

# EXPLORING AND INNOVATING THE PATH OF STRENGTHENING LABOR EDUCATION IN APPLIED UNDERGRADUATE UNIVERSITIES IN THE NEW ERA OF PASS COLLEGE OF CHONGQING TECHNOLOGY AND BUSINESS UNIVERSITY

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## ABSTRACT

Labor is not only a fine traditional virtue of the Chinese nation, but also the practical foundation of Marxist worldview. Labor education is the core content of Marxist educational thought, one of the essential characteristics of socialist education, and the internal requirement of comprehensively implementing the educational policy of the CPC. This study adheres to the guidance of Marxism, takes the new era as the research background, and takes the group of applied undergraduate students in the new era represented by Pass College of Chongqing Technology and Business University as the main research object. It analyzes the reasons for the problems from aspects such as school education, social impact, family education, and self-awareness. Based on comprehensive research data, it can be seen that college students in application-oriented undergraduate universities represented by Pass College of Chongqing Technology and Business University have a sense of participation in labor practice, and actively learn labor knowledge through a combination of traditional and emerging channels. They are able to learn and practice labor values in labor education practice, and actively accept and participate in various types of labor education organized by university organizations. The research results indicate that in the new era, applied undergraduate universities should strengthen labor education by keeping up with the development of the times, strengthening labor model demonstration, creating an open ecosystem of labor education, constructing a multi-module labor education curriculum structure and form, and promoting the integration of labor education and campus culture construction. The labor education of college students in the new era has distinct characteristics of the times. As a base for cultivating high-quality talents, universities should clarify the practical significance of carrying out labor education in the new era. Through this study, innovative ways of implementing labor education in applied undergraduate universities in the new era can be explored, and innovative paths for strengthening labor education in applied undergraduate universities in the new era can be explored.

**Keywords:** Labour, Labor Education, The New Era, Applied Undergraduate Universities

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## INTRODUCTION

Labor education is a weak link in higher education and also a part that needs to be strengthened in the new era education system. In March 2020, the CPC Central Committee and the State Council issued the Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools in the New Era (The Central People's Government of the China, 2020), emphasizing that labor education is an important part of the Socialism with Chinese characteristics education system, and that labor education should be included in the whole process of talent training. At the same time, labor education directly determines the labor spirit, labor value orientation, and labor skill level of socialist builders and successors. The cultivation goal of comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor poses new tasks for talent cultivation in universities in the new era. This study comprehensively examines the practical needs and significance of labor education in the new era, comprehensively explores the labor education mode and effective implementation path of applied undergraduate universities in the new era, and thus cultivates young college students with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor.

The connotation of labor education has a distinct contemporaneity and is enriched, developed, and improved with the development of the times. Labor education in the context of the new era is an important part of the education system of Socialism with Chinese characteristics, and is also endowed with new era significance.

Firstly, enrich the content of Marxist labor concept. The Marxist views on labor and historical materialism clarify that human labor promotes the progress of social civilization. In the context of the new era, China is in a new stage of "innovation driven" development. It is necessary to combine the Marxist labor concept with the new stage of socialist development in China to further explore the connotation and value of labor education in the new era.

Secondly, deepen the connotation of strengthening labor education in universities in the new era. The new era is an era that highlights the value of creative labor. Through innovative and creative practices, we guide students to advocate innovation and honest labor, cultivate students' awareness of self-improvement, serving the country, dedicating to society, and innovation and entrepreneurship, which is beneficial for students to understand emerging things, develop innovative thinking, cultivate excellent qualities, and train strong willpower. Therefore, labor education in universities is an important lever for the implementation of moral education, effective intellectual education, and the unity of knowledge and action.

Thirdly, explore innovative paths for application-oriented undergraduate universities to strengthen labor education in the new era. The labor education in colleges and universities in the new era should implement the educational policy of the CPC, implement the fundamental task of establishing morality and cultivating people, and promote the all-round development of college students. In the context of the new era, the content, form, and implementation path of labor education in universities have also been given new requirements. In response to the current problems in labor education in universities, it is necessary to innovatively build a new era of applied undergraduate universities to strengthen the labor education model and implementation path, and achieve the comprehensive development of college students' morality, intelligence, physical fitness, aesthetics, and labor.

