

# Research on the Optimization of Strategies of Primary and Secondary School Students' Labor Education in the Perspective of Combining Teaching and Labor in the New Era

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## Abstract

Under the wave of education reform in the new era, the combination of teaching and labor has been given a new connotation, and the importance of labor education in shaping the comprehensive development of primary and secondary school students has become more and more prominent, and the cultivation of students' correct concept of labor education and solid labor literacy must start from the basic education stage. This study uses the questionnaire survey method to carry out an empirical investigation on the status of labor education for primary and secondary school students and finds that there are such problems as insufficient attention to labor education, insufficient teachers, unbalanced contents and resources of labor education, imperfect evaluation system, and lack of a collaborative educating mechanism in the implementation of labor education in primary and secondary schools, etc. The study puts forward specific countermeasures and suggestions for optimizing labor education in primary and secondary schools in terms of strengthening the importance of labor education, enhancing the construction of teachers, tapping labor education resources, perfecting the evaluation system of teaching effectiveness, and building a cooperative educating mechanism.

## Keywords

New era, Labor education for primary and secondary school students, Strategy optimization.

## 1. Introduction

The combination of teaching and labor refers to the combination of education and production and labor<sup>[1]</sup>, and the two have mutual influence and penetration, including the two-way combination of "teaching-labor" and "labor-teaching". General Secretary Xi Jinping proposed that "socialist education should cultivate socialist builders and successors with all-round development of morality, intelligence, physicality, aesthetics, labor, and promote the spirit of labor among students", "education should be rooted in the land of China, and be combined with productive labor and social practice" <sup>[2]</sup>. To effectively promote labor education in primary and secondary schools, labor education is listed as a special course. This shows that China pays attention to labor education and is committed to cultivating primary and secondary school students' labor awareness and ability. However, due to the current education system and the

conditions of school facilities, primary and secondary schools often face the problem of formalism in the implementation of labor education, which leads to unsatisfactory processes and effects of labor education. Given this, this study intends to use the questionnaire survey method to investigate primary and secondary school students, aiming to understand the current situation of primary and secondary school students' labor education, to carry out countermeasures research on the optimization of primary and secondary school students' labor education, and to provide empirical investigation research results to support the innovation of labor education.

## 2. Questionnaire Design, Distribution, And Recovery

In this research activity, the author mainly conducted a survey and research on some areas in Anhui and Shandong, and the questionnaire was divided into the questionnaire for primary and secondary school students, the questionnaire for primary and secondary school teachers, and the questionnaire for primary and primary and secondary school parents. The questionnaire for primary and secondary school students mainly includes four parts: basic information, the current situation of labor education, labor education resources and content, and interest and evaluation, with a total of 20 questions designed, 400 student questionnaires distributed, and 397 valid questionnaires retrieved, with an effective rate of 99.25%. The questionnaire for primary and secondary school teachers is divided into the questionnaire for labor education teachers and the questionnaire for non-labor education teachers. The questionnaire for labor education teachers mainly includes four parts, namely, basic information, school labor planning program, teaching curriculum implementation, and evaluation system, with a total of 22 designed questions, while the questionnaire for non-labor teachers mainly includes two parts, namely, basic information and awareness of labor education, with a total of 14 designed questions. 223 questionnaires were distributed to teachers, and 221 valid questionnaires were returned to teachers, with an effective rate of 99.1%. The questionnaire for parents of primary and secondary school students is divided into four parts, namely, basic information, parents' knowledge of and attitude towards labor education, family labor practices, and opinions and suggestions on school labor education, with a total of 16 questions, 150 questionnaires were distributed to parents, and 147 valid questionnaires were returned, with a validity rate of 98%.

## 3. Analysis of Survey Results

### 3.1. Students' perception of labor education in schools

Primary and secondary school students' students' perceptions of the situation of labor education in schools can reflect the level of understanding and attitudes towards labor education in schools. Table 1 presents the results of the descriptive statistics of this study regarding students' perceptions of labor education.

As can be seen from Table 1, in terms of "students' perception of the level of emphasis schools place on labor education," 40.05% of students consider it to be average, while only 9.82% of students believe it is highly emphasized. This indicates that primary and secondary schools do not place sufficient emphasis on labor education, and there are some issues in the teaching of labor education. On the question of "whether students feel that there is a bias in the understanding of labor education in schools or in society," 59.7% of the students chose "there is a bias," which indicates that some primary and secondary schools, in the process of carrying out labor education, view labor education as simple manual labor education. In the question "Do students feel that mental and physical labor are separated in the current labor curriculum", 59.95% of the students chose "separated", which indicates that primary and secondary schools have failed to combine mental and physical labor in the process of setting up the labor curriculum. On the question of "whether the labor curriculum is too superficial", 60.74% of the

students chose that the labor curriculum is superficial, which indicates that the content and implementation of the labor curriculum need to be further optimized and improved to enhance the practical effect and educational significance. In terms of "primary and secondary school students' understanding of the labor education curriculum", most students believe that physical labor skills, labor values, and labor spirit are the core elements of labor education, which shows that labor education has certain achievements and significance, but students' understanding is not comprehensive enough.

