

From "Water and Soil" to "Classroom": Exploration of the Transformation of Border Production and Living Field into Higher Vocational Labor Education Resources

Baoli Gui

Xishuangbanna Vocational and Technical College, Jinghong City, Xishuangbanna Dai Autonomous prefecture, Yunnan province, China

Abstract: Grounded in localized education, this study investigates the development pathways of labor education curriculum resources in vocational colleges across ethnic border regions. By situating the curriculum development process within the rich living and productive labor practices of these border areas, it emphasizes strengthening cultural connections and practical interactions between the local environment and its people. The research systematically demonstrates the value and inherent appropriateness of the vibrant, diverse labor education resources in border regions when integrated into vocational education curricula. This provides theoretical references and practical foundations for the distinctive and localized development of labor education programs in ethnic border areas.

Keywords: Localized Education; Curriculum Resource Transformation; Production and Living Labor Fields; Vocational Labor Education Courses.

1. Raising the Research Question

The establishment and advancement of the educational development path of socialism with Chinese characteristics in the new era cannot be separated from the solid foundation of labor education [1]. This path vividly embodies the core of "cultivating virtue through labor practice, enhancing wisdom through labor training, strengthening the through labor activities, nourishing aesthetics through labor creation, and inspiring innovation through labor exploration," highlighting the unique value and educational connotation of the socialist labor education system with Chinese characteristics [2]. Border vocational colleges shoulder the special mission of serving regional development, promoting ethnic unity, and cultivating technical talents, yet they face a dual dilemma in labor education practice: it is difficult to deeply integrate standardized curriculum systems with the unique border ecology and ethnic culture, and at the same time, they fail to fully activate the educational wisdom embedded in local productive labor practices. This contradiction not only restricts the full play of the educational function of labor education but also affects the capacity building of institutions to serve border development. To resolve this dilemma, it is necessary to achieve a creative transformation from "natural field" to "educational field" —systematically reconstructing the rich productive labor practices in border areas into structured curriculum resources. This transformation is not only a spatial migration of resource forms but also an important process of educational sublimation of knowledge value and cultural reproduction [3]. By excavating educational elements in localized labor scenarios such as animal husbandry, border trade, and ethnic handicrafts, and constructing curriculum modules that integrate life logic with educational objectives, students can experience the value of labor and hone practical skills in real-life situations. At the same time, relying on the school-local coordination mechanism, we promote the joint construction and sharing of labor education practice bases by enterprises, communities and schools, so as to realize the organic unity of cultural

inheritance, skill training and social responsibility cultivation, and comprehensively improve the adaptability and leading of the higher vocational education in the border areas.

2. The Intrinsic Conformity of Localization Education and Labor Education in Border Vocational Colleges

Local education is an educational philosophy that emphasizes integrating resources into curriculum systems. It focuses on leveraging indigenous culture, ecology, and customs, incorporating local realities into teaching design to closely connect course content with the humanistic environment and natural landscapes of the region, thereby enhancing the geographical relevance and cultural immersion of learning. By organically embedding the knowledge and values embodied in "local soil and water" into teaching activities, this concept aims to create authentic, contextually relevant, and vibrant learning experiences [4]. Labor education in border vocational colleges, if detached from their unique "border characteristics" and "local context," risks becoming superficial and soulless. Local education advocates for education rooted in the natural, cultural, social, and economic contexts of the region, enabling students to acquire knowledge with a sense of belonging and vitality. This combination is not an accidental match but rather an essential alignment based on the intrinsic needs of talent cultivation in border areas and the fundamental requirements of educational principles.

