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A Study on Strategies for Labor Education in Elementary Schools under the "Double Reduction" Policy

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Abstract: Labor education is an integral part of well-rounded education, a key pathway for the nation to foster virtue and nurture talent, and an effective means of enhancing students' comprehensive qualities. Against the backdrop of the "Double Reduction" policy, how to leverage the role of labor education in promoting students' all-round development—in morality, intellect, physical fitness, aesthetics, and labor—and how to make labor education a crucial measure for fulfilling the fundamental task of fostering virtue and nurturing talent in the new era have become key concerns for educators. Based on the requirements for elementary school labor education set forth by the "Double Reduction" policy, this paper analyzes the current challenges in elementary school labor education and proposes strategies in areas such as fostering students' interest in labor, emphasizing home-school collaboration, improving the evaluation system, and enhancing teacher competence, with the aim of providing guidance for the effective implementation of elementary school labor education under the "Double Reduction" policy.

Keywords: "Double Reduction" Policy; Elementary Education; Labor Education; Labor Practice.

1. Introduction

The primary purpose of the "Double Reduction" policy is to respect students, liberate them, and alleviate their stress and academic burden. [1] Simply put, its core essence can be summarized as the unity of knowledge and action, with a focus on students' all-round development. Therefore, under the "Double Reduction" policy, teachers and schools need to provide students with richer, real-life experiences. To meet this requirement, the most direct and effective method is to strengthen labor education. However, for a long time, the exam-oriented education system has placed excessive emphasis on test scores, leading to labor education courses being displaced. Schools and teachers rarely arrange labor activities and do not prioritize the improvement of students' labor skills. Furthermore, many parents currently neglect their children's labor education, resulting in fewer opportunities for students to engage in hands-on activities and a decline in their self-care abilities. Labor education for students is a crucial component of implementing a well-rounded education. It can guide students in developing a correct attitude toward work, forming good work habits, acquiring basic life skills, and cultivating a noble character.

2. The Necessity of Labor Education in Elementary Schools

2.1. The pattern is rich

Strengthening Labor Education for Elementary School Students Is a Fundamental Requirement for Implementing Educational Policies

Currently, there is an increasing emphasis on the well-rounded development of students. Labor education is a key driver of students' healthy development and serves as a primary pedagogical pathway for respecting knowledge, talent, and labor. Cultivating well-rounded, high-caliber talent is a major objective in China's educational sector and has long been a focal point of attention. Encouraging young people to develop a positive attitude toward labor and enhancing their labor skills and literacy is also a fundamental requirement that society places on education. As outlined in the "Compulsory Education Labor Curriculum Standards (2022 Edition)" issued by the Ministry of Education, the compulsory education labor curriculum utilizes a rich and open range of labor projects as its vehicle. It focuses on purposefully and systematically organizing students to participate in daily life labor, productive labor, and service-oriented labor, enabling them to engage in hands-on practice, exert physical effort, undergo training, and strengthen their willpower, thereby fostering correct labor values and sound work ethics.[2] From a practical perspective, labor education provides adolescents with effective physical and psychological training, which can have a profound impact on their future development. Therefore, strengthening labor education for elementary school students is of great significance for their active participation in learning and social practice, as well as for enhancing their overall quality. This is precisely an effective form and content of education in the process of implementing educational policies in the new era.

2.2. Strengthening Labor Education in Elementary Schools Is a Practical Pathway to Implementing Moral Education

Fostering virtue and nurturing talent begins with moral education. Moral education is an activity aimed at enhancing students' ideological understanding, with the goal of helping them acquire certain moral convictions to guide their daily ethical conduct. Therefore, integrating labor education with moral education activities—and incorporating the spirit of labor into these activities—is the primary measure for schools to implement labor education. Teaching elementary students various labor skills, how to use labor tools, how to protect themselves during labor activities, and how to conserve physical energy can effectively hone their practical labor

abilities. This enables them to independently overcome all kinds of difficulties and "get back up" immediately after "falling down." Only in this way will they have the opportunity to grow into responsible, committed, and capable pillars of socialism. Strengthening labor education in elementary schools enables students to deeply grasp the truth behind the saying, "Who knows the toil behind every grain of rice on the plate?" and thereby correct the bad habit of carelessly squandering or wasting food. Only by having elementary students actively participate in labor activities and genuinely experience the hardships and toil of labor can they truly understand how hard-won food is, and thus truly appreciate the importance of cherishing food and conserving resources [3] .