**Table 1.** Students' perception of labor education in schools

| Title                                                                                                                                                                | Options                                  | Frequency | Percentage |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------|------------|
| What do you think about the current level of emphasis schools place on labor education?                                                                              | A. Highly emphasized                     | 39        | 9.82%      |
|                                                                                                                                                                      | B. Moderately emphasized                 | 109       | 27.46%     |
|                                                                                                                                                                      | C. Neutral                               | 159       | 40.05%     |
|                                                                                                                                                                      | D. Not very emphasized                   | 67        | 16.88%     |
|                                                                                                                                                                      | E. Not emphasized at all                 | 23        | 5.79%      |
| Do you feel that there is a bias in the understanding of labor education in schools or society, for example, that it is regarded only as manual labor or "cleaning"? | A. Yes, significant bias                 | 74        | 18.64%     |
|                                                                                                                                                                      | B. Some bias                             | 163       | 41.06%     |
|                                                                                                                                                                      | C. Uncertain                             | 102       | 25.69%     |
|                                                                                                                                                                      | D. No bias                               | 58        | 14.61%     |
| Do you feel that mental and physical work are clearly separated in the current labor education curriculum?                                                           | A. Yes, clearly separated                | 86        | 21.66%     |
|                                                                                                                                                                      | B. Somewhat separation                   | 152       | 38.29%     |
|                                                                                                                                                                      | C. Not quite sure                        | 111       | 27.96%     |
|                                                                                                                                                                      | D. No separation                         | 48        | 12.09%     |
| Do you think the current labor education curriculum is too superficial and lacks depth and practicality?                                                             | A. Yes, very superficial                 | 94        | 23.68%     |
|                                                                                                                                                                      | B. Some tendency towards superficiality  | 147       | 37.03%     |
|                                                                                                                                                                      | C. Moderate depth                        | 96        | 24.18%     |
|                                                                                                                                                                      | D. Very insightful                       | 60        | 15.11%     |
| What do you think should be the core elements of labor education? (Multiple choice question)                                                                         | A. Physical labor skills                 | 199       | 50.13%     |
|                                                                                                                                                                      | B. Mental labor thinking                 | 98        | 24.69%     |
|                                                                                                                                                                      | C. Responsibility and teamwork skills    | 158       | 39.8%      |
|                                                                                                                                                                      | D. Creative spirit and practical ability | 104       | 26.2%      |
|                                                                                                                                                                      | E. Labor Values and Labor Spirit         | 178       | 44.84%     |
|                                                                                                                                                                      | F. Other                                 | 60        | 15.11%     |

### 3.2. Provision of labor education courses in schools

#### 3.2.1. Basic situation of labor education courses offered in schools

The Ministry of Education issued the "Guidelines for Labor Education in Primary and Secondary Schools (for Trial Implementation)", which proposes the establishment of mandatory labor education courses in primary and secondary schools and universities<sup>[3]</sup>. Labor education classes in primary and secondary schools average no less than one class hour per week, which

is used for activity planning, skill instruction, practice and practice, summarizing and communication, etc., and is necessary to be coordinated with general technology and local and school-based curricula, and other related contents. Table 2 presents the results of descriptive statistics of this study regarding the basic situation of the school labor education course offerings.