2.1. Deepening the Conformity of the Target Dimension: From the Universality of "Labor Education" to the Specificity of "Rooting in Border Areas"

2.1.1. Embodied Construction of Value Identity: Labor as a Practical Carrier of Emotional Connection

In a general sense, labor education aims to cultivate students' correct concepts, attitudes, and habits toward labor,

with its value orientation being universal [5]. However, in the specific context of higher vocational education in border regions, the value connotation of labor education needs to be contextualized and deepened from "universal" to "special." The strategic significance of border regions in safeguarding national security, ethnic unity, and territorial integrity labor education transcend general value cultivation and instead undertake the unique mission of fostering students' national identity, territorial awareness, border defense sentiment . Under this direction, the design and implementation of labor courses can deeply integrate "borderland" elements by organizing students to participate in labor practices with distinct regional characteristics and symbolic meanings, such as "boundary marker cleaning and maintenance," "environmental improvement of border patrol routes," and "co-creation of patriotic-themed landscapes in border villages." This transforms abstract patriotic education and awareness of territorial security into tangible, operational, and experiential actions. In this process, students are not merely passive recipients of education but become guardians of the physical space of border regions and participants in the construction of meaning. Their labor efforts are not only exercises of physical strength and skills but also investments of emotion and identity. Through the sweat shed, the universal value of "loving labor" and the special mission of "protecting the homeland" are organically integrated, elevating "where I stand is China" from a geographical recognition to a deep-seated identity rooted in bodily memory and emotional experience. Therefore, this kind of localized labor practice is essentially an emotional bond connecting individual life experience and national border governance, which effectively promotes the progressive construction of students' value identification from "cognition of the motherland" to "emotional dependence" and then to "a sense of responsibility".

2.1.2. The Concrete Construction of Mission Consciousness: Labor as the Professional Carrier of Social Responsibility

Cultivating students 'sense of responsibility to serve and contribute to society is a universal goal of labor education [6]. However, in the unique context of higher vocational education in border regions, this universal social responsibility must be concretized into a contemporary mission to serve the stability, development, and revitalization of border areas, with its core orientation being "prospering border regions and enriching people, stabilizing and consolidating borders." As a key component of practical education, labor courses must align their objectives with this core mission through precise integration. Localized labor education transforms abstract social responsibility into actionable professional practices by directly linking course tasks with the urgent needs of border socioeconomic development. For instance, labor courses in animal husbandry and veterinary medicine programs at vocational colleges can focus on disease prevention in pastoral border regions, organizing students to conduct fieldwork in villagers' households under the guidance of teachers and industry experts. These activities include animal vaccination, diagnosis of common diseases, and basic treatment, with labor outcomes directly reflected in reduced property losses and improved livelihood security for local livestock families [7]. Labor practices in e-commerce programs can address the practical challenge of "difficulty in connecting production and sales" for border region specialty agricultural products

and handicrafts. Students are guided to conduct market research, build online stores, create marketing content, and design logistics solutions for local farmers and handicraft cooperatives. The labor value here directly contributes to the market transformation and value enhancement of local resources. Through this process, labor transcends mere skill training, becoming a direct channel for students to apply professional knowledge in serving border communities and participating in regional development. Through hands-on labor, students not only witness the practical utility of their acquired skills in addressing frontier challenges, but also gain a tangible understanding of the close connection between their professional practice and regional development through feedback from service recipients. This immersive experience of 'learning through application and serving local communities' effectively transforms students 'heartfelt affection for the frontier into a social responsibility rooted in professional competence and professional identity. Consequently, the grand narrative of 'building and safeguarding the frontier' becomes an internalized guiding principle and enduring motivation for their career planning and life value choices.

2.1.3. Contextualization of Comprehensive Quality: Labor as a Unique Field of Character Building

Cultivating students' resilience, teamwork, and collaborative spirit constitutes the fundamental mission of labor education [8]. In the context of higher vocational education in border regions, however, this educational approach uniquely contributes to holistic student development through its distinctive geographical environment. These areas present a unique combination of extreme natural conditions (e.g., scorching heat, arid landscapes, sandstorms, and remoteness) and complex sociocultural dynamics (e.g., multi-ethnic communities and cultural diversity). Together, these elements create an authentic "comprehensive quality training ground." The labor practices conducted here carry educational significance that transcends mere physical training or skill drills.