2.3. Strengthening Labor Education in Elementary Schools Is the Fundamental Guarantee for Students' All-Round Development

To help students become well-rounded individuals and to cultivate talent capable of adapting to the socialist modernization efforts of the new era, teachers must prioritize labor education and integrate it into daily educational activities. Labor education is, in essence, a crucial component of quality education; implementing it promotes students' brain development and enhances their hands-on practical skills. Integrating labor education with comprehensive practical activities enables students to receive a well-rounded quality education—an outcome that cannot be achieved through comprehensive practical activities alone.While participating in such activities, students can also gain insights into labor-related knowledge and gradually master basic labor skills—experiences and knowledge that cannot be directly acquired from textbooks. Labor education offers advantages that other academic disciplines do not possess. When organizing labor activities, students can, through systematic thinking and in-depth analysis, gradually form correct values under the guidance and assistance of teachers, thereby receiving a higher-quality education.

2.4. Strengthening Labor Education in Elementary Schools Is a Requirement of Development

In light of the demands of the new era, the nation is placing increasing emphasis on education—particularly compulsory education—which dictates that labor education in elementary schools must be oriented toward holistic development, knowledge acquisition, and practical application. However, elementary school students in China currently face numerous pressures: heavy academic workloads and a challenging job market. Therefore, to enable students to better adapt to the needs of social life, they must continuously improve their overall quality. As educators, it is our fundamental duty—and the area where we are best equipped—to work diligently to cultivate well-rounded individuals; In addition, we must strengthen students' education in the areas of "morality, intellect, physical fitness, aesthetics, and labor" to provide more and better conditions for their all-round development. Therefore, labor education in elementary schools is of great significance in promoting the healthy physical and mental growth of elementary school students, as well as in enhancing their comprehensive qualities and social adaptability.[4]

3. Scientific Approaches to Labor Education in Elementary Schools in the Context of the "Double Reduction" Policy

3.1. Cultivating Students' Interest in Labor and Strengthening Their Awareness of Labor

First, optimize the curriculum design. When designing elementary labor education courses, teachers should reasonably organize the content, optimize the curriculum structure, and integrate labor education content into subjects such as Chinese, mathematics, and English. They should organically blend labor education with other disciplines and appropriately organize students to participate in daily labor activities such as campus cleaning and tidying up their living quarters. This allows students to gain knowledge and enhance their abilities through hands-on labor experiences.

Second, organize and carry out diverse practical activities. Schools can systematically conduct educational and highly practical activities based on the age characteristics and physical and mental development patterns of students in different grades. Examples include "Third Graders as Junior Teachers," "Fifth Graders as Junior Doctors," and "Sixth Graders as Junior Electricians." Through these activities, students can personally experience the joy of labor, enriching their understanding and experience of it.

Third, leverage the combined efforts of family and school education. The family is one of the most important environments in a child's growth process, and parents must fully recognize the role they play in helping their children develop good habits. At the same time, schools should guide parents to adopt correct educational perspectives, helping them realize that labor education is one of the key ways to cultivate students' correct values, outlook on life, and worldview. In addition, parents should be mindful of how their own words and actions in daily life influence their children.[5] For example: Parents should not spend money frivolously on their children or lose their temper with them in daily life, and so on.

Fourth, emphasize integrating labor education with students' real-life experiences. When designing elementary school labor education courses, teachers should fully incorporate students' actual circumstances into their teaching activities. For example, when learning "how to wash vegetables," teachers can first have students view pictures or videos of common foods, and then let them personally experience daily life skills such as washing vegetables, doing laundry, and cooking;When learning "how to sort," teachers can first have students perform simple sorting tasks on their own (such as organizing schoolbags and stationery, or arranging school supplies by category); when learning "how to boil eggs," teachers can first have students boil eggs themselves (such as boiling eggs in water and peeling them). This allows students to learn labor skills in a relaxed and enjoyable atmosphere.