**Table 2.** Basic situation of labor education courses offered in schools

| Title                                                                                                                   | Options                     | Frequency | Percentage |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------|------------|
| How many labor lessons does your school have per week?                                                                  | A. Two sessions per week    | 65        | 16.37%     |
|                                                                                                                         | B. One session per week     | 172       | 43.32%     |
|                                                                                                                         | C. Biweekly sessions        | 97        | 24.43%     |
|                                                                                                                         | D. Occasionally             | 48        | 12.09%     |
|                                                                                                                         | E. Never                    | 15        | 3.78%      |
| How about the punctual implementation of labor education courses in schools?                                            | A. Opening on time          | 8         | 10.53%     |
|                                                                                                                         | B. Often open               | 26        | 34.21%     |
|                                                                                                                         | C. General                  | 28        | 36.84%     |
|                                                                                                                         | D. Frequently not opened    | 12        | 15.79%     |
|                                                                                                                         | E. Never opened             | 2         | 2.63%      |
| Have you ever occupied the class hours of the school's labor education courses?                                         | A. Yes                      | 54        | 71.05%     |
|                                                                                                                         | B. No                       | 22        | 28.95%     |
| Types of teachers in school labor education programs?                                                                   | A. Full-time teachers       | 36        | 47.37%     |
|                                                                                                                         | B. Adjunct Faculty          | 23        | 30.26%     |
|                                                                                                                         | C. No teachers              | 17        | 22.37%     |
| Have you participated in any school-organized labor education activities or programs?                                   | A. Often participation      | 16        | 21.05%     |
|                                                                                                                         | B. Occasional participation | 31        | 40.79%     |
|                                                                                                                         | C. Little participation     | 19        | 25%        |
|                                                                                                                         | D. Never involved           | 10        | 13.16%     |
| What are the main channels through which you are exposed to and learn about labor knowledge? (Multiple choice question) | A. School curriculum        | 242       | 60.96%     |
|                                                                                                                         | B. Family routines          | 210       | 52.9%      |
|                                                                                                                         | C. Community activities     | 173       | 43.58%     |
|                                                                                                                         | D. Online media             | 127       | 31.99%     |
|                                                                                                                         | E. Other                    | 47        | 11.84%     |

As shown in Table 2, in terms of "schools setting up labor courses", 59.69% of the schools set up one to two labor classes per week, which indicates that most schools basically meet the requirements for labor education hours set out in the Guidelines for Labor Education in Universities, Secondary and Primary Schools (for Trial Implementation), but there are still some schools that fail to meet the requirements for carrying out labor education courses, which requires schools to continue to pay attention to and carry out labor education courses in

accordance with the requirements. Regarding "the availability of labor education in schools," only 10.53% of non-labor teachers chose to offer it on time, which indicates that labor education in schools may not be sufficiently standardized, consistent, and popular. There is still a need to further strengthen the management and improve the implementation mechanism to ensure that labor education is carried out in schools in a stable and high-quality manner. On the question of "whether teachers have ever taken up the lesson time of school labor education courses", 71.05% of non-labor education teachers chose "yes", which indicates that there is a serious phenomenon of taking up the lesson time of school labor education courses in actual teaching. In the "type of teachers in school labor education courses", only 47.37% of full-time teachers, which indicates that the overall allocation of teachers in labor education has not yet reached the ideal state, and efforts need to be made to strengthen the construction of teachers in labor education courses. Regarding "whether non-labor education teachers have participated in labor education activities or projects organized by the school", 86.84% of the teachers have participated in them, but only 21.05% of them have participated in them regularly, which indicates that there is some participation in labor education activities or projects organized by the school, but the activity level is not high. In terms of "ways of acquiring labor knowledge," 60.09% of students chose school curricula, 52.9% chose family routines, and 43.58% chose community activities, which fully demonstrates that schools, families, and communities play a key role in primary and secondary school students' exposure to and learning of labor knowledge, and that they are the main places for learning and practice.

### 3.2.2. Ways of offering labor education courses in schools

Diversification of the forms of labor courses can better implement the labor education curriculum. Table 3 presents the descriptive statistical results of this study on the way labor education courses are offered in schools.

**Table 3.** Ways of offering labor education courses in schools

| Title                                                                                     | Options                                                    | Frequency | Percentage |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------|------------|
| Types of school labor courses?<br>(Multiple choice question)                              | A. Integrated practical activities                         | 62        | 42.76%     |
|                                                                                           | B. School-based curriculum                                 | 97        | 66.9%      |
|                                                                                           | C. Teaching of all subjects                                | 74        | 51.03%     |
|                                                                                           | D. Thematic practice activities                            | 58        | 40%        |
| The most important way of teaching labor education in schools? (Multiple choice question) | A. Classroom teaching and theoretical explanations         | 38        | 26.21%     |
|                                                                                           | B. Practical activities and hands-on work                  | 94        | 64.83%     |
|                                                                                           | C. School-enterprise cooperation and vocational experience | 30        | 20.69%     |
|                                                                                           | D. Social practice and volunteerism                        | 45        | 31.03%     |
|                                                                                           | E. Homework and daily living skills development            | 85        | 58.62%     |

As for "types of school labor curriculum", the types of curriculum include school-based curriculum, teaching of various subjects, comprehensive practical activities, thematic practical activities, etc. The proportion of various types of choices is not high, which shows that the types of curriculum are diversified but not balanced. In terms of "teaching methods of labor education

teachers", the most important methods are practical activities and hands-on work, and homework and daily life skills development, which shows that labor education is not only limited to the classroom, but also pays more attention to practice and family cooperation.