Integrating labor education into authentic frontier contexts—such as organizing students to participate in logistical support tasks during major ethnic festivals like the Water Splashing Festival, from material preparation and on-site coordination to multilingual tourist guidance—proves to be profoundly transformation. These hands-on experiences not only test students 'physical stamina and operational skills but also systematically develop their comprehensive survival capabilities and developmental potential in non-standardized environments. Students must confront and adapt to physically demanding conditions, enhancing their physical and mental resilience. They must effectively communicate and collaborate within multi-ethnic teams, deepening their cross-cultural understanding, interpersonal skills, and collective spirit. They must independently or collaboratively solve problems in unforeseen scenarios like event organization, troubleshooting, and emergency response, cultivating practical wisdom and tenacity in handling uncertainties. This labor training, deeply rooted in frontier realities, transcends the simulation of standardized "qualities" in controlled environments. Instead, it shapes students' unique personality traits and action qualities—resilient, inclusive, pragmatic, and pioneering—through authentic complexity, diversity, and challenges. Such deeply rooted educational outcomes, bearing distinct regional imprints, cannot be fully replicated by campus simulations or generic social practices.

2.2. Deepening the Conformity of Content Dimension: Systematic Transformation from the Universal "Standard Module" to the Local "Feng tu Teaching Material"

The design of labor education curricula that rigidly adheres to standardized, context-free modules would fail to respond to the unique natural ecosystems, multicultural environments, and distinctive industrial structures of frontier vocational colleges. By integrating localized concepts, the curriculum should shift from "standardized knowledge delivery" to "acquiring local wisdom," transforming regional natural resources, cultural heritage, and industrial assets into "living textbooks" with profound educational significance [9].

2.2.1. Natural Resources Curriculum: From General Skills Training to Ecological Wisdom Acquisition

General labor education typically covers foundational gardening and basic maintenance skills. However, in border regions, curriculum content should be deeply integrated with regional ecological conservation and sustainable development. For instance, in western Yunnan border areas, the program could focus on plateau-specific ecological agriculture, organizing students to practice eco-friendly cultivation, harvesting, and artisanal roasting of crops like coffee and tea, or conducting hands-on training in maintaining small-scale irrigation systems adapted to mountainous terrain and efficient water resource utilization. Alternatively, labor courses could be combined with forest-based economic practices and ecological restoration initiatives, guiding students to systematically learn sustainable collection, identification, and primary processing techniques for wild mushrooms, or participate in ecological engineering projects like cultivating cold-resistant and drought-tolerant seedlings. Such teaching content directly stems from the regional natural environment, where the labor process itself becomes an immersive educational experience for students to understand ecological fragility in border areas, comprehend the regional dynamics of human-land relationships, and learn harmonious coexistence with nature. Mountains, forests, and fields transform into the most vivid and direct teaching materials for ecological education.

2.2.2. Curriculum of Cultural Resources: From Appreciation of Static Craftsmanship to Dynamic Inheritance and Innovation

When labor education is limited to appreciating traditional crafts, its cultural edification function risks becoming superficial. The localization approach requires transforming the rich intangible cultural heritage of border regions into practical, inheritable, and innovative labor curriculum modules. By systematically designing intangible cultural heritage techniques like ethnic embroidery, wood carving, earthenware, and metal forging into project-based courses, students under the guidance of cultural heritage inheritors complete the entire labor process from material selection, tool application, skill demonstration to finished product completion. Course tasks can be set as reality-oriented creative practices—for example, vocational colleges in border areas might develop modern aesthetic ethnic pattern home decor for local tourist home-stays, or design cultural exchange projects featuring Chinese cultural symbols. Through this process, labor transcends mere skill imitation, becoming a practical activity that "revitalizes" cultural memory and promotes cultural understanding. By personally engaging in "doing," students deeply interpret the symbolic

systems and aesthetic logic of ethnic cultural symbols. Through innovative explorations adapted to modern aesthetics and market demands, they achieve the transition from cultural cognition to cultural confidence, while injecting new vitality into the creative transformation and innovative development of ethnic cultural resources.

