

Practical Exploration of Three-stage Labour Education for College Students in the New Era from the Perspective of Class Teachers

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Abstract

With the deepening of educational reform in the new era, the value and significance of labour education, as an important part of the comprehensive development of morality, intelligence, physicality, aesthetics and labour, is becoming more and more prominent. However, there are still many problems in the practice of college students' labour education. This paper analyzes the current situation of college students' labour education, discusses the dilemmas it faces, and proposes a three-phase labour education practice path from the perspective of classroom teachers, with a view to providing references for the effective development of labour education in colleges and universities.

Keywords

College Students; Three-Phase Labour Education; Practical Exploration

1. Introduction

Labour education is an important element of the socialist education system with Chinese characteristics, and in 2020, General Secretary Xi Jinping emphasized at the National Commendation Ceremony for Model Workers and Advanced Workers that 'labour education should be integrated into the whole process of talent cultivation, and should be integrated into the various stages of schools, universities and primary schools, as well as into all aspects of the family, the school and society'. At the 2024 National Education Conference, General Secretary Xi Jinping further emphasized that 'we should focus on cultivating socialist builders and successors who are all-rounded in morality, intelligence, physical fitness, aesthetics and hard work', which provides a fundamental guideline for colleges and universities to improve the quality of labour education in the new era. Colleges and universities should actively explore the implementation path of labour education to cultivate more newcomers

who meet the needs of social development and take up the important responsibility of national revival.

2. Significance of labour

2.1. Labour education helps young people's comprehensive development

The higher the degree of socialisation of labour education, the stronger the individual's labour quality and ability, and the greater the contribution to society. In essence, the goal of labour education is to fully develop the social nature of human beings and cultivate people with all-round development of morality, intelligence, physical fitness, aesthetics and aesthetics, which is not only about the teaching of skills and knowledge, but is also a comprehensive education process covering knowledge, skills, emotions, attitudes, values and other aspects.

2.2. Labour education enhances students' sense of social responsibility

At present, with the rapid development of globalisation and information technology, economic and social development is facing many unprecedented challenges, such as food security, resource shortage, climate change and many other problems. Young people are the future of the motherland and the hope of the nation, and to solve these realities, young people need to have a broader vision and the wisdom and courage to face the challenges, and labour education also plays an important role in these aspects. In the practice of labour education, students should be made to better understand the importance of social division of labour and cooperation, deeply appreciate that everyone is a cog in the social machine, and that everyone's efforts contribute to the overall operation of the society, and continue to cultivate their collective consciousness and spirit of cooperation, so as to help them pay more attention to the public interest in the future life of the society, and actively carry out their social responsibilities.

2.3. Labour education stimulates college students' creative abilities

Through personalized labour education, students' labour potential and creativity are stimulated. Through physical involvement in labour, the neural connections between the motor cortex of the brain and the prefrontal lobes are activated to promote divergent thought formation. To develop students' ability to identify and solve problems, to stimulate a sense of innovation, and to enable them to adapt to the rapidly changing needs of industry and society.

3. The current situation of labour education for college students

3.1. Cognitive level

1)Some college students' understanding of labour education still remains at the level of physical labour, ignoring its role in shaping values and cultivating innovation

ability.

2)The positioning of labour education in colleges and universities is ambiguous, and some colleges and universities simply equate it with social practice or voluntary service, lacking systematic design.

3.2. Practical level

1)Labour education is in a single form, mostly focusing on traditional labour such as cleaning and tree-planting activities, without fully integrating digital and intelligent labour, insufficient integration with professions, and low motivation of students' participation.

2)The practice platform is limited, the mechanism of school-enterprise cooperation and industry-teaching integration is imperfect, labour education is not combined with the real scenarios of the industry, and it is difficult for students to perceive the value of labour to their vocational ability.

3.3. Guarantee level

1)Teachers of labour education are mostly appointed by counsellors or administrators on a part-time basis and lack professional training.

2)The mechanism of enterprise mentors and labour models on campus is not yet popular. The willingness of enterprises to provide opportunities for labour practice is low.

3)The evaluation mechanism is not comprehensive, and some schools only use 'labour hours' as the evaluation index, ignoring the quality of the process and reflection. The quantification of labour results is easily reduced to a formal assessment.