### 3.2.3. Selection of the content of school labor education courses

Curriculum content is the core element of the curriculum, and the richness of the implementation content directly affects the realization of the effectiveness of labor education in educating people <sup>[4]</sup>. Table 4 presents the results of the descriptive statistics of this study regarding the selection of the content of the school labor education courses.

**Table 4.** Selection of the content of the school labor education courses

| Title                                                                                         | Options                                                                         | Frequency | Percentage |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------|------------|
| Regarding teaching programs, how do you usually design the content of your labor courses?     | A. Teaching exclusively according to the textbook                               | 31        | 21.38%     |
|                                                                                               | B. Adaptation of teaching materials to student interests and realities          | 44        | 30.34%     |
|                                                                                               | C. Designing special courses that incorporate local resources and culture       | 50        | 34.48%     |
|                                                                                               | D. Introducing project-based learning and involving students in actual projects | 20        | 13.79%     |
| What have you learned in your labor education? (Multiple choice question)                     | A. Household work                                                               | 75        | 18.89%     |
|                                                                                               | B. Campus Labor                                                                 | 222       | 55.92%     |
|                                                                                               | C. Handicraft production                                                        | 169       | 42.57%     |
|                                                                                               | D. Agricultural production experience                                           | 150       | 37.78%     |
|                                                                                               | E. Vocational skills training                                                   | 190       | 47.86%     |
|                                                                                               | F. Labor Laws and Regulations and Protection of Rights and Interests            | 191       | 48.11%     |
| Which of the following are included in your instructional program? (Multiple choice question) | A. Basic labor skills (e.g., cleaning, organizing, cooking, etc.)               | 65        | 44.83%     |
|                                                                                               | B. Handicrafts and creative thinking                                            | 30        | 20.69%     |
|                                                                                               | C. Knowledge of modern agriculture and technology                               | 65        | 44.83%     |
|                                                                                               | D. Ethics and professionalism                                                   | 82        | 56.55%     |
| The content of the school labor curriculum? (Multiple choice questions)                       | E. Teamwork and communication skills                                            | 54        | 37.24%     |
|                                                                                               | A. Housekeeping                                                                 | 53        | 36.55%     |
|                                                                                               | B. Cooking                                                                      | 25        | 17.24%     |
|                                                                                               | C. Manual                                                                       | 79        | 54.48%     |
|                                                                                               | D. Horticulture                                                                 | 90        | 62.07%     |
|                                                                                               | E. Intangible cultural heritage                                                 | 49        | 33.79%     |
|                                                                                               | F. Other (specify)                                                              | 1         | 0.69%      |

With regard to the "design of teaching programs by labor education teachers", 718.61% of labor education teachers are able to design innovative teaching programs. It can be seen that the content of labor education courses reflects a certain degree of flexibility and innovation. In terms of "students' learning of labor education contents", many students have carried out

school work, vocational skills training, handicraft production, agricultural production experience, and household chores. In terms of the teaching program for labor teachers, it involves professional ethics and professionalism, basic labor skills (such as cleaning, organizing, cooking, etc.), knowledge of modern agriculture and technology, teamwork and communication skills, handicraft production, and creative thinking. In terms of the content of the school labor curriculum, includes gardening, handicrafts, home economics, intangible cultural heritage, cooking, and so on. This shows that labor education covers a variety of contents, but there are some differences in participation in different contents, and there is an imbalance in the educational content provided by schools.

### 3.3. School labor education resources

The impact of the situation of labor education resources is a key element on the quality of the implementation of labor education, which not only reflects the effectiveness of the resources invested but also provides a basis for the continuous improvement of labor education, which is a part of the labor education system that cannot be ignored. Table 5 shows the descriptive statistics of this study on the situation of labor education resources in schools.