2.2.3. Curriculum of Industrial Resources: From Simulation Training to Real Situation Practice

While traditional on-campus simulation training remains essential, it cannot replicate the complexity and dynamism of real-world industrial environments. Localized labor education emphasizes deeply integrating curriculum content with critical components of border region-specific industrial chains. For instance, in vocational colleges in border areas, logistics management programs can partner with cross-border e-commerce operators, enabling students to complete real-world tasks such as optimizing cross-border product warehousing and sorting, reviewing customs documentation compliance, and coordinating international logistics tracking. In tourism-rich border regions, tourism management courses can adopt comprehensive project-based practices—like leading the planning of an eco-cultural enterprises trail while serving as an initial guide, or designing and implementing a one-day "immersive folk culture experience" trial program for a border village [10]. These curriculum designs that resonate with local industries immerse students in authentic market dynamics and customer needs. Their labor outcomes are no longer merely academic evaluations but undergo multidimensional testing of market efficiency, commercial value, and social impact. Through this process, students' problem-solving skills, adaptability, and professional competencies are rapidly honed in real business and social contexts.

2.3. The Deepening of the Conformity of Practice Path: From the Paradigm Transformation of "Knowledge Transfer Space" to "Field Immersion Ecology"

The implementation of labor education, if confined to the closed physical and cognitive spaces centered on campuses and classrooms, will struggle to fully realize its practical, social, and comprehensive educational functions. Guided by localized educational concepts, border vocational colleges must undergo systematic paradigm shifts in labor curriculum implementation. This involves systematically expanding spatial networks, innovatively integrating teaching methods, and collaboratively reconstructing educational entities to ultimately establish an immersive educational ecosystem deeply rooted in regional socio-cultural contexts and practical life experiences. This ecosystem emphasizes that labor learning occurs in authentic, open, and complex environments, aiming to achieve deep integration of knowledge acquisition, skill development, and value recognition.

2.3.1. Spatial Extension: From "Single Fixed Field" to "Multi-dimensional Interconnected Network"

Traditional labor education primarily operates within standardized classrooms and training laboratories on campuses, supplemented by occasional social practice, forming a "center-periphery" spatial structure. The localized implementation approach, however, requires breaking down these spatial barriers to establish a "boundaryless" practice network woven from multiple real-world domains including schools, communities, industries, culture, and nature. This

network can be concretely structured as institutional practice spaces across four dimensions:

Community Integration Framework. Collaborate with grassroots governance units such as border villages, herder settlements, and production and construction corps units to establish stable "Labor Education Practice Communities." This enables students to engage in routine, project-based community service activities—including environmental governance, smart elderly assistance, and agricultural science popularization—thereby embedding themselves into the social fabric of grassroots communities.

Production Field Integration. Establish "Production Labor Practice Workstations" at the forefront of industries such as regional specialty agricultural bases, intangible cultural heritage workshops, port trade complexes, and clean energy projects. Implement a "master-apprentice system" based on real production tasks to achieve organic integration between teaching processes and production workflows.

Cultural immersion environment. By leveraging cultural institutions such as local history museums, intangible cultural heritage transmission centers, and red education resource sites, students are guided to undertake cultural tours, conservation labor for cultural relics and intangible heritage projects, and auxiliary exhibition planning, thereby deepening their historical cognition and cultural identity through labor.

Ecological Field Engagement. In natural areas such as national parks, border river corridors, and ecological restoration zones, students participate in biodiversity monitoring, ecological patrols, environmental education, and infrastructure maintenance [11]. This cultivates their ecological ethics and sustainable development awareness. Through the systematic development of this multidimensional spatial network, labor education extends beyond the campus "potted landscape" to the broader "forest" of society. In complex, authentic, and unstructured contexts, students not only "learn through labor" but also "learn by labor," gaining insights into interacting with diverse social entities and solving real-world challenges. This process fosters a multidimensional and profound understanding of frontier societies, along with emotional bonds.