3.2. Emphasize Home-School Collaboration and Establish a Sound Support Mechanism

The family is a student's first school, and parents are their first teachers. The "Double Reduction" policy requires

schools, families, and society to jointly shoulder the responsibility for labor education, with families bearing the primary responsibility and society playing a supporting role. Schools should actively communicate with parents to help them recognize the importance of labor education and encourage parents and children to participate together in hands-on labor activities. At the same time, schools can organize students to regularly report their labor achievements to parents and demonstrate the process and results of their work, allowing parents to understand their children's performance in labor activities and further enhance their appreciation of labor education.Schools can also make full use of parent-teacher conferences and other channels to communicate with parents, helping them recognize the vital role of family education in their children's development and encouraging them to actively cooperate with the school in providing quality family education. At the same time, schools must establish robust support mechanisms to provide policy-level support and safeguards. For example, at the national level, relevant policies could be introduced to encourage localities to incorporate household chores into credit management systems; corresponding documents could also be issued to require the establishment of home-school cooperation mechanisms.[6]

3.2.1. Defining Roles and Responsibilities for PTA Members

When establishing a PTA, schools should allocate responsibilities based on their specific characteristics, clearly define each member's duties, and create a PTA with well-defined roles and individual accountability. First, schools can have each class form its own PTA, with the homeroom teacher serving as chairperson and other parents serving as vice-chairpersons.While each vice-chairperson is responsible for their own class, they can also assist other classes to the best of their ability. This not only motivates parents to participate in class management but also fosters greater trust in the school. Second, the school should ensure that every parent has the opportunity to serve as a PTA member.Every parent has the opportunity to participate in class management, evaluating and monitoring their child's performance at school. This not only enables parents to provide proper guidance to their children but also helps alleviate parental anxiety to some extent, allowing them to focus more on their children's growth. Finally, the school can regularly organize various types of activities. For example, a weekly "I Contribute to My Class" activity or a monthly "Outstanding Homework Exhibition."

3.2.2. Hold Regular Parent-School Forums

The school can hold regular parent forums to keep parents informed about the school's labor education initiatives and to solicit their feedback and suggestions in a timely manner. The school can also invite parents to campus to organize parent-teacher meetings and home visits, allowing parents to understand their children's self-care skills and encouraging them to actively participate in labor education. Additionally, the school can organize family labor competitions, such as "Most Beautiful Family" or "Top Ten Families" contests.Schools can also invite parents to participate in hands-on labor activities on campus, allowing them to witness firsthand the changes and progress their children make through these experiences. For example, schools can invite some parents to serve as labor practice instructors on campus, guiding students in carrying out these activities.Through labor, students come to appreciate the beauty of life and the hardships their parents endure, leading them to cherish their academic life more and study harder. At the same time, schools can invite parents to visit the campus and experience students' daily school life. This not only helps parents better understand their children's growth but also strengthens their confidence in and love for their children.

3.2.3. Organizing Parent Participation in School Labor Activities

The "Opinions" state: "Parents are encouraged to guide their children in performing age-appropriate chores at home, fostering their self-care abilities in areas such as daily routines and meal planning." As students' first teachers, parents must fully recognize the importance of family education to their children's growth. Schools should actively organize parents to participate in school-related labor—such as cleaning, environmental maintenance, and campus landscaping—allowing them to personally experience the labor process and appreciate its hardships. This helps students learn to value the fruits of their own labor as well as the efforts of others. In daily life, parents should encourage their children to take responsibility for their own affairs, helping them understand the principle that "if you cannot sweep your own room, how can you sweep the world? "In addition, parents can participate in the daily management of the school. For example, teachers can assign class officers to oversee daily duties, cleaning, and classroom management, allowing students to experience the importance of self-service and self-management through practice. Schools can also invite parents with special skills to serve as external mentors, providing guidance to students on labor education.

