role. In addition, regarding the implementation of labor education, there is a reality that the development of various places and schools is different in practice, and various evaluation mechanisms are not yet perfect. In the course evaluation system, homework is still

dominant, which makes labor education less attractive to college students [6].

### **2.3. Lack of Teachers in Labor Education**

There is a serious shortage of labor education theory teachers. Practical Instructive teachers are all part-timers, lacking labor education theory, and the special teaching ability, research ability. Their labor practice guidance ability is weak, only to meet the completion of teaching tasks. The team of off-campus part-time teachers is uneven, and the professional quality lacks normative requirements [7]. Teachers engaged in labor education generally lack teaching research awareness and professional improvement ability. They rarely have the opportunity to participate in special labor education training.

### **2.4. Lack of Labor Education Practice Bases**

The degree of social participation in labor education is very low. There is an extremely lack of professional practice, innovation and entrepreneurship labor, and voluntary labor education practice places on and off campus. It is difficult to carry out labor education with the help of third-party professional social institutions [8]. When schools promote labor education, they are often limited to the conditions of the campus and existing resources, and cannot be improved and adjusted according to the cultivation of talents for the comprehensive development of morality, intelligence, physique, aesthetics and labor.

## **3. The Practice of JIANGSU University to Build a New Era Labor Education Training System**

### **3.1. Construct the "8+24" Labor Education Theory and Practice Curriculum System**

During the construction of the labor education system, Jiangsu University has gradually explored and constructed the "8+24" online and offline labor education theory and practice curriculum system for college students which is mixed and project-based. Among them, 8 credit hours are labor education theory, and the online course "Labor Education for College Students in the New Era" has been built, which is launched on the MOOC (Love Course Network) of Chinese universities, and is open for college students to take electives. 24 credit hours are offline labor education practice projects. The first batch of 30 projects will be selected and approved. These projects come from more than ten teaching centers such as basic engineering training center, industrial center, agricultural equipment college, materials college, automobile college, and art college. The labor practice project plays fully role in the school's professional advantages and disciplinary characteristics, creatively combines modern technology with traditional culture, pays attention to promote the excellent traditional Chinese culture and craftsmanship spirit, and guides college students to develop good labor quality and labor literacy in a subtle way. Experience the infinite charm of

"labor creates value" [9].

### **3.2. Promote the Construction of Campus Culture with the Theme of Labor Education**

Campus culture is a comprehensive reflection of school teachers and students' spiritual outlook, way of thinking, value orientation and behavioral norms. Jiangsu University closely embraces the construction of campus culture with labor education as the core, and naturally incorporates labor education into various theme activities of campus culture through the combination of "vertical depth and transverse diffusion". The school sets May each year as the labor month, and uses special lectures, keynote speeches, labor skills competitions, labor achievement demonstrations, labor project practice, labor typical selection, professional skills competitions and other themes to constantly promote the spirits of "self-improvement, deep kindness, hard work and truth-seeking". The spirit of Jiangda University guides students to be down-to-earth, work hard, and become pioneers, trailblazers and devotees who are at the forefront of the times.

### **3.3. Constructing a "Trinity" Labor Education Collaborative Mechanism**

Jiangsu University pays attention to explore the "Trinity" labor education multi-coordinated mechanism of family, school, and society. Family labor plays an enlightening, fundamental, and lifelong role in the entire ecological framework of labor education. The words and deeds of family members can subtly help students establish a correct attitude. In terms of labor concept, Jiangsu University took advantage of the students' time at home during the winter and summer to organize and carry out family labor for college students with the themes of "Homework First", "Civilized Community First", etc., and made timely evaluations, achieved good educational results. All sectors of society, especially industrial enterprises, have abundant labor education resources. Jiangsu University pays attention to strengthening cooperation with enterprises and institutions at the social level, actively builds labor education practice bases, and provides labor practice platforms and internship places for college students. For example, the construction of agricultural education practice Bases, vinegar culture practice bases, etc., provide college students with a variety of labor education practice and practice environments, help college students to understand the society at the front line, strengthen labor skills, and improve labor literacy.

### **3.4. Strengthen the Construction of Labor Education Teachers**

A team of teachers with comprehensive quality and excellent ability is an important guarantee for labor education [10]. According to the needs of school labor education, Jiangsu University has established a team of full-time and part-time labor education teachers who are mainly professional teachers. The team has innovation and entrepreneurship mentors, and counselors, supplemented by off-campus enterprise mentors and industry experts. Regularly

conduct special training for teachers who undertake labor education courses, such as organizing teachers to visit other schools, inviting relevant experts to enter the campus to train teachers and holding special lectures, so as to improve teachers' labor education awareness and professional level. At the same time, the management requirements for labor teachers are clarified to ensure that labor teachers have the same treatment as other full-time teachers in terms of performance appraisal, professional title evaluation and employment, prior evaluation, and professional development.