2.3.2. Methodological Innovation: From "Discrete Activity Organization" to "System Process Design"

If the implementation method remains at the short-term, isolated, and homogeneous activity organization, the depth and sustainability of education will be constrained. Localized labor education needs to shift towards a systematic and long-term process design driven by "real problems" and "local rhythms".

Implementing the "Project-Driven" Model. Addressing real-world needs in border community governance, industrial development, and cultural revitalization, we design interdisciplinary, cross-semester comprehensive labor projects. For instance, the flagship project "Creating a Multi-Functional Village Plaza for a Border Ethnic Village—integrating public forums, cultural performances, and specialty sales" brings together student teams from design, architecture, horticulture, e-commerce, and cultural tourism. Under the joint guidance of dual-qualified instructors and local artisans, the project spans the entire lifecycle: needs assessment, collaborative design, local material application, joint construction, and post-construction operation planning. This model emphasizes problem-solving, knowledge-practice integration, and tangible outcomes, cultivating students'

complex problem-solving skills, teamwork, and social innovation mindset.

Implement the "Rhythmic Integration" strategy. Seamlessly integrate labor practices into the unique natural rhythms and socio-cultural cycles of border regions, synchronizing them with local production and lifestyle rhythms. For instance, during spring, focus on ecological restoration and spring plowing preparations through afforestation and water-saving facility maintenance; in summer, leverage the tourism peak season and grassland Nadam festivals to participate in cultural tourism services and festival support; in autumn, engage in harvesting, processing, and e-commerce marketing of specialty agricultural products; in winter, shift to facility agriculture management, ice and snow tourism project development, and indoor intangible cultural heritage craft production. This labor arrangement synchronized with "local time" enables students to personally experience and participate in regional social reproduction processes, making labor a key practical medium for perceiving, understanding, and integrating local knowledge systems and life worlds.

3. Multi-dimensional Construction: A Path of Labor Education Curriculum Development Based on the Collaboration of Multiple Subjects

The effective development and implementation of localized labor education courses rely on in-dept collaboration and interaction among three levels: local society, school organizations, and individual students. Each level serves as both a driving force for curriculum development and a carrier and beneficiary of curriculum implementation, collectively forming a dynamically balanced curriculum ecosystem.

3.1. Local Level: As the Resource Supplier, Demand Proponent and Value Leader

Local communities serve as both the logical foundation and practical destination for developing labor education curricula [12]. As localized education advances, social forces in border regions must transition from being peripheral participants in curriculum implementation to becoming core collaborators in co-creating educational programs. This transformation entails shifting roles from passive resource providers to systematic co-constructors. The process is achieved through three key mechanisms: systematic resource allocation, project-based demand refinement, and institutionalized value transmission.

3.1.1. Systematic Resource Opening and Local Knowledge Sharing Mechanism

Local governments should leverage their coordination functions to integrate resources from multiple sectors including culture, tourism, agriculture, ethnic customs, archives, and local chronicles, jointly establishing a "Collaborative Management and Sharing Platform for Localized Educational Resources in Border Regions". The platform's development should go beyond merely listing physical resources (such as venues and facilities), focusing instead on systematically organizing and digitizing local knowledge systems with educational potential. This includes creating reusable digital teaching resource packages through video documentation and step-by-step analysis of core

techniques in traditional ethnic handicrafts; developing case libraries that trace regional industrial development trajectories with contextual background, implementation processes, outcomes, and insights; and conducting emergency collection and thematic editing of oral history materials preserving community collective memory. The platform must establish clear resource usage and intellectual property co-governance agreements, defining the rights and responsibilities of resource providers, educational institutions, and learners regarding resource development, utilization, and revenue distribution. This will provide vocational colleges with a legal, stable, and structured high-quality resource base for curriculum development.