Fourthly, cultivate young college students with comprehensive development. Guide college students to firmly establish their ideals and beliefs, cultivate patriotism, strengthen moral cultivation, cultivate a spirit of struggle, increase practical experience, exercise a strong physique, and enhance their comprehensive qualities in labor. Through labor education, consolidate the ideological foundation and comprehensive literacy of college students, and cultivate qualified young college students with all-round development.

In China, the number of research results on the innovative path of strengthening labor education in applied undergraduate universities is relatively abundant, and it has gradually become the focus of scholars' research. Many scientific and reasonable research results provide certain reference value. However, there are still some weak links, such as a lack of systematic and in-depth research on the education of labor values among college students, a focus on practice rather than theory, a lack of attention to disciplinary theory and scientific investigation and empirical analysis, and a lack of research that truly keeps up with the times and reflects the new era.

In relevant research in other countries, there is a greater emphasis on the concept of labor education, with a focus on improving education mechanisms and systems, as well as research on government, society, schools, and society as implementers of education. Labor education in universities in other countries has been widely recognized and valued by society, with corresponding laws to protect it, and there are many areas that the researcher can learn from. Through literature review, there are still some aspects of the research that have not yet been addressed:

For example, the research on labor concept education in the new era lacks timeliness and pertinence, lacks reference to foreign experiences, lacks empirical research, and lacks an open perspective. The lack of research results provides great space for this study. This study attempts to explore the theoretical basis and practical value of strengthening labor education in application-oriented undergraduate universities, empirically study the current situation of strengthening labor education in application-oriented undergraduate universities, explore innovative paths for strengthening labor education in new era application-oriented undergraduate universities, continuously clarify research directions, enrich research content, and make beneficial explorations for future research.

This study will innovate in areas such as "selection of research subjects", "proposing the inheritance and differences between labor education in the new era and traditional labor education", and "proposing ways and methods for integrating labor education into the entire process of talent cultivation in universities". Regarding the research object of the current implementation of labor education in applied undergraduate universities, taking Pass College of Chongqing Technology and Business University college students as an example, it is clarified that the content and tasks of labor education in applied undergraduate universities in the new era should keep up with the characteristics of the times. According to Xi Jinping's overall requirement to incorporate labor education into the training of socialist builders and successors, this paper proposes the labor concepts and characteristics of students in applied undergraduate universities, and incorporates the approaches and methods of labor education for students in applied undergraduate universities into the research field. Systematically examine and thoroughly analyze the current situation, influencing factors, and propose certain solutions of the labor education concept of applied undergraduate university students.

This study will determine the relationship between the innovative path of strengthening labor education in applied undergraduate universities in the new era and factors such as "value guidance, subject participation, collaborative education, structural form, and campus cultural construction". At the same time, the analysis of research results provides inspiration for strengthening labor education in applied undergraduate colleges in the new era. Finally, explore innovative labor education models for applied undergraduate universities in the new era.

## LITERATURE REVIEWS

In recent years, although the research on labor education in applied undergraduate universities has entered the perspective of the academic community in Chinese universities, and the national top-level design has made arrangements for the implementation of labor education measures, practical measures for labor education in universities still need to be improved, and the

exploration path is still long. From data analysis, labor education in China can be divided into the following types of research:

### **Research on the Connotation and Essence of Labor Education in Applied Undergraduate Universities**

Huang Ji, a famous educator and professor of education at Beijing Normal University, pointed out that the definition of labor education from different perspectives will have different connotations. Generally, labor education can be defined from its basic content, quality and task (Huang Ji, 2004). Scholars have formed a consensus in the educational community on labor education from a diverse perspective, that is, labor education promotes students to develop good moral behavior and acquire labor technology skills that meet career needs. However, the focus of scholars' research on the connotation of labor education is showing a state of blooming flowers. Scholar Feng Jianxiong highlights the inseparable relationship between labor education and practice through the current situation of youth labor education, integrating labor resources for students to practice (Feng Jianxiong, 2008). Scholar Cheng Xianying referred to "labor" as equivalent to "productive labor". In the article "Ten Years of Labor Education in New China", labor mainly refers to physical labor mainly focused on industrial and agricultural production, with agricultural labor being the main focus (Cheng Xianying, 2011). In the special context of the times, the connotation of labor has changed to meet the needs of social development and become a powerful carrier for promoting social progress. Scholar Ji Xiaoping believes that labor education not only includes emotions, attitudes, and values. Feng Zhenfei, an expert in the basic education discipline group, links labor education with the innovative talent cultivation path that people struggle to explore. Labor education also includes cultivating students' ability to use both hands and brains and forming interests and hobbies, allowing them to actively use their scientific knowledge to solve practical problems (Ji Xiaoping, 2015).

### **Research on the Content of Labor Education in Applied Undergraduate Universities**

In ancient China, the focus of labor education was on self-service. The content of self-service reflected in labor, such as "starting at dawn, sweeping the courtyard" (Huang Ji, 2004) and "why not sweeping a house to sweep the world". The content of labor in ancient China ranged from personal life, daily life, to routine household chores, and then to school group life. Scholar Wen Xinhua divided labor into four categories and eight aspects: physical and mental labor; Simple and complex labor; Material and spiritual production labor; Productive and service-oriented labor (Wen Xinhua, 2020). Scholar Yang Xianjiang believes that education belongs to a field of labor, where schools are just places for centralized training of labor. The role of teachers is to ensure the quality and quantity of labor production into society. The cultivation of knowledge and skills for students is due to the needs of social production organizations, in order to meet the needs of society (Yang Xianjiang, 1962). The famous educator Tao Xingzhi also pointed out that the process of education and life follows the same trajectory, "education is life, society is school, and teaching and doing are integrated" (Wen Xuan, 2001). Guo Li, a scholar, emphasized that the scope of labor education carried out by the school has expanded from simple physical labor to mental labor. In a highly information-based society, labor education is the combination of Information science technology, physical labor and mental labor (Guo Li, 2014). In the context of cultivating new generations, the content of labor education in the new era includes production labor education, daily labor education, and service-oriented labor education under the guidance of Marxist labor concept (The Central People's Government of the China, 2020).

There are varying degrees of research on labor education in universities in Eastern and Western countries, and labor education presents different ways of discourse expression and forms of existence under different social systems. The research on labor education in other countries has achieved the following results:

### **Research on the Essential Connotation of Labor**

The meaning of "labor education" involved today is a true portrayal of the Marxist labor concept. In the West, it mostly refers to "On-the-job training". In the 1946-1948 experimental report, many universities carried out planned worker education activities in their courses. In the summer of 1948, the On-the-job training or labor education service (Caroline F. & Ware, America) in all the universities and colleges established by the Institute in 1946 and other projects established since then were reestablished in the form of projects, such as the Itchka Roosevelt College, the University of Illinois and the University of California, which all went from planning to implementation (Ware, 1949). Edwin E. Witte pointed out that On-the-job training is worker education, and he always believed that the development of labor education in all aspects is one of the most important responsibilities of universities. The labor education provided by universities to students mainly includes knowledge and technical education on labor contracts, terms, and other related knowledge, allowing students to understand in advance the possible labor problems they may face in their career, and to quickly and rationally find ways to deal with these problems (Witte, 1954). C. Lessler and A. Luger believed that humans achieve self-liberation through labor, which is a tool for participating in world activities. Nietzsche believed that labor should be regarded as a means of punishment to restrain people, thereby regulating their behavior. Erich Fromm believes that labor can showcase a person's abilities (Erich Fromm, 1961).