3.3. Improving the Evaluation System to Promote the Development of Labor Education

Against the backdrop of the "Double Reduction" policy, schools should adopt various measures to refine the evaluation system for labor education in elementary schools, thereby promoting students' all-round development in morality, intelligence, physical fitness, aesthetics, and labor. First, schools should establish reasonable labor education evaluation standards and adopt diversified assessment methods to evaluate students' work behavior and outcomes. Second, schools should strengthen teacher training, encouraging educators to prioritize formative assessment when evaluating students' labor education and guiding them to assess students from multiple perspectives. Finally, schools should establish a comprehensive system of rewards and penalties to encourage teachers to prioritize the cultivation of students' labor skills and literacy during instruction, thereby enhancing students' labor competencies. [7]

In addition, schools can develop a "Labor Education Curriculum Implementation Plan" tailored to their specific circumstances, taking into account the characteristics of academic disciplines and student profiles. During the evaluation process, emphasis should be placed on diverse evaluation methods and approaches, combining multiple dimensions—such as individual, group, and class levels—and employing a combination of quantitative and qualitative methods to conduct a comprehensive evaluation of students. For students with weaker academic abilities or from families with limited financial means, assessment standards may be appropriately lowered. Establishing comprehensive evaluation criteria and methods can effectively stimulate

students' enthusiasm for participating in labor education activities, laying a solid foundation for achieving the goals of elementary school labor education.

3.3.1. Formative Assessment

Under the "Double Reduction" policy, students' time spent at school has decreased; during this process, teachers must also conduct real-time evaluations of students' labor education. When conducting labor education, teachers should focus on formative assessment, prioritizing encouragement and guidance. First, teachers should clearly define the objectives of labor education and develop reasonable plans based on students' actual circumstances. Second, teachers should strengthen their guidance of students, helping them establish correct values regarding labor and a sound worldview in daily life. Additionally, teachers should encourage students to participate in labor education activities, applying the knowledge learned in class to practical labor experiences. Finally, when conducting formative assessments, teachers should observe and document students' performance and outcomes, providing feedback and evaluations based on their performance. Teachers can also establish a group-based evaluation system, using a "point system" to track the performance of each group member. This approach not only motivates students to participate in labor education activities but also improves the efficiency of teachers' assessment of student learning outcomes.

3.3.2. Summative Assessment

Summative assessment involves teachers evaluating the outcomes of students' labor education activities, primarily covering the following three aspects: First, evaluating whether students have completed their labor tasks. Teachers can apply different evaluation criteria based on the completion status of the tasks and taking into account individual differences among students. For example, when performing household chores, teachers can assess whether students have completed their tasks based on the quantity, quality, and attitude demonstrated in their work.

Second, evaluating whether students have mastered basic labor skills. When conducting outcome-based assessment, teachers can evaluate students based on whether they have acquired basic labor skills during the learning process. For example, in daily life, teachers can require students to be responsible for organizing the items in their own rooms every day. This approach not only cultivates students' ability to live independently but also, to a certain extent, enhances their love for life.For instance, teachers can assess whether students have developed good work habits by evaluating whether they strictly follow the correct methods to complete tasks and whether they demonstrate a conscientious and responsible attitude.

3.3.3. Home-School Collaboration

The family is a child's first school, and parents are a child's first teachers; therefore, parents should place importance on labor education for their children. First, schools can use parent-teacher conferences and other means to help parents understand the importance of labor education and encourage them to actively participate in the school's labor education initiatives. Second, schools can organize parent-child labor activities, such as gardening or cooking together. These activities strengthen the bond between students and parents and promote harmonious family relationships.Finally, schools can hold "Little Work Experts" contests within classrooms to showcase students' outstanding work achievements and foster a sense of pride among students.