3.1.2. Project-based Refinement and Release Mechanism of Real Development Needs

Local communities (such as border villages and urban neighborhoods) and industry enterprises should shift their mindset from passively awaiting school-mandated internships to proactively identifying, refining, and periodically releasing "micro-development projects" or "industry innovation challenge packages" rooted in local realities. For instance, a typical ethnic border village could launch the "Village History Museum Narrative Framework Design and Local Exhibition Implementation" project under the "Rural Memory Project." "An ethnic embroidery cooperative" might address product innovation bottlenecks by initiating the "Innovative Application Design of Traditional Patterns in Modern Home Textiles" project. These grassroots-driven "micro-projects," born from real challenges and development opportunities, transform macro-level development needs into concrete, actionable tasks with clear outcome-oriented objectives. They provide vibrant, authentic, and socially responsible practical platforms for labor education courses, directly anchoring the value of students' labor in serving local development.

3.1.3. Institutional Participation and Value Transmission Mechanism of Local Experts

We will establish a standardized certification, appointment, and support system for "Local Labor Education Mentors," incorporating outstanding intangible cultural heritage inheritors, local skilled craftsmen, exemplary grassroots governance leaders, and model figures rooted in border regions into a dynamically updated mentor database. These experts serve not only as transmitters of unique skills and practical experience but also as living embodiments of local spirit, collective memory, and core values. Through institutionalized workshops, immersive apprenticeship programs, thematic lectures, and dialogues, they effectively pass on the "unwritten knowledge" and profound "local spirit" cultivated through long-term production and life practices to young students. This mechanism ensures that labor education courses not only impart skills but also sustain and inherit the cultural lineage and value identity embedded in the curriculum, thereby endowing the courses with deep-rooted local characteristics and cultural soul.

3.2. School Level: As the Course Transformer, System Builder and Quality Guarantor

In the localized implementation of labor education in vocational colleges, schools—as specialized educational institutions—play a pivotal role in transforming regional resources and needs into educational opportunities. This requires schools to evolve from traditional knowledge disseminators into professional leaders capable of curriculum

development, system construction, and quality assurance, ensuring that localized labor education aligns with educational principles while maintaining practical feasibility [13].

3.2.1. Specialized Course Development and Teaching Transformation Mechanism

To effectively translate local resources into curriculum content, vocational colleges should establish dedicated "Localization Curriculum Research Centers". These centers should be composed of education experts, core faculty members from relevant disciplines, and researchers familiar with local culture and industries, forming an interdisciplinary research community. Their core mission involves implementing systematic "pedagogical coding" – analyzing collected local knowledge, skills, and case studies using theoretical frameworks like Bloom's Taxonomy of Educational Objectives. This process deconstructs and reconstructs these elements into clear, measurable teaching objectives, structured content, and corresponding instructional activity designs. The research centers must coordinate curriculum system planning, designing scientific "module-project" matrices that clarify logical connections and competency progression between foundational skill modules and comprehensive application projects. They should also develop dynamic teaching resources reflecting regional characteristics and industry trends, including modular textbooks, project work manuals, digital case libraries, virtual simulation resources, and detailed safety operation guidelines. These measures ensure the professionalism, applicability, and safety of course content from the source [14].

3.2.2. Elastic Teaching Organization and Collaborative Management Mechanism

The practical and field-based nature of localized labor education requires schools to reform traditional rigid teaching management systems and establish flexible teaching models featuring "temporal and spatial flexibility and internal-external collaboration". Regarding time allocation, a "combined centralized and decentralized" mechanism can be implemented: For long-term comprehensive practice projects requiring deep immersion and continuous work, "practice mini-terms" or "project-focused weeks" should be established; routine skill training modules can adopt decentralized teaching at practice bases during weekends and after-school hours. Spatially, a network integrating "on-campus training bases and off-campus practice fields" should be constructed. To ensure orderly and efficient cross-field teaching, schools should leverage information technology to build an integrated "Labor Education Process Collaborative Management Platform". This platform should encompass full-process functions including project release and adoption, submission and sharing of process materials, multi-party interactive guidance, and achievement display and archiving. It enables the digital tracking and management of teaching activities, teacher-student behaviors, and practical outcomes, providing data support for optimizing the teaching process.