**Table 5.** School labor education resources

| Title                                                                                                                               | Options                                    | Frequency | Percentage |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------|------------|
| Does your school provide a specialized labor education site or location? (e.g., campus farms, laboratories, handicraft filed, etc.) | A. Yes, there are multiple                 | 59        | 14.86%     |
|                                                                                                                                     | B. Yes, there is one                       | 110       | 27.71%     |
|                                                                                                                                     | C. No, with areas of similar functionality | 185       | 46.6%      |
|                                                                                                                                     | D. Not at all                              | 43        | 10.83%     |
| Does the school regularly organize labor skills training courses or workshops? (e.g. cooking, carpentry, gardening, etc.)           | A. At least twice a month                  | 41        | 10.33%     |
|                                                                                                                                     | B. Once a month                            | 97        | 24.43%     |
|                                                                                                                                     | C. Twice a semester or more                | 142       | 35.77%     |
|                                                                                                                                     | D. Once a semester                         | 98        | 24.69%     |
|                                                                                                                                     | E. Never                                   | 19        | 4.79%      |
| Do you think the labor education resources (e.g. tools, space, teaching materials) provided by the school are sufficient?           | A. Very adequate                           | 42        | 10.58%     |
|                                                                                                                                     | B. More than adequate                      | 137       | 34.51%     |
|                                                                                                                                     | C. General                                 | 125       | 31.49%     |
|                                                                                                                                     | D. Less than adequate                      | 68        | 17.13%     |
|                                                                                                                                     | E. Totally inadequate                      | 25        | 6.3%       |
| How satisfied are you with the labor education tools and materials provided by your school?                                         | A. Very satisfied                          | 47        | 11.84%     |
|                                                                                                                                     | B. More satisfactory                       | 121       | 30.48%     |
|                                                                                                                                     | C. General                                 | 144       | 36.27%     |
|                                                                                                                                     | D. Less satisfactory                       | 61        | 15.37%     |
|                                                                                                                                     | E. Completely dissatisfied                 | 24        | 6.05%      |

Regarding "whether the school provides a special base or place for labor education", 57.43% of the schools do not provide a special place. This shows that most of the students' schools do not

have special labor education bases or places, but most of the schools have areas with similar functions, and on the whole, there is still room for further improvement and enhancement in the provision of places in schools. In terms of the periodicity of labor activities at school, 10.33% of the students chose at least twice a month, 24.43% chose once a month, 35.77% chose twice or more a semester, 24.69% chose once a semester, and 4.79% chose never. This shows that most of the students' schools were able to organize labor skills training or workshops on a regular basis, while a small number of schools had never organized them, reflecting the unevenness in the organization and implementation of labor skills training activities in schools. Regarding the question "Do students think that their schools provide sufficient labor education resources (e.g. tools, space, teaching materials)?", only 45.09% of the students thought that their schools provided sufficient labor resources. This means that the provision of labor resources varies from school to school. Regarding "students' satisfaction with the labor education tools and teaching materials provided by schools", 42.32% of the students were satisfied. This means that the provision of labor education tools and teaching materials in some schools is highly recognized by students, but some schools need to pay more attention to the quality and variety of labor education tools and teaching materials, and improve them according to the needs of students, so as to increase the overall satisfaction level.

### 3.4. Evaluation of the school labor education curriculum

The evaluation of the labor education curriculum is a test of the effectiveness of the implementation of the labor curriculum and reflects the results of students' labor. Table 6 presents the results of descriptive statistics of this study regarding the evaluation of the labor education curriculum in schools.

**Table 6.** Evaluation of the school labor education curriculum

| Title                                                                                                                      | Options                                            | Frequency | Percentage |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------|------------|
| Regarding the evaluation system, how do you usually assess students' labor education outcomes? (Multiple choice questions) | A. Through classroom performance and participation | 55        | 37.93%     |
|                                                                                                                            | B. Adoption of completed projects and tasks        | 81        | 55.86%     |
|                                                                                                                            | C. through student self-reflection and reporting   | 66        | 45.52%     |
|                                                                                                                            | D. Incorporating parent and community evaluations  | 89        | 61.38%     |
| What do you think are the problems with the current evaluation system of labor education? (Multiple choice questions)      | A. Unclear evaluation criteria                     | 100       | 68.97%     |
|                                                                                                                            | B. A single approach to evaluation                 | 55        | 37.93%     |
|                                                                                                                            | C. Lack of long-term follow-up and feedback        | 86        | 59.31%     |
|                                                                                                                            | D. ignoring the individual differences of students | 49        | 33.79%     |

In terms of "assessment of labor education results", 61.38% of labor teachers chose to incorporate evaluation by parents and the community. This highlights the importance of the

family and community in the evaluation of labor education and emphasizes the need for collaborative education between the family, school, and community. With regard to "Problems of the evaluation system", there are problems such as unclear evaluation standards, lack of long-term tracking and feedback, a single evaluation method, and neglect of individual differences of students, which indicates that there are shortcomings in the evaluation system of labor education, which needs to be optimized in order to play a better role.