Since the implementation of the "Double Reduction" policy, the amount of time elementary school students spend on labor activities has increased. Through home-school collaboration, the requirements of the "Double Reduction" policy can be better implemented, ensuring students have opportunities for labor education at school. Furthermore, home-school collaboration can further raise schools' awareness of the importance of labor education in the home.As the people closest to their children during their upbringing, parents should play a more active role. For example, parents can communicate with the school via letters or WeChat to share information about their children's participation in labor education at home, thereby better promoting home-school collaboration. Therefore, schools can further enhance the effectiveness of students' participation in labor education through home-school collaboration.

3.4. Enriching the Content of Labor Education and Expanding Its Channels

With social development and technological progress, the social environment faced by elementary school students in the new era has undergone tremendous changes. Living in an era of highly developed information technology, elementary school students have access to a wide variety of channels and methods for obtaining information. This has led to some students lacking hands-on work experience, a proper understanding of labor, and a sound work ethic. Therefore, it is essential to enrich the content of labor education and expand its channels to ensure that elementary school labor education meets the needs of the times. First, schools can organize practical activities for students both on and off campus, provided safety is ensured.Schools can enrich the content of labor education by organizing social practice activities and encouraging students to participate in volunteer work. For example, schools can schedule one labor education class per week as part of the curriculum for social practice activities, allowing students to experience and understand aspects of daily life through hands-on participation. They can also organize students to take part in volunteer activities. Second, schools must emphasize the important role that families play in labor education.Parents are a child's best teachers and exert a profound influence on their children; therefore, schools should work with parents to cultivate good work habits in children. Schools can convey the content of labor education to parents through parent workshops and parent-teacher conferences, helping parents recognize the importance of good work habits for their children's future development. Finally, schools should focus on expanding the channels for labor education.Schools should organize students to participate in practical activities such as social practice, career exploration, and public service initiatives to enrich the content of labor education. When scheduling courses, schools can set aside one labor education class per week for social practice activities. This allows students to gain insight into the types of work they may pursue in the future and the careers for which they are best suited.

3.5. Innovating Teaching Methods to Encourage Student Participation

Students are the central participants in labor education; therefore, when implementing such programs, teachers must shift their pedagogical philosophy, innovate teaching methods, and position students as the primary agents of the learning

process, fully leveraging their active role. First, teachers can help students gain a preliminary understanding of labor education by creating relevant videos or organizing related activities, and by connecting these concepts to real-life situations. For example, when teaching the lesson"How to Wash Dishes," teachers can produce a video and have students participate in the process to learn the steps and precautions involved. Second, teachers should clearly establish students' central role in the classroom, arrange teaching content appropriately based on actual circumstances, and design reasonable assessment methods for labor education. Finally, teachers can use technological tools such as multimedia and the internet for classroom presentations, providing students with ample space for exhibition and a platform for communion. Through these approaches, students gain a more intuitive understanding of labor education, thereby enhancing the quality of labor education.[8]

3.5.1. Conducting Labor Practice Activities

Schools can organize practical activities—such as gardening or animal husbandry—in conjunction with labor education content, allowing students to participate, experience the hardships and challenges of labor, and cultivate a spirit of perseverance and hard work. For example, in a "gardening activity," teachers can guide students to select the types and quantities of vegetables themselves and plant them. During the planting process, students should learn to observe changes in the vegetables' growing environment while making proper use of the soil. This approach fosters a love for labor among students. Schools can also organize small household chores for students, encouraging them to help their parents with age-appropriate tasks. For instance, when studying the lesson on "wiping tables," teachers can have students use a cloth to clean dust and stains from the tables; when learning about "washing clothes," teachers can have students wash their own clothes; and when learning about "mopping the floor," teachers can have students tidy up their own desks and chairs.

3.5.2. Integrating Labor Education into Social Life

Labor education is closely intertwined with social life; therefore, when conducting labor education, teachers should make full use of social resources to integrate labor education into social life. Teachers can lead students on field trips to the community to observe and understand the purposes of public facilities; they can also take students on tours of the school to observe and learn about labor education activities there; furthermore, they can lead students to factories, farms, and other locations for social practice activities, allowing students to appreciate the value of labor.In addition, teachers can bring various school labor tools and related facilities into the community; for example, they can take students to visit the school's vegetable gardens, orchards, and other such locations, or lead them to nursing homes and welfare centers in the community for social practice activities.