4. Difficulties in labour education for college students

4.1. Constraints of social concepts

Under the utilitarian education orientation, some students and parents despise labour education and consider it a 'waste of time'.

4.2. Insufficient integration of resources

Labour education in colleges and universities is not well connected with social and enterprise resources, and the construction of practice bases is lagging behind.

4.3. Digital impact

Virtual life scenarios have weakened college students' experience of real labour, and some students have a tendency to "focus on brain power rather than physical strength".

5. Practical Path of College Students' Labour Education

5.1. Reconstruct the labour education system

Incorporate labour education into the talent cultivation programme, set compulsory

credits, and build 'theory + practice' course modules. Develop special labour courses, such as 'labour and career development', 'scientific and technological innovation labour', etc., and design project-based learning with professional characteristics.

5.2. Innovative labour education mode

1) Implement the 'labour+' integration mode

labour+professionalism: liberal arts students carry out social research and labour.

Labour + Entrepreneurship: Relying on the University Science and Technology Park, students are guided to incubate entrepreneurial projects through labour practice.

2) Using digital means

Develop virtual labour practice platforms to enhance the sense of experience.

5.3. Strengthen the resource guarantee mechanism

1) Build on-campus and off-campus labour bases, and cooperate with rural revitalization, community services, enterprise production and other fields to provide diversified labour scenarios.

2) Set up 'dual-teacher' labour education teams, and invite model workers and craftsmen to serve as off-campus instructors.

5.4. Improve the evaluation and incentive mechanism

Establish a 'process + result' evaluation system, and record students' growth by means of a labour file bag and a display of results. Honourary titles such as 'Star of Labour' are set up, and labour performance is included in the evaluation of scholarships and the assessment indicators for joining the Party.

6. Correct labour values for college students

1) Respect for the spirit of labour, workers are the most honourable, and a good life can only be created by hard work.

2) Be able to suffer, 'no pain, no gain'.

3) Believe in the power of unity. The power of one person is limited, but together we can do great things.

4) Thrifty attitude towards life. Refuse to waste, do not compare food and clothing, cherish the fruits of other people's labour.

5) Correct role positioning. I am a college student, to contact the society, to contribute to the society.

6) Be willing to give. Care for and help each other in class and dormitory.

7) The ability to live independently. Can cook, can do laundry, can store.

8) When you are a student, study is also a labour, learn to think about how to improve the efficiency of labour. To learn self-discipline, have independent thinking ability, know the meaning of learning.

7. Practical Exploration of three-stage labour education based on the perspective of class teachers

The cultivation of labour education requires the cooperation of school, family and society to set cultivation goals and carry out project activities at three different stages in which students are. The following is the design of a phased cultivation plan for labour education for college students majoring in accounting.

7.1. Freshman Year: Enlightenment of Labour Awareness and Cultivation of Basic Skills

1) Cultivation Objectives

Establish correct labour values and understand the significance of labour education

Master basic living and labour skills and cultivate independent living ability.

Master basic financial skills

2) Intellectual and political education

The class teacher leads the class to visit 'Wenzhou Labour Model Craftsman Museum', so that students can understand that everyone can excel in his or her own line of work. After the visit, a theme class meeting will be held to speak freely and discuss the labour values that college students should have.

Invite Wenzhou financial leaders to the school to carry out 'labour how to achieve career' lecture, how to do a good job as an accountant? How to be a good accountant and how to create value for the enterprise by the labour of accountant?

The lecture on 'Accounting Ethics and Labour Values' enables students to understand the social value of accounting labour, grasp the core principles of accounting ethics, inspire students to have a sense of respect and honour for the accounting profession, cultivate patience and a sense of responsibility for repetitive financial work, and apply their labour skills to improve work efficiency.

All students sign the Accounting Labour Commitment. To be an honest and trustworthy accountant who is objective and fair, keeps secrets and does not make false accounts.

3) Practical Education

a) Life Skills

Carry out monthly dormitory star hygiene contest, and dormitory man of the contest, cultivate students love labour, love the dormitory, love the class, for the collective sense of honour.

Docking with canteens to carry out volunteer services such as canteen cooking experience and supervision of waste separation.

Carry out life skills training such as first aid skills, clothing mending, simple maintenance, room storage and so on.

Divide all students into five groups and carry out monthly class cleaning activities.