### 3.5. Parents' expectations of their own participation in school labor education

In response to the open-ended question in the parent questionnaire, "How would you like the school to work with parents to promote labor education for children?" 47 valid responses were screened for this question. The top 10 high-frequency feature words extracted from this question by ROST Content Mining 6 software are labor (94), education (58), children (29), parents (24), school (14), parent-child (9), hold (7), visit (7), feedback (7), organize (7), which indicates that parents hope that the school can take the initiative in organizing various kinds of labor education activities and focus on feedback and communication with parents to jointly promote labor education. In order to further explore the real meaning behind the words and find out the correlation and orientation between the words, Figure 1 was generated by analyzing the social network and semantic network in ROST Content Mining 6 software.

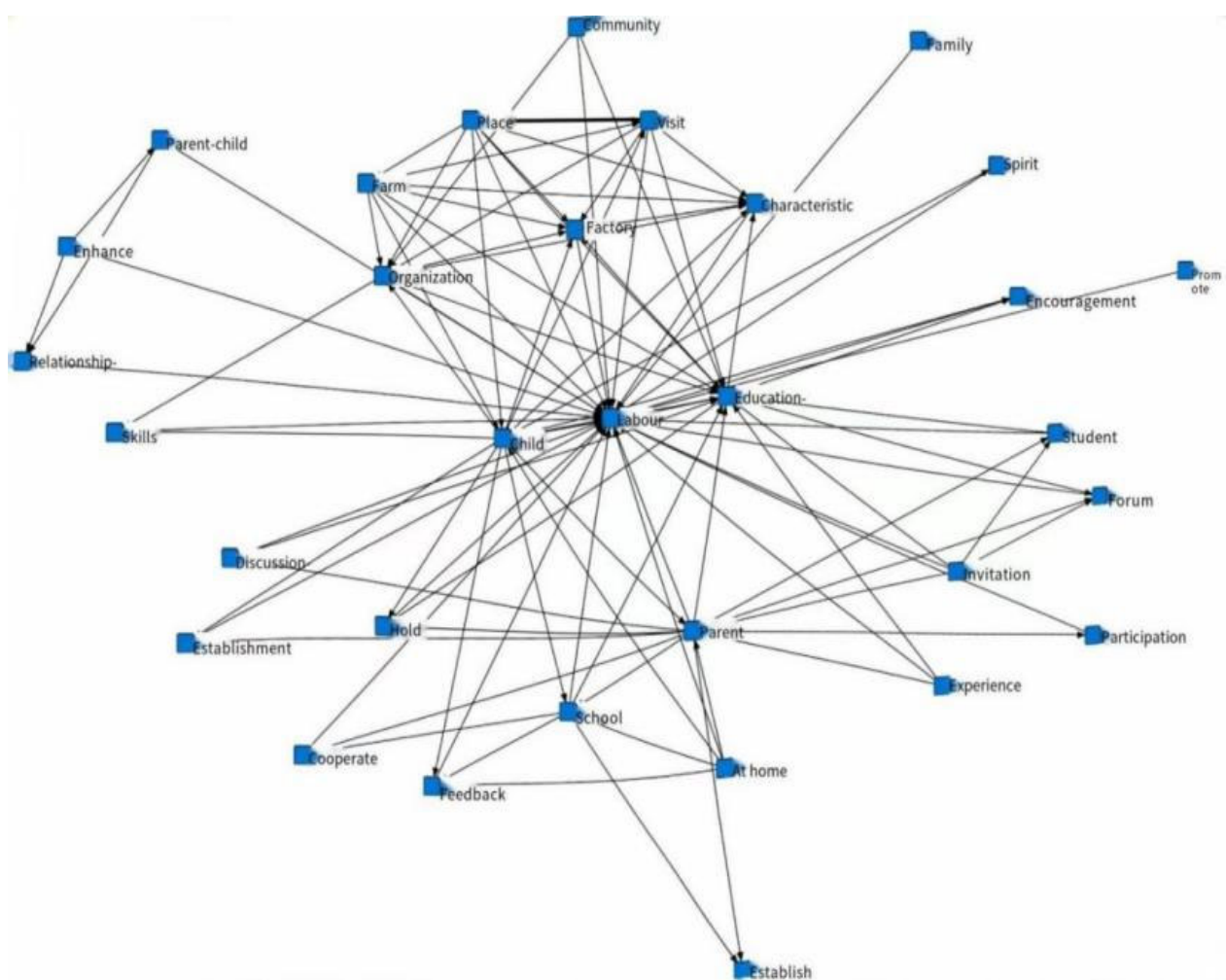


Figure 1. Semantic network of home-school cooperation

According to the rules of semantic network analysis graphs, the closer to the middle point of the word the closer the relationship with the node <sup>[6]</sup>. Parents want schools to organize and participate in activities, and the farms, places, factories, and communities in the graph reflect the important role of society in labor education. Relevant departments or organizations in society can integrate family and school resources, build a communication platform, coordinate the actions of all parties, and enhance the effectiveness of labor education.