3.2.3. Developmental Evaluation System and Evidence-based Quality Control Mechanism

The effectiveness evaluation of localized labor education should move beyond assessing labor outcomes solely by their technical or economic value, shifting to a developmental evaluation that focuses on promoting students' "comprehensive ability development" and "core value

recognition". Schools need to establish a diversified and integrated evaluation system, with evaluation subjects including school teachers, local mentors, community representatives, and corporate experts. Evaluation content should cover multiple dimensions such as knowledge application, skill operation, problem-solving, teamwork, cultural understanding, and emotional attitudes. Evaluation methods should combine formative and summative assessments, extensively using widely utilizing tools such as like growth portfolios, project defense presentations, in-depth reflection reports, structured interviews, and behavioral observations. Based on systematic evaluation data, schools should establish a regular course quality monitoring and feedback mechanisms, regularly generating and publishing course quality analysis reports. By applying evidence-based principles to diagnose issues in curriculum implementation, schools can drive continuous iteration and improvement of course objectives, content, methods, and evaluations, forming a closed-loop quality assurance system of "design-implementation-evaluation-improvement".

3.3. Individual Level of Students: As Active Constructors, Experiential Reflectors and Identity Transformers

The student is the ultimate service object and the core experience subject of the course, and the role of the student should be changed from "passive participant" to "active co-construction and reflection".

3.3.1. Project Selection Based on Interest and Career Planning

While safeguarding core values, students are granted limited autonomy in selecting comprehensive practical projects. The school offers a diverse project portfolio, enabling students to choose or collaborate on projects based on their academic interests, skill sets, and career aspirations. This approach significantly enhances intrinsic motivation and a sense of ownership, effectively integrating hands-on experience with personal development.

3.3.2. Reflective Learning and Practice Throughout the Process

Guide students to study the labor process itself as a research subject, engaging in continuous cycles of "Practice-reflection-repractice" Require students to maintain detailed labor diaries, documenting technical challenges, collaborative conflicts, cultural clashes, and personal reflections. Organize reflective discussions at critical junctures, inviting local mentors to participate, thereby facilitating the explicitization and socialization of tacit knowledge. Reflection is not merely summarization but also a catalyst for deep learning.

3.3.3. Identity Construction from "Learner" to "Local Contributor":

Curriculum design should facilitate the gradual identity transformation of students, they serve as "learners" and "observers"; as they master skills and delve deeper into projects, they develop into "collaborators" and "assistants"; and when their project outcomes gain community recognition and create tangible value, they ultimately transform into "young builders" and "cultural ambassadors." This social recognition earned through genuine labor contributions forms the most profound emotional foundation for students to establish long-term career aspirations in border regions.

The success of localized labor education programs is not the result of isolated efforts, but rather the outcome of

continuous dialogue, energy exchange, and collaborative evolution among local communities, schools, and students. Local communities provide the soil and nutrients, schools are responsible for sowing and nurturing, while students reciprocate by growing and bearing fruit. This three-dimensional co-creation framework aims to break the linear thinking of traditional curriculum development, establishing an open and symbiotic educational ecosystem. Within this system, labor education truly becomes a dynamic practice that connects personal growth with border region development, paving a robust and vibrant educational path for cultivating new-era individuals who embrace the "national priorities" and possess the "capacity to revitalize border regions."

4. Summary

The localized implementation of labor education in border vocational colleges transcends mere curriculum adaptation—it represents a profound transformation of educational paradigms. The collaborative framework of "local communities, schools, and students" proposed in this study reveals the core mechanism: labor education must be deeply rooted in the natural environment, cultural heritage, and social development of frontier regions to achieve the harmonious integration of its unique educational value with national strategic objectives.