3.5.3. Emphasizing Assessment

In traditional elementary school labor education, teachers primarily rely on exams to evaluate students' learning outcomes. This evaluation method has certain drawbacks, such as failing to comprehensively measure students' labor skills and not effectively motivating students to learn. Therefore, under the "Double Reduction" policy, teachers must shift away from traditional evaluation methods and focus on assessing students' labor skills and labor values.For example, labor skills can be assessed through hands-on activities by dividing students into small groups and having them complete specific tasks within a set timeframe. After task completion, students can be evaluated through various methods, such as self-assessment and teacher evaluation. This approach effectively motivates students to learn labor-related knowledge and skills, allowing them to experience the benefits and enjoyment that labor education brings.

3.6. Innovating Teaching Models and Encouraging Continuous Professional Development

Against the backdrop of the "Double Reduction" policy, further strengthening labor education in elementary schools requires innovating teaching models and encouraging teachers to engage in continuous professional development. First, teachers should innovate their pedagogical philosophies and teaching models for labor education, incorporating advanced concepts from society into elementary school labor education—such as organizing household chores and on-campus labor activities—to enrich students' school life and help them experience the joy of labor.Second, teachers should innovate labor education teaching methods by adopting task-driven and problem-based approaches to facilitate students' independent inquiry and collaborative learning.Finally, teachers must continuously enhance their professional competence and overall qualities to meet the demands placed on educators in the new era. In addition, schools can establish a scientific and reasonable evaluation mechanism. By establishing such a mechanism, schools can stimulate teachers' enthusiasm and initiative in implementing labor education. Schools can formulate relevant evaluation mechanisms to assess teachers fairly and incorporate these assessments into the overall teacher evaluation system. This approach will not only effectively motivate teachers to engage in labor education but also improve the quality and standard of their instruction. [9]

3.6.1. Conducting Household Chore Practice Activities

When organizing practical household chores activities, teachers can adopt a home-school collaboration approach. Parents can use weekends to have students participate in household chores, such as helping their parents with tasks within their capabilities—for example, cooking or sweeping the floor. Teachers can take advantage of opportunities like parent-teacher conferences to encourage parents to guide their children in participating in household chores.Teachers can also organize parents through the Parent-Teacher Association to carry out "Little Teacher" activities, where parents assist their children in completing age-appropriate household chores at home. Additionally, schools can organize their own "Little Teacher" activities. In these activities, students can take on the role of "little teachers" in their classrooms, guiding their classmates to complete age-appropriate household chores. This approach not only enhances students' self-care skills but also improves their social skills.

For example, teachers can organize activities such as floor-sweeping contests or dishwashing contests. During these contests, each student must complete the cleaning tasks in their assigned area according to the contest rules. Through such activities, students can experience the joy of work and recognize the value of labor that is present everywhere in daily life, thereby fostering a positive work ethic and good work habits.

3.6.2. Labor Practice Activities on Campus

Labor practice activities conducted on the elementary school campus serve as a vital vehicle for implementing labor education. For example, schools can organize students to participate in campus cleanup activities as part of their labor practice program. During these activities, teachers should work alongside students to clean hard-to-reach areas on campus, treating this as a key component of labor education. Through this process, students not only acquire practical skills but also experience the joy of labor. Additionally, schools can organize collective labor activities on campus.For instance, schools can designate certain public areas on campus as venues for collective labor activities, allowing students to experience a sense of collective pride through collaborative work. To further enrich labor practice activities on elementary school campuses, schools can also organize activities that are both challenging and engaging. For example, after studying "Made in China 2025," schools can host a "Made in China 2025" knowledge contest. This approach helps stimulate students' enthusiasm for learning.

