
Research on the Integration of the “Three Spirits” and Labor Education in Higher Vocational Courses

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Abstract: The integration of Labor Education (labor spirit, model worker spirit, craftsman spirit) into the practical skill curriculum of higher vocational education is not only a concrete action to implement the national policy in higher vocational education, it is also from the micro-level of education “Curriculum” to solve the current problems of labor education in vocational colleges. To this end, this paper deeply excavates the connotation of the spirit of labor, the spirit of model worker and the spirit of artisan in the Labor Education of vocational colleges, uses the practical experience of labor education in Germany for reference, and constructs a “project teaching method” as the main line, “student-centered”. The practical path of integrating labor education (labor spirit, model-worker spirit, craftsman spirit) into the professional practice skill course in higher vocational colleges with the goal of raising the level of students’ labor skills, establishing correct labor values and showing the positive work spirit, it includes four aspects: conception, creativity, exchange of ideas and expression of ideas.

Keywords: Labor education; Three spirits; Professional practice skill course; Practice path

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1. Introduction

March 2020, the opinions of the Central Committee of the Communist Party of China and the State Council on comprehensively strengthening labor education in universities, middle schools and primary schools in the New Era (hereinafter referred to as the opinions) clearly put forward that “Vocational colleges should carry out labor education with practical training courses as the main carrier, among which the Special Education on labor spirit, model worker spirit and craftsman spirit shall not be less than 16 school hours.” July 2020, the Ministry of Education’s guiding outline for Labor education in universities, middle schools and primary schools (for Trial Implementation) (hereinafter referred to as “The outline”) clearly states that “Relying on practical training, participating in real productive labor and service labor, enhancing occupational identity and labor pride, fostering the spirit of continuous exploration, excellence, the pursuit of workmanship and a labor attitude of devotion to work.” It not only points out the developing direction and training goal of labor education in vocational colleges from macro

level, but also standardizes the practice of labor education to curriculum design from micro level. However, looking at the existing research results, most of them carry out research from the “Macro” level, such as Fu Dajie, He xianying (2020) to analyze and study the practical basis and action obstacles of integrating Labor education into higher vocational training teaching, from the four aspects of reconstructing the practical training teaching system of higher vocational education, expanding the practical training function of school-enterprise cooperation, fusing different types of students, docking 1 + x certificate system, the feasible path of integrating labor education into practical training teaching of higher vocational education is constructed^[1]. Cui yuting and Zhao Zhiqun (2021) analyze the relationship between vocational education and Labor Education from the perspective of Marxism’s Labor thought, finally, the paper puts forward the construction of the design-oriented Labor education system, the construction of regional labor education resources sharing mechanism, and the exploration of the professional practice as the carrier of the realization path of labor education in accordance with the law of vocational

study^[2]. The research results discuss the feasibility and Operability of carrying out Labor Education in vocational colleges with the practice training as the main body, but there are few researches from the “Middle” and “Micro” levels, in particular, there is little discussion and research on how to set up and implement the Special Education of labor spirit, model worker spirit and craftsman spirit^[3]. Therefore, this topic is based on national policy document interpretation and literature research, references the experience of the German labor education course construction and reform. The practical skills course of “Garden Computer Aided Design” is taken as a case study, using project teaching method and constructing the practice path of integrating labor education (labor spirit, model worker spirit, craftsman spirit) into professional practice skill courses of higher vocational education, which will provide practical help and guidance for vocational colleges to carry out labor education.

2. The Connotation of Labor Spirit, Model Worker Spirit and Craftsman Spirit in Labor Education of Vocational Colleges

Different from the labor education in primary and secondary schools, the Opinions clearly point out the content and form of labor education in vocational schools, and the implementation of labor education in vocational schools should be combined with experimental and practical training, and its goal is to cultivate students' labor spirit, model worker spirit and craftsman spirit. From this, the spirit of labor, the spirit of model workers and the spirit of craftsman are the core of labor education in vocational colleges. It is particularly important to clarify the connotation of the “three spirits” in exploring the way of integrating labor education into professional practice skills courses in higher vocational colleges.

“Labor spirit” of labor education in vocational colleges means to guide students to advocate labor, love labor, hard labor and honest labor. “Advocating labor” is to set up correct labor values. “Love labor” is to cultivate a correct attitude toward labor. “Hard work” is the full affirmation of the labor process and its intensity. “Honest work” is an objective regulation of workers' moral character^[4]. The spirit of labor aims at cultivating students' correct labor values and attitudes, guiding students to follow the objective law of labor in the process of labor, and establishing correct labor morality, namely, the spirit of “want to work, love to work, hard work and hard work”.