Research demonstrates that localization is not merely a methodological approach for labor education in border vocational colleges, but also its ultimate value realization. By concretizing the overarching strategy of "enriching border regions and stabilizing frontiers" into actionable skills, tangible communities, and shared values, it transforms abstract national identity and responsibility into vivid interpretations through real-world communities and people. This elevates the curriculum beyond a mere "training ground" for skills, establishing it as a "bridge of meaning" connecting personal growth with frontier destinies. When labor education extends beyond classrooms to boundary markers, rainforest, and villages, education transcends knowledge transmission—it becomes active participation in shaping the frontier's future. Such earth-rooted education may well be the most dynamic and persuasive practical solution to the fundamental questions of "for whom, what, and how to cultivate people" within frontier contexts.

Acknowledgments

This paper presents the interim findings of the 2024 Yunnan Provincial Department of Education Research Fund project entitled 'Innovative Development of Labor Education Curriculum System in Vocational Colleges from the Perspective of Ethnic Unity Education (2024J1674)'.

References

- [1] Wenxue Zhao. Research on the Value Implications and Practical Approaches of Labor Education in Vocational Colleges-Based on Marxist Views on Labor [J]. *Modern Trade and Industry*, 2026,47(02):139-142.
- [2] Changfa Xu. The Logic of Labor Education Development in the New Era [J]. *Educational Research*, 2018,39(11):12-17.
- [3] Miao Yan. The Logical Framework, Theoretical Mechanisms and Practical Approaches of Cultural Digitization in the Era of Digital Intelligence [J]. *Digital Cultural Industry Research*, 2025, (02):104-116.

- [4] Cao L, Yu CX, Zhang SY. Research on the Ideological and Political Education Teaching Model of Nursing Medical Chemistry Course [J]. Journal of Harbin Vocational and Technical College, 2021(3):24-26
- [5] Jini Chen. Research on the Integration of Labor Education into Ideological and Political Education in Vocational and Technical Colleges under the New Era Context [C]. Guangxi Industrial Vocational and Technical College; 2026:152-153.
- [6] Parhati Abdulkarim, Nuerkaimer Murti, Aikyidan Alifu. Research on the Integration Path of Labor Education Courses and Volunteer Services in Local Universities [J]. China Volunteers, 2026, (01):113-116.
- [7] Shandan Song, Tian Lang, Cao Juan, et al. Explorations on Teaching Reform of Labor Education Courses in Animal Husbandry and Veterinary Medicine Majors in Higher Vocational Colleges [J]. Modern Agricultural Science and Technology, 2025, (05):212-216.
- [8] Feijun Guo, Weibing Ru . New Approaches to Integrating Innovation and Entrepreneurship Education with Labor Education in Higher Vocational Colleges under the Perspective of High-Quality Development [J]. Journal of Ningbo Institute of Education, 2026,28(01):55-58.
- [9] Runwu Zhou. Localization Research on Labor Courses in Rural Schools in the New Era [D]. Guangxi Normal University, 2024.
- [10] Chunxia Huang , Huang Qinyan, Huang Lixing. Research on the "Labor-Specialization-Creation" Integrated Education Path for Tourism Management Majors in Applied Undergraduate Institutions from the Perspective of High-Quality Employment [J]. Western Quality Education, 2025,11(22):30-34.
- [11] Lei Zhu. Exploring the Pathways of Promoting Ecological Civilization Education through Labor Education in Higher Vocational Colleges in the New Era [J]. Cultural and Educational Materials, 2023, (07):149-152.
- [12] Jianhong Dong, Miao Zhang. Focusing on vocational orientation and reshaping labor objectives: A study on the construction of labor education goals in higher vocational colleges [J]. Talent Intelligence, 2025, (29):81-84.
- [13] Li Q, Luo C, Tu X. Practice of labor education in higher vocational colleges based on localized educational concepts [J]. Sichuan Labor and Social Security, 2025, (21):83-84.
- [14] Hanbing Liu, Jing Li, Danting Zhao . The Value, Challenges, and Exploration of Labor Education in Rural Kindergartens from a Local History Perspective [C]. China Tao Xingzhi Research Association, 2024:217-219.