3.6.3. Encourage Students to Engage in Independent Inquiry and Collaborative Learning

Against the backdrop of the new curriculum reform, teaching methods and models for labor education in elementary schools need further innovation. Teachers should actively guide students toward independent inquiry and collaborative learning, allowing them to independently solve problems encountered in labor education, thereby enhancing their practical skills. [10] For example, when teaching the lesson "Growing Bean Sprouts," teachers can guide students to conduct independent inquiry by having them grow bean sprouts themselves and then verify their ideas through experiments. This fosters students' ability for independent inquiry, enhances their practical skills, and helps them learn to discover truths through hands-on experience. Teachers can also guide students toward cooperative learning, encouraging them to share their ideas and approaches while working together, thereby enabling them to gain more knowledge through collaboration. Teachers can have students conduct investigations through group collaboration. This approach not only helps students acquire labor skills but also cultivates the habit of cooperative learning while strengthening their teamwork abilities.

3.6.4. Optimizing Evaluation Methods for Labor Education

When evaluating labor education, emphasis should be placed on combining formative assessment with summative assessment, guided by the principle of promoting students' all-round development. In conducting formative assessment, a combination of self-assessment and peer assessment can be employed.

On the one hand, teachers should guide students to conduct self-assessments and improve their overall competence through reflection on these assessments; on the other hand, teachers should guide students to engage in peer assessment, thereby promoting mutual learning, mutual assistance, and shared progress. Formative assessment refers to the objective evaluation of students' labor education learning outcomes at a specific stage, while summative assessment refers to the objective evaluation of these outcomes through a comprehensive review. Teachers should emphasize the integration of formative and summative assessments and implement appropriate incentive measures to guide students in viewing labor education as an important aspect of their lives.

Labor education is an indispensable part of a person's all-round development; it cultivates students' sound moral character and enhances their overall quality. As society evolves, the role of labor education in society has become increasingly significant and has garnered the attention of educators at large. With the continuous advancement of quality-oriented education in China, higher demands are being placed on the labor literacy of elementary school students. Only by further strengthening labor education in elementary schools can we help students establish a correct view of labor and promote their all-round development. However, some issues persist in actual teaching practices, such as teachers not placing sufficient emphasis on labor education and the use of monotonous teaching methods. These issues can hinder the development of primary school students' labor literacy. First, schools must strengthen the cultivation of students' awareness of labor. Schools can organize relevant activities to deepen students' understanding and appreciation of labor—such as household chores and on-campus work experiences—thereby stimulating their enthusiasm and initiative to participate in labor.

Second, teachers should provide more guidance on methods for labor education for elementary school students. Teachers should adopt innovative teaching models to enhance students' enthusiasm and initiative in participating in labor education. Finally, schools must improve their assessment and evaluation mechanisms. In summary, strengthening labor education in elementary schools against the backdrop of the "Double Reduction" policy is of great significance; it not only promotes students' all-round development in morality, intelligence, physical fitness, aesthetics, and labor but also cultivates their sound moral character and comprehensive literacy. Therefore, schools should foster students' comprehensive literacy by strengthening labor education, enabling students to participate in labor more consciously. Only in this way can the goals and requirements set forth by the "Double Reduction" policy be truly implemented.

4. Conclusion

Labor education is a vital pathway for promoting students' all-round development. Against the backdrop of the "Double Reduction" policy, how to effectively implement labor education and enable students to experience joy and a sense of accomplishment through labor practices is a critical challenge facing educators. Labor education in elementary schools should focus on cultivating students' interest in labor, emphasizing home-school collaboration, refining the evaluation system, and enhancing teachers' professional competence to truly achieve all-round education.

Elementary school is a critical stage in a student's growth, and labor education plays a vital role in their all-round development in morality, intelligence, physical fitness, aesthetics, and labor skills. Therefore, labor education in elementary school should not only be a key component of "reducing academic burden" but also an essential teaching tool for educators. Against the backdrop of the "Double Reduction" policy, teachers should make full use of both in-school and out-of-school learning environments, place importance on pre-class preparation and the assignment of post-class homework, and implement measures such as fostering students' interest in labor, emphasizing home-school collaboration, refining the evaluation system, and enhancing teacher competence to ensure the effective implementation of

labor education in elementary schools.

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