The “model worker spirit” of labor education in vocational colleges means to cultivate students' post con-

sciousness and enterprising spirit of love and dedication and striving for first-class, struggle consciousness and innovation spirit of hard work and innovation, and fame and wealth consciousness and dedication spirit of being indifferent to fame and wealth and willing to contribute. To guide students to take model workers as an example, love their future career, recognize their future post, set up a sense of pride, mission and responsibility, in the ordinary post of courage to struggle, dare to innovate, make extraordinary achievements and achievements.

The “craftsman spirit” of labor education in vocational colleges is to guide students to be dedicated, keep improving, be meticulous and pursue excellence. The craftsman spirit aims to cultivate students' persistent attitude, pursuit of excellence, meticulous self-requirement and ideal belief of pursuing excellence, namely, the spirit of “being able to work, working skillfully, doing well and doing perfectly”.

3. The Connotation of Labor Spirit, Model Worker Spirit and Craftsman Spirit in Vocational College Labor Education

The Opinion makes it clear that labor education is an important component of the socialist education system with Chinese characteristics, and it directly determines the labor spirit, labor value orientation and labor skill level of the builders and successors of socialism. In the process of implementing labor education in vocational colleges in the new era, we should vigorously promote the spirit of labor, the spirit of model workers and the spirit of craftsmen to guide students to show positive labor spirit, establish correct labor value orientation and comprehensively improve labor skill level^[5].

Leading students to show a positive spirit of labor. “The program” clearly put forward that enable students to cultivate a positive spirit of labor, understand the connotation and significance of “happiness is to struggle out”, inherit the Chinese nation's fine tradition of thrift, dedication and dedication, carry forward the pioneering and innovative, forge ahead spirit of The Times. The spirit of labor reflects the overall state and working attitude of students in the process of study and work, and is the direct embodiment of labor education in vocational colleges. Leading by spirit of labor, spirit of model worker and spirit of craftsman Labor education in vocational colleges needs to create a good atmosphere of advocating labor, loving labor, hard work and striving to be a model worker in students' study and life, and guide students' study and life and future career planning.

Leading students to establish correct labor values. "The Opinions" clarified the overall goal of labor education, through labor education, firmly establish the concept of labor is the most glorious, the noblest, the greatest and the most beautiful. Labor values directly reflect students' value orientation towards labor and future employment tendency, which is the core educational goal of labor education in vocational colleges. The labor education in vocational colleges with the spirit of labor, model workers and craftsmen means that students should experience labor to create a better life, realize that labor does not distinguish between high and low rank, love labor and respect workers, and cultivate the labor spirit of thrift, struggle, innovation and dedication. The school carries out labor education, not only in the curriculum theory teaching what is the labor values, but also in the professional experiment and practical training classes, let students hands-on practice, work hard and sweat, accept the exercise, temper the will, cultivate students correct labor values and good labor quality.

Leading students to improve their labor skills in an all-round way. The main contents of labor education are clarified in the outline, including knowledge, skills and values in daily living labor, productive labor and service labor. Labor skill level directly reflects students' professional practice ability and professional accomplishment, and is the direct carrier of labor education achievement in vocational colleges. The spirit of model workers and the spirit of craftsmen lead the labor education vocational colleges, should combine the specialty, through general, labour skills courses for students to obtain labor safety, labor laws and regulations, labor science and other knowledge. At the same time to strengthen professional learning and practice training, practice solid professional skills, refinement operation skills, cultivate the spirit power of the best.

4. The Practice Path of Integrating the Spirit of Labor, Model Worker and Craftsman into the Professional Practice Skills Course

New era vocational colleges labor education considers the spirit of labor, model worker and craftsman as the education soul. Integrating the "soul" into the professional practice skills course, must combine labor view guide with knowledge acquisition and ability training, help students to enhance the level of labor skills, cultivate a positive spirit of labor, shape the correct view of labor. Therefore, through exploration and practice, this topic takes "garden computer aided design" practical skills course as an example, in the perspective of new era labor education, building the practice path of integrating the spirit of labor, model worker and craftsman into the professional practice skills course, summarized as building, creating, converging, reaching.

4.1 Building -- The Goal of Course Construction

This topic takes computer aided design of practical skills courses for example, integrating the core content of the new era of vocational colleges labor education, namely labor spirit, the spirit of labor, model worker and craftsman into professional practice skills courses, which will enhance the level of labor skills, cultivate a positive spirit, set up the correct employment view of labor will be established for the construction of curriculum goals. In the process of acquiring knowledge and skills, only by combining with correct labor values and labor quality, and integrating labor spirit, model worker spirit and craftsman spirit, can students acquire real job competence, and then grow into high-quality laborers and technical talents, and become qualified builders and successors of socialism. Therefore, labor education is integrated into professional practical skills class, transforming practical teaching from simple technical skills teaching to practical education^[6].



