

Research on the Problems and Implementation Paths of Labour Education in Higher Education Institutions under the Background of "Five Education Integration"

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Abstract: The "Five Education Integration" is a new situation in which the five education areas of moral, intellectual, physical, aesthetic and labour education are separated from each other and integrated into each other. Labour education is an important part and an effective carrier of "five education", and has a fundamental role. The integration of labour education into the whole process of talent training and the exploration of a labour education system with the characteristics of vocational education is a strategic need to build an education system for comprehensive development and to form a higher level of talent training system. Based on the background of "five education integration", this paper clarifies the profound connotation of labour education in higher vocational education, explores the positive significance of labour education, deeply analyses the problems faced by labour education at present, and considers the three integrations of building a labour education system, widening the path of practical education and improving the support and guarantee capacity. "To explore the implementation path of labour education with VET characteristics.

Keywords: Five Education Integration; Higher Education Institutions; Labour Education; Implementation Path.

1. Introduction

At the National Education Conference held in September 2018, General Secretary Xi Jinping put forward the proposition of the times to cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, social and aesthetic development[5] In March 2020, the Central Committee of the Communist Party of China (CPC) and the State Council issued the Opinions on Comprehensively Strengthening Labour Education in Schools and Universities in the New Era, which requires the entire Party and society to attach great importance to and take effective measures to effectively strengthen labour education, and provides a systematic top-level design and specific arrangements for labour education, requiring "a comprehensive construction of a labour education system that reflects the characteristics of the times"[5] In November 2020, at the national commendation conference for model workers and advanced workers, General Secretary Xi Jinping solemnly emphasized that "labour education should be incorporated into the whole process of talent training, so as to cultivate generations of high-quality workers who love labour, are diligent in labour and are good at labour." This has pointed out the direction and provided a target to follow for the cultivation of high-quality technically skilled labourers in higher vocational institutions.

2. The Connotation of Labour Education in Higher Vocational Institutions under the Background of "Five Education Integration"

The new era calls for labour education to return to the essence of labour and to rethink the positioning of education to give labour a new connotation of development, it is also clearly stated in the Opinions on Strengthening Labour Education in Schools and Colleges in the New Era that

"labour education should be integrated into the whole process of talent training" and "integrated with moral, intellectual, physical and aesthetic education. "This is also the new requirement and development of labour education in the new era. The connotation and practice of labour education is no longer confined to "labour education", but promotes the cultivation of the cognition, attitude, emotion, character, cultivation and ability of labour of the education subjects, and through the form of "labour+", promotes the penetration and participation of the other four education elements in the process, so as to achieve the ecological development of "five education integration". The positioning of higher education institutions is to cultivate high-quality technical and skilled talents in the front-line fields of production, construction, service and management needed for social development. Enriching the connotation and enhancing the value of labour education, cultivating high-quality technical and skilled talents who love labour, work hard, create and dare to innovate, is not only the way to improve the level of education and the quality of talent training, but also the way to promote the implementation of the Party and State's "five education" education policy. It is also the right thing to do to promote the implementation of the Party and State's "Five Education" education policy.

3. The Significance of Labour Education in Higher Vocational Institutions

3.1. Labour Education is an Inevitable Requirement for Higher Education to Achieve the Goal of Talent Training

The objective of personnel training in higher vocational education is to provide high quality technical skill talents for social and economic development. Through the practice of labour education, higher vocational institutions can not only enable students to master labour skills and improve labour

skills, but also help them establish correct labour values and cultivate good labour qualities, so as to meet the demand of society for applied talents with solid theoretical foundation, strong hands-on ability and high comprehensive quality. "The integration of the five education areas in labour education is conducive to the cultivation of a well-rounded development of morality, intellect, physique, aesthetics and labour, which will enable students to build up a new generation of socialist construction and successors of the new era.

3.2. Labour Education is an Important Way to Improve the Overall Quality of Higher Vocational Students

The orientation of higher education institutions requires students to master and continuously improve their professional practical skills. Labour education enables students to effectively combine theoretical knowledge and labour practice. This will promote quality education.

3.3. Labour Education is an Objective Need to Cultivate and Promote the Chinese National Spirit

The spirit of hard work, courage and self-improvement is a national spirit that has lasted throughout China and has been the distinctive colour of the Chinese people since ancient times. The virtue of labour has been a part of Chinese history throughout the years. In ancient times, there was the good advice of "Heaven rewards hard work" and "hard work makes up for poor work", while today there is the good advice of "seeking truth and pragmatism" and "practical work makes a nation". The good advice of "seeking truth and pragmatism" and "working hard to build a nation". On May Day, General Secretary Xi Jinping mentioned that "the Chinese people are a hard-working and creative people". It is also one of the philosophies of higher education institutions to attach importance to labour education and incorporate labour education into the process of talent training. By strengthening labour education for higher vocational students, we can strengthen their physical strength, refine their will and enhance their labour skills, irrigate their excellent qualities with sweat, inherit and carry forward the excellent traditional culture of the Chinese nation in labour, enhance the soft power of national development and build the foundation of social stability and long-term peace and stability.