#### **4. Major Problems in The Organization and Implementation of Labor Education in Primary and Secondary Schools at Present**

##### **4.1. Insufficient attention to labor education**

From the feedback of students' attention to labor education, most of the students think that it is "general" or "not too important", and only a small part of them think that it is "very important", which reflects that This reflects that schools are not implementing the concept of labor education and are not aware of the importance of labor education to the overall development of students. Under the influence of exam-oriented education, although schools have set up labor courses, in the actual teaching process labor education courses are often crowded out by other disciplines, and problems such as superficiality and marginalization of school labor education have emerged, seriously neglecting the formation of students' concept of labor education and the cultivation of good labor habits. Nowadays, families have many only children and spoil their children, and many parents also have the wrong view that labor education is not important for children's growth.

##### **4.2. Inadequate teaching staff**

According to the questionnaire analysis, we investigated 145 labor education teachers and 76 non-labor education teachers, 75 non-labor education teachers in the school of the type of teachers of labor education courses only 36 full-time teachers 23 part-time teachers, and even the existence of 17 no-labor teachers. The unbalanced staffing situation of teachers will exacerbate the inequity of labor education and make it difficult to meet the teaching needs of labor education. The lack of part-time teachers in labor education teaching methods and knowledge reserves will also affect the quality of teaching, which in turn affects students' interest and participation in labor education, limiting the function of labor education in educating people.

##### **4.3. Uneven content and resources for labor education**

In terms of the content of labor education, although it covers a wide range of forms such as household chores, school work and handicraft production, there are obvious differences in the degree of participation in different contents, and the educational contents provided by schools are not balanced. In terms of labor education resources, only a small number of students' schools had multiple specialized labor education bases or venues, and some schools' labor education resources (such as tools, venues, and teaching materials) were considered by students to be less than adequate or not adequate at all, and students' satisfaction with them needed to be improved. This shows that labor education lacks coordination and balance in content planning and resource allocation, and is unable to provide students with comprehensive and quality labor education experiences, thus affecting the realization of the goals of labor education.

##### **4.4. Inadequate evaluation system for teaching effectiveness**

At present, the evaluation system of labor education is more prominent, and nearly 70% of teachers think that the evaluation standard is not clear, which makes it difficult to measure the achievements of labor education scientifically and accurately. At the same time, the problems

of a single evaluation method, lack of long-term tracking and feedback, and neglect of students' individual differences are also common. For example, although there are many ways to assess students' labor education achievements, the scientificity and effectiveness of each way still need to be improved. The imperfect evaluation system cannot provide effective quality monitoring and improvement basis for labor education, which is not conducive to the sustainable development and optimization of labor education.

#### **4.5. Lack of collaborative parenting mechanisms**

In the current primary and secondary school labor education, a problem that cannot be ignored is the lack of a mechanism for collaborative education. This is mainly reflected in the failure to form effective cooperation and linkage between the family, school, and community, and the lack of a regular, in-depth communication and collaboration bridge. Families, as the first classroom of children, fail to give full play to their guiding and modeling role in labor education; schools, as the main base of labor education, lack close contact and resource sharing with families and communities; and communities, as the practice base of labor education, fail to make full use of their rich resources and platforms to support labor education in schools. Due to the lack of an effective mechanism for collaborative education, it is often difficult to form a synergy in the implementation of labor education, resulting in unsatisfactory educational results.

### **5. Countermeasures and Suggestions for Promoting Innovation in Labor Education**

#### **5.1. Strengthening the importance of labor education**

Labor education is an important part of students' comprehensive quality education, which can effectively exercise students' hands-on and practical abilities, and also cultivate students' collaborative abilities and sense of responsibility. It is necessary to strengthen the publicity and promotion of labor education in all aspects, so that schools, teachers, and students can deeply understand the significance of labor education in the process of students' growth, and form a strong atmosphere of full participation in labor education. Schools should make use of various publicity channels, such as campus radio, school magazines, school networks, etc., to actively publicize the importance and significance of labor education, so that more teachers and students will recognize the value of labor education. Schools should set up a diversified home-school communication platform, publicize the far-reaching significance of labor education for children's growth to parents through parent-teacher conferences, online lectures, etc., and encourage parents to create labor opportunities for their children at home.