Setting up a 'Family Labour Day' and asking parents to supervise students' household chores.

b) Professional Skills

Organise fun skills competitions such as 'Money Counting Competition' and 'Voucher Binding Competition'.

Taking turns to be the class fee keeper and manually registering the income and expenditure books in the dormitory as a unit.

Selecting outstanding students to assist the school finance office in sorting out historical accounting vouchers.

Carrying out the dormitory 'energy-saving accounting' project, recording monthly water and electricity consumption in dormitories, making visual reports and selecting 'energy-saving dormitories'.

Launched the 'Searching for the Most Beautiful Accounting Labour Moments' photography competition to capture the wonderful images of accounting labour.

7.2. Sophomore Phase: Professional Integration and Service Capacity Enhancement

1) Cultivation Objectives

Promote the integration of labour and professional practice

Strengthen the sense of social service and teamwork ability

2) Professional labour

Docking with school-enterprise co-operation enterprises, carrying out the collation and binding of accounting data, learning tax declaration, discovering the problems of enterprises and making suggestions

Cooperate with agency bookkeeping institutions, led by class teachers, to carry out bookkeeping services and financial management consulting for small and micro-enterprises on behalf of bookkeeping.

3) Service learning

Carry out the summer 'to the countryside' social practice, leading students to go deep into the countryside to carry out live broadcasting of local agricultural products, and pairing up with primary and secondary schools to carry out labour skills teaching. Financial health check-ups for township enterprises and training for villagers in the use of mobile phones for bookkeeping. APP, set up a 'cloud financial support group'.

7.3. Junior Phase: Innovation, Entrepreneurship and Career Preparation

1) Cultivation Objectives

Cultivate creative labour skills

Articulate vocational labour literacy

2) Integration of industry and education

a) Practice in enterprise scenarios

Job shadowing: record the 'labour roadmap' of the accounting post in the enterprise and understand the financial process.

Cost accounting labour: participate in enterprise warehouse inventory, manually check the material ledger.

b) Innovative Projects

RPA financial robot development: help enterprises intelligently solve simple and repetitive work. (tax reporting, invoicing)

ESG report preparation: design financial quantitative carbon emission reduction programme for cooperative enterprises.

3)Vocational Labour Preparation

Class teachers hold thematic class meetings to explain the labour and social security system, answer questions on the signing of labour contracts, protection of rights and interests, and occupational mental health, so that students can stock up on the 'necessary skills for survival in the workplace' in advance.

Launching case studies on labour disputes, such as analysing the accounting of overtime pay, paying social security and so on .

Social security payment and other real-life disputesIn cooperation with an accounting firm, the school offers 《Audit Labour Practical Training》 , in which students complete three days of original document preparation and one day of deployment of RPA tools.

7.4. Evaluation

The 'Labour Passport' points system is used to record participation at each stage, and the accumulated points are calculated at each stage, with five levels. At the end of the third year, students are required to complete one labour report and three skills certifications, which will be an important condition for the evaluation of merits and priorities.

7.5. Guarantee Mechanism

Build more than 20 labour bases with enterprises and communities.

Incorporate labour literacy into the reference index of scholarship evaluation.

Incorporate the cultivation of students' labour education into the conditions for the evaluation of teachers' titles. Inclusion of labour education in the assessment indicators for classroom teachers.

7.6. Implementation Effect

Through the above practices, students participate in labour, learn to respect labour and cherish the fruits of labour, develop the ability to think independently and solve problems independently, and develop excellent qualities such as diligence, self-discipline, perseverance and cooperation. Practice has also shown that labour education enables students to have a deeper understanding of the laws and mechanisms of social operation, thus enhancing their abilities in self-management, emotional regulation, teamwork, etc., and providing strong support for participation in social change and solving social problems. In addition, participation in labour fosters the completion of tasks on time, observance of labour discipline, responsibility for work and a growing sense of social responsibility.

In the new era, labour education for university students is centred on value leader-

ship and driven by practical innovation, with a multifaceted and synergistic implementation path. Through curriculum reform, resource integration and cultural infiltration, colleges and universities should cultivate college students' belief that "labour creates happiness", and help them grow into new men of the times who are capable of taking on the great responsibility of national rejuvenation. This step-by-step design not only avoids formal labour, but also enables students to achieve a growth trajectory from 'knowing how to work' to 'knowing how to work' to 'creative labour' through three years of systematic cultivation.

Acknowledgements

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