4. Problems Faced by Labour Education in Higher Vocational Institutions at Present

Labour education plays an important role in nurturing people in vocational education in the new era, and institutions of higher education have made a lot of exploration in the curriculum and practical activities of labour education.[3] In the process of promoting labour education in higher vocational institutions, there are still problems such as weak awareness of labour education, insufficient attention to labour education and single form of education.

4.1. Weak Labour Awareness and Deviations in University Students' Labour Values

The cultivation of university students' labour values is the core content and key objective of labour education in higher education institutions. The increasingly convenient lifestyle

has a profound impact on the thoughts and behaviours of contemporary university students, and the phenomenon of weak labour awareness and low labour literacy is becoming increasingly prominent. Due to the long-standing influence of China's traditional system of emphasising teaching over education and intellectual education over labour education, labour education has long been marginalised and has not received sufficient attention, and the publicity and education of labour concepts in society as a whole is far from adequate. In particular, the lack of labour education in the family, parents spoiling their children and neglecting the cultivation of labour awareness among university students, has led to a weak labour awareness and deviations in labour values among university students.

4.2. The Degree of Attention is not High and the Labour Education Teaching System has not Yet Been Formed

The establishment of a perfect labour education system is an important foundation and inevitable requirement for higher vocational colleges to carry out high-quality labour education. At present, the labour education system in vocational colleges has not yet been formed, and the phenomena of incomplete education curriculum system, lack of institutional guarantee and lack of evaluation mechanism are still common. Firstly, most of the higher vocational colleges and universities believe in setting up separate labour education courses and teaching them independently, teaching more theoretical labour knowledge and arranging fewer practical classes, and arranging teaching time inappropriately, so that the two cannot be connected effectively. Secondly, labour education lacks a set of complete and orderly mechanism to ensure its implementation in place, and lacks a special labour teacher team for management, etc. Once again, the lack of evaluation and assessment mechanisms for labour education and the absence of specific assessment standards affect the enthusiasm of university students to participate in labour, which is not conducive to the cultivation of professional talents in higher education institutions.

4.3. Single Form of Education, Labour Education Practice Still Needs to be Strengthened

Labour education is a systematic and planned educational activity that integrates theory and practice. In the process of promoting labour education, higher education institutions should not only work on the curriculum and theory, but also focus on the practical education of labour education. At present, most schools attach importance to the construction of labour courses, but neglect the setting and planning of practical labour education activities, resulting in the form of labour education staying only at the theoretical level and at the classroom level. The phenomenon of homogenisation of labour education forms is mainly manifested in the following ways: Firstly, in terms of curriculum setting, there is a lack of unified planning of practical labour activities. The curriculum of labour education is mainly theoretical and does not pay enough attention to labour education practice, and lacks systematic planning. Secondly, in terms of the form of activities, most of them are based on labour skill training. Labour skill training is one of the interactive components of labour education practice. Most of the labour practice in higher vocational colleges and universities only stay in

professional labour training, replacing labour education with professional practical training, with insufficient understanding of the connotation of labour education practice, and students receive labour education in fragmentation of skill training, without forming standardized and systematic labour education practice education activities[3] .

5. The Implementation Path of Labour Education in Higher Vocational Institutions in the New Era

Under the background of the expansion of higher vocational education and the diversification of student sources, labor education presents different characteristics, difficulties and highlights, and higher vocational institutions should accurately grasp the characteristics of student sources and the needs of education, change from "inertia" thinking to "planning" thinking, and establish The new path for the construction of labour education system in higher vocational institutions in the new era should be explored through "systematic" thinking.[5] This is a new way to explore the construction of labour education system in higher education institutions in the new era.

5.1. Grasp the Orientation of Education and Build a Labour Education System with VET Characteristics

To accurately grasp the orientation of nurturing people is the core foundation of talent cultivation in higher vocational institutions, and it is also the starting point of labour education in the new situation. Higher vocational institutions should deeply grasp the core connotation of labour education in the new era, establish a "systematic" parenting mindset, and transform labour education from "singular" to "integrated". Labour education in the new situation is not a single, independent and instrumental labour, but a new man of the times with the mission and role of a "great craftsman". In terms of curriculum development, it is necessary to establish a mindset of disciplinary integration. On the basis of setting up independent labour education courses, labour education should be integrated into the courses of various disciplines, insist on and strengthen the ideology of the curriculum, establish a labour education system of "labour education +" for professional courses, tap into the elements of labour education in various disciplines based on professional characteristics, and establish an education system that integrates various disciplines with each other. In terms of the content of labour education, according to the objectives and content of labour education under the new situation, a three-in-one supply chain of labour education content of "daily + production + service" should be built according to the characteristics of different students, different grades, different majors and different types of students. In the evaluation of labour education, labour education should be incorporated into the comprehensive quality evaluation system of students, the practical process and results of labour education should be recorded comprehensively and objectively, and the labour literacy score should be set as an important part of measuring students' comprehensive quality and as an important reference basis for students' graduation conditions.