## **4. Suggestions on Deepening Labor Education Reform in Colleges and Universities in the New Era**

The reform of labor education in Jiangsu University has achieved certain results, and a good ecology of labor education has been initially built. A variety of characteristic practice brands have been formed, including those based on disciplines and majors, such as the "Micro-building Structure Design and Production" of the School of Civil Engineering; the characteristic brands based on innovation and entrepreneurship education, such as the "Tracking Car Design and Production" of the Basic Work Training and Training Center., characteristic brands based on traditional culture, such as "Traditional Chinese Handicraft Workshop" of the Academy of Arts, characteristic brands based on farming culture, such as "Experience and Practice of Efficient Agriculture in Lixin Village", etc. The "More Labor Education" model has been initially constructed, and labor education effectively integrates into daily life, skill improvement, professional practice, public welfare activities, and family education. The labor education textbook "Labor Education for College Students in the New Era" compiled by the organization has completed the first draft of 200,000 words, and has been approved as a key characteristic textbook in Jiangsu Province, and will be officially published. Online labor education courses have been offered several times on Chinese university MOOC platforms, and more than 5,000 college students have taken online labor education courses. However, many explorations are still in their infancy. The vitality and effectiveness of labor education have not been fully demonstrated. In view of this, the reform of labor education in colleges and universities must continue to make efforts in the following aspects.

### **4.1. Promote the Collaborative Governance of Labor Education and Improve the Degree of Collaboration Inside and Outside the School**

The first is to strengthen collaboration within the school. Labor education is a systematic project. It is necessary to deepen the ideological understanding, improve the top-level design, coordinate the promotion of labor education collaborative governance, improve the construction of labor education leading institutions and systems, and unblock the collaborative working mechanism [11]. Strengthen the

systematic construction of labor education and form a combination of policy with guidance, release labor education list in coordination, compile labor education instruction manual, plan labor education tasks, requirements, and evaluation in a unified way. Overcome the tendency of labor education in colleges and universities to be "mixed", "superficial", "with labor but without education" [12]. The second is to further strengthen the coordination of school labor education with families and society, attract them to fully participate in student development education, supervision and evaluation of off-campus labor practice.

#### **4.2. Strengthen the Construction of Labor Education Curriculum System and Improve the Integration of Labor Education**

The first is to enrich the content of labor education practice projects. Strengthen the construction of general education courses, increase the types of practical projects in labor education courses, and meet the diverse needs of students in connection with labor [13]. The second is the integration with its own advantages. Colleges and universities explore the platform advantages of activating trade unions, organically incorporate "model workers and craftsmen into the campus" and "model workers and craftsmen face-to-face with students" into the content of general or professional courses and related modules. Improve the normalization, institutionalization mechanism, and give full play to the role of role models in guiding students' labor values [14]. The third is the integration with students' life and interests. By combining with regional characteristics and non-genetic inheritance, we will promote the establishment of integrated labor practice courses to meet the interests and needs of different students, and improve the development of students' labor skills and hands-on ability. The fourth is the integration with professional practice and innovative practice. The high-quality development of labor education puts forward profound requirements for the combination of teaching, scientific research and production practice in colleges and universities. The social and practical nature of labor education requires colleges and universities to emphasize the connection between theory and practice in teaching, and to highlight the relationship between professional practice and innovative practice. The applicability and creativity of professional practice in colleges and universities require teachers to pay attention to lead students to carry out production labor in professional production practice, and to improve the level of labor education in scientific research and innovation practice [15]. Therefore, it is necessary to effectively strengthen the construction of professional practical labor and innovative practical labor courses in applied colleges and universities.

#### **4.3. Improve the Assessment and Evaluation of Labor Education and Enhance the Validity of Labor Education**

Formulate labor education evaluation methods, based on

evaluation, strengthen guidance, grasp implementation, and promote improvement. Coordinate and formulate labor education assessment evaluation indicators and weight ratios, so that they can effectively reflect the dynamic improvement of students' labor concepts, labor quality, and labor skills, and organically integrate the assessment results into students' comprehensive literacy assessments. Contact the selection and recognition of students, so as to continuously enhance the internal motivation of students to devote themselves to labor theoretical research and practical activities, and improve the effectiveness of labor education [16]. For example, the evaluation standards and practice of "The labor literacy of college students based on professional growth" in a university provide a good reference for the development of labor education evaluation in colleges and universities.

## **5. Conclusion**

The construction of a systematic and efficient labor education system and path is the fundamental guarantee for the implementation of labor education in colleges and universities in the new era, and the fundamental strategy to improve the labor quality of college students in the new era. It is necessary to continuously explore laws, summarize experience, continuously optimize and improve labor education programs in the process of practice, pay close attention to the implementation. The labor education training system of Jiangsu University has been explored through practice and has stronger operability. After a period of operation, it has achieved obvious results. This training system can be promoted and replicated, and has a high reference value for the development of labor education in Chinese colleges and universities.

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## Biography

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