#### **5.2. Strengthening of the labor education teaching force**

Teacher-training colleges and universities should strengthen teachers' vocational training and enhance the cognition of innovation in labor education. For example, regular lectures on labor education topics should be organized, on-campus labor education teaching seminars should be carried out, and in-depth partnerships with off-campus labor practice bases should be established to motivate labor education teachers in terms of innovation. For in-service teachers, training should be divided into levels, and differentiated training programs should be developed for new teachers, backbone teachers, and heads of teaching and research groups. It is necessary to provide an innovative environment for labor education teachers and establish an incentive mechanism for labor education innovation, such as setting up a special subject fund to support the development of school-based curricula and promoting the sharing of experience and the conversion of results through the Labor Education Innovation Competition. Through the above measures, the creative transformation and innovative development of labor teachers can be realized, and talents can be guaranteed to improve the quality and efficiency of labor education.

### 5.3. Tapping labor education resources

We should optimize the curriculum framework of labor education and enrich the content of labor courses so that students can feel the fun and charm of labor courses and fall in love with them. Multi-dimensional and deep-level excavation and integration of labor education resources should be carried out to enrich the content of labor education and effectively cultivate students' labor knowledge literacy and labor skills. The Guidelines for Comprehensive Practical Activity Courses for Primary and Secondary Schools recommends several ways of comprehensive practical activities, including investigation and inquiry, social service, design and production, and vocational experience, etc. Based on this educators can tap into the resources of labor education and guide students to participate in labor practice [7]. Deeply integrate labor education with subject teaching, understand the hardship of working people through literature and organize students to carry out labor practice to deepen their understanding of literature and labor connotations, learn the growth cycle of plants, plant in the laboratory, and outdoor planting, and observe and record the growth changes. The school will closely tie in with the local cultural characteristics and carry out practical labor education activities according to the local conditions. If the school is surrounded by rich red cultural resources, students can be organized to visit revolutionary memorial halls and red sites. Schools that are in areas with distinctive ethnic skills can invite folk artists into the school to lead students to learn non-heritage activities such as ethnic specialties like tie-dyeing and tailoring. For regions where animal husbandry and fishery cultures are developing, schools should actively cooperate with local ranches and fisheries to carry out vocational experience activities, so that students can experience first-hand the hard work and wisdom contained behind the industry.

### 5.4. Improvement of the teaching effectiveness evaluation system

In the process of promoting the high-quality development of labor education, it is of great significance for the state to improve the teaching evaluation system of labor education, and it is necessary to clarify the standards of the evaluation system. Let students and teachers participate in the evaluation process, teaching evaluation is often the teacher's unilateral evaluation, so that students can participate in passive to active, more in line with their own needs, after the labor practice can share the real experience and learning results. Teachers can give professional evaluations and guide students to establish a correct view of labor. Moreover, in long-term labor teaching, teachers can use the data network platform to record the key points, build students' labor growth evaluation forms, long-term track of students' personal labor education and training, to provide first-hand information for subsequent improvement.

### 5.5. Building a "home-school-society" collaborative education mechanism

Collaborative parenting between home, school, and society emphasizes that family, school, and society, as the three key pillars of a child's growth, should work closely together to form a synergy and that the superposition of the unique advantages of each party can create a better and more diversified environment for children's labor education. Actively explore a new model of labor education that meets the age characteristics of primary and secondary school students and the requirements of the times, and build a "school-family-society" "trinity" mechanism of collaborative labor education. It helps to crack the formalism problem in labor education and enhance the effectiveness of education [5]. Families, schools, and communities should share the responsibility of labor education and form a strong synergy of collaborative education. Families should play a fundamental role in guiding children to participate in household chores and cultivate basic labor habits and skills; schools should deepen the reform of labor education, develop labor education curricula with rich characteristics, and strengthen the construction of teachers, as well as establish a close partnership with families and communities to jointly develop labor education resources and provide students with more practice opportunities; communities should actively build platforms and integrate various types of resources, such as

The community should actively build a platform and integrate various resources, such as enterprises, farms, public welfare organizations, etc., to provide students with abundant places and opportunities for labor practice. By strengthening the collaboration between home, school, and community, we can effectively break down barriers and promote the diversification of labor education content and the balanced distribution of resources, thus promoting the innovative development of labor education.

## 6. Conclusion

Based on the perspective of combining education and labor in the new era, this study explores the current situation of labor education for primary and secondary school students and how to optimize it. The analysis reveals that the difficulties in labor education include insufficient attention to labor education under examination-based education, insufficient teachers, insufficient exploitation of labor education resources, imperfect evaluation system, and the lack of collaborative parenting mechanism between home, school, and society. Countermeasures to promote the optimization of labor education are proposed to address the above problems. The setting and implementation of the labor education curriculum are in line with the development of students and the needs of the times, and continuous innovation and optimization of labor education methods are needed.

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