Figure 1. Practice path of integrating labor spirit, model worker spirit and craftsman spirit into professional practice skill courses

4.2 Creating -- Curriculum Implementation Model

Project-based teaching method is the most distinctive feature of German labor education practice, which is guided by “project”, directed by “action power” and centered on “reflection” [7]. The implementation process of project-based teaching method in Germany is generally divided into six stages: (1) Thematic/professional knowledge learning; (2) Project preparation, including building student teams, selecting and formulating project implementation plans; (3) First project implementation; (4) Project reflection; (5) Re-implement the project; (6) Project reflection and evaluation [8]. This topic uses the practical experience of German project teaching method for reference, constructs the implementation mode of integrating labor education (labor spirit, model worker spirit, craftsman spirit) into professional practice skill course of higher vocational education, which takes “project teaching” as the main line, and integrates various “projects” of landscape design into practice skill teaching. Such as through using various kinds of drawing software to complete the garden engineering construction drawing, landscape graphic rendering 3 d rendering, the botanical garden landscape projects, the concrete steps include: setting works (decision), modified (revised), drawing ready (ready), drawing (implementation), reflecting and evaluating (reflection and evaluation) five main phases. Completing the specific works as the main line of the implementation of the course, to mobilize the interest and enthusiasm of students, experience the fun of work, cultivate the ability to solve problems, and sweat, exercise, temper in the process of work. The “project teaching method” cultivates students’ professional ability, behavioral ability and social ability, and integrates labor spirit, model worker spirit and craftsman spirit into the curriculum implementation, which provides a new idea and direction for the implementation of labor curriculum in the new era.

4.3 Converging -- Curriculum Implementation Model

The curriculum implementation mode of “Project-based teaching method” is the constructivist concept of “student-centered”, which takes students as the center in the whole teaching process, while teachers play the role of consultation, guidance and solution [9]. In the project planning stage, students learn the professional knowledge involved in a project under the guidance of teachers, understand the application scope of specific knowledge, and analyze the existing application experience. With the support of the instructor, students can freely combine and use the knowledge that they have learned to design and develop a more complex project implementation plan

consisting of multiple steps with team members. In the project implementation stage, students independently solve various problems encountered in the project implementation process and complete the project according to the project implementation plan. In the project reflection phase, students are required to tell each other about their observations, feelings and questions during the project implementation process, and evaluate the effectiveness of the project implementation [10]. In the process of the project, through collective planning, action and evaluation, students will integrate professional knowledge and skills with labor values, experience and reflect on the labor process in cooperation, and form labor emotion, social responsibility, professional identity and commitment, which are indispensable components of labor literacy and labor values.

4.4 Reaching -- Combine the Content and Method

In the teaching of garden computer aided design practical skills course, the subject takes “project” as the guide and “students” as the center, and integrates the labor spirit, model worker spirit, craftsman spirit of labor education with curriculum content and teaching methods. During the teaching process of the project, students’ professional practical ability of drawing garden construction drawings, garden landscape plane renderings, garden landscape three-dimensional renderings and other works by using various drawing software such as AutoCAD, Photoshop, Sketchup and Lumion will be basically improved. Solid professional skills will be developed and skills operation will be tempered. To set up the correct labor values, let the students hands-on practice, mental and physical strength. Through the cost of time and energy, let the students realize the work to create results, labor to create better in the process of project work and set up the label value of advocate labor, love labor, hard labor, honest labor. In order to show the positive spirit of labor as a direct embodiment, the project teaching always pay attention to and emphasize the working state and labor attitude of students, emphasizing the cultivation of students “want to work, love to work, hard work, hard work” spirit.

5. Conclusions

Under the background of the new age of labor education, the goal of higher vocational education is not only imparting knowledge and cultivating ability, more important is to help students set up the correct view on labor and labor quality, and the practical skills course of vocational colleges is the core elements of talent cultivation, which is a micro problem, but is the most fundamental education

problem. As a result, in the great age of the vocational colleges, this topic carries out the labor education background, digs deep profound connotation and significance of the labor spirit, labor model spirit, the spirit of craftsman of vocational colleges education, takes computer aided design of practical skills courses for example, and takes “project teaching method” as the main line, with “students” as the center, in order to improve the level of labor skills, set up correct labor values, and show the positive spirit of labor, and integrate the construction of labor education (labor spirit, model worker spirit, craftsman spirit) into the practice of vocational practice skills courses, to provide practical help and guidance for vocational colleges labor education.

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