5.2. Follow the Laws of Education and Broaden the Ways of Practical Education for Labour Education

Labour education practice is an important part of establishing students' good labour spirit and cultivating their correct labour values. Higher education institutions should follow the laws of education, fully understand the purpose and significance of labour education practice activities, effectively play the central and main role of labour education practice, realize the change from "independent thinking" to "community thinking", and actively build a multi-body collaborative labour education practice platform of "family + school + society". In addition, the school will actively build a platform for labour education practice with the collaboration of multiple subjects, including "family + school + society", so as to constantly broaden the ways to educate people through labour education practice. At the school level, relying on the school's daily work, voluntary service, summer social practice, experimental training and other internal activity platforms, a wide range of practical labour education activities are carried out to effectively improve the quality and level of labour education education in the school's various activity platforms. At the level of home-school linkage, schools should establish a mechanism for the joint cultivation of labour practice education at home and school, make full use of family education as a key and important platform, develop criteria for evaluating and identifying the results of family labour education, and connect the results of family labour education practice to the comprehensive system of labour education evaluation at school. At the level of strengthening social nurturing, schools should improve the institutional design and top-level planning for the process and recognition of the results of social practice nurturing, mobilise various types of labour education practice resources such as governments at all levels, group organisations, rural communities and industrial enterprises, and give full play to the supporting and motivating role of society in labour education practice nurturing.

5.3. Strengthen Comprehensive Implementation and Enhance the Support and Guarantee Capacity of Labour Education

The establishment of a diversified labour education guarantee system is an important basis for promoting the high level and quality of labour education implementation, and is a powerful support for raising the quality level of labour education and ensuring its implementation [6]. Higher vocational institutions should meet the new characteristics and needs of labour education in the new era, strengthen comprehensive implementation and build a labour education support and guarantee system. Firstly, they should integrate the resources of government, industry, enterprises and schools, and expand the places of practice. Higher vocational institutions should fully integrate various social resources such as government and enterprises, give full play to their professional advantages and social service functions, combine with the actual situation of students, expand practice places, and establish a stable practical education base and guarantee mechanism for labour education. Second, strengthen the construction of labour education personnel. Through "internal training and external attraction" and other means, combined with the platform of integration of industry

and education, a team of labour education talents is established, and the awareness and level of teachers in labour education are effectively enhanced. Third, improve the mechanism of special funding for labour education. Based on the actual situation of labour education, special funding support should be established for labour education practices, talents and equipment, and funds should be co-ordinated to carry out labour education, so as to ensure financial security for labour education. Fourth, to establish and improve the safety and security mechanism of labour education. It is necessary to establish a safety management and guarantee mechanism for labour education led by the government, led by schools and coordinated by enterprises, and to improve the emergency handling mechanism by establishing safety awareness, strengthening safety thinking, implementing safety responsibilities, establishing safety plans and purchasing safety insurance, and to establish a safety guarantee system that integrates management and education [6].

6. Conclusion

The "five education integration" is a breakthrough point and an important grasp to promote the high-quality development of education in higher vocational colleges in the new era, and is a realistic need to achieve the goal of cultivating talents in higher vocational colleges in the new era. Labour education in higher vocational institutions in the new era is a long-term and systematic education project. How to meet the needs of the times, forge "great artisans" and cultivate high-quality skilled talents is an important issue facing higher vocational institutions. Vocational colleges and universities should use "planning", "integration" and "systemic" thinking to grasp vocational education curriculum reform, diversification of student sources, integration of industry and education, and cultivation of technically skilled talents. The system and mechanism of labour education in vocational education are built with the aim of cultivating the spirit of craftsmanship among contemporary university students, organically integrating the cultivation of students' good labour spirit, labour skills and labour value orientation, creating an ecological chain of labour education in terms of labour education knowledge supply, process assessment,

result evaluation and comprehensive protection, and grasping the hierarchy and dynamics of labour education in higher vocational institutions in the new era. The aim is to create an ecological chain of labour education in terms of knowledge supply, process assessment, results evaluation and comprehensive guarantee, to grasp the hierarchy and dynamics of labour education in higher vocational institutions in the new era, to continuously innovate concepts, to promote the transformation of labour education in higher vocational institutions from the external to the inner core, and to promote the all-round development of students' moral, intellectual, physical, aesthetic and labour.

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