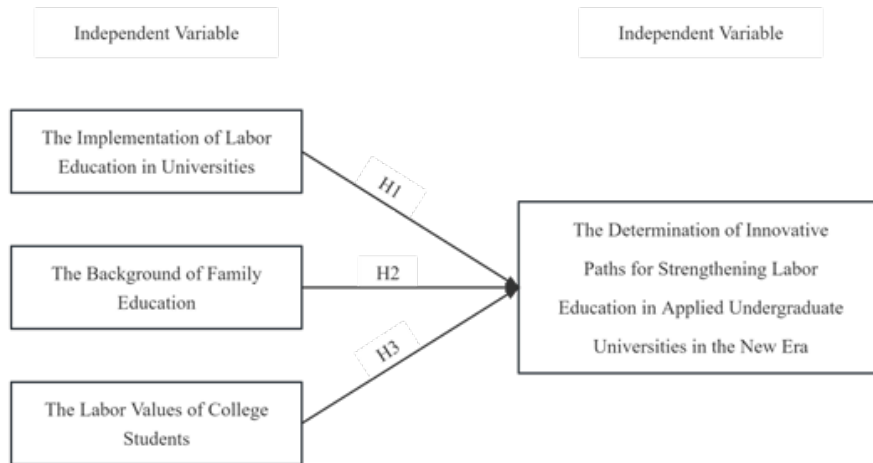
### **Research on Labor Education in Colleges and Universities as a Means and Approach to Educating and Cultivating People**

Robert Owen, a British Utopian socialism, proposed that labor education is an important means of education to shape human character (Cao Yaxiong, 2008). Comenius mentioned in "The Great Teaching Theory" that education should conform to nature and achieve educational ideals through labor. Pestalozzi pays attention to students' manual labor and regards manual labor as a fundamental course for cultivating students. The philosopher Rousseau, who advocated naturalistic education, proposed to cultivate "free men" through education in labor skills (Malik & Ruhuiya, 2012). Labor education can equip people with various ideological qualities and enable them to rely on their own resources. Dewey advocated in his book "Democracy and Education" that education is life, and that education is the transformation and reorganization of experience. He advocated that children "learn by doing" and only by delving into social practice and labor production can they obtain true knowledge (Dewey, 1990).

H1: Is there a relationship between the implementation of labor education in universities and the determination of innovative paths for strengthening labor education in applied undergraduate universities in the new era?

H2: Is there a relationship between the background of family education and the determination of innovative paths for strengthening labor education in applied undergraduate universities in the new era?

H3: Is there a relationship between the labor values of college students and the determination of innovative paths for strengthening labor education in applied undergraduate universities in the new era?



## RESEARCH METHODOLOGY

This study follows the path of "literature analysis → theoretical research → practical research → evaluation and improvement → practical practice". Firstly, collect and organize literature and materials from China and other countries, create survey questionnaires according to certain principles and procedures, and distribute, retrieve, organize, and statistically analyze them. Secondly, use certain techniques to set survey interview questions, conduct sampling interviews online and offline, and sort out interview results. Thirdly, using SPSS22.0 software to analyze questionnaire survey data, summarize the current situation of labor education in applied undergraduate universities represented by Pass College of Chongqing Technology and Business University. Based on the content and tasks of labor education in applied undergraduate universities in the new era, combined with the characteristics of college students and the current status of their labor values, actively carry out research on the issue of labor education for college students. Finally, by evaluating the practical conclusions, it is proposed how to integrate labor education into the entire process of cultivating applied talents.

## RESEARCH RESULTS

**Table 1** Frequency of Respondents

	Sample Size	Percentage Value
Gender		
Male	172	45.62%
Female	205	54.38%
Total	377	100.00%
Grade		
First grade	84	22.28%
Second grade	76	20.16%
Third grade	121	32.10%
Fourth grade	96	25.46%
Total	377	100.00%
Age		
Under 18 years old	42	11.14%
18-19 years old	143	37.93%
20-22 years old	124	32.89%
22 years old above	68	18.04%
Total	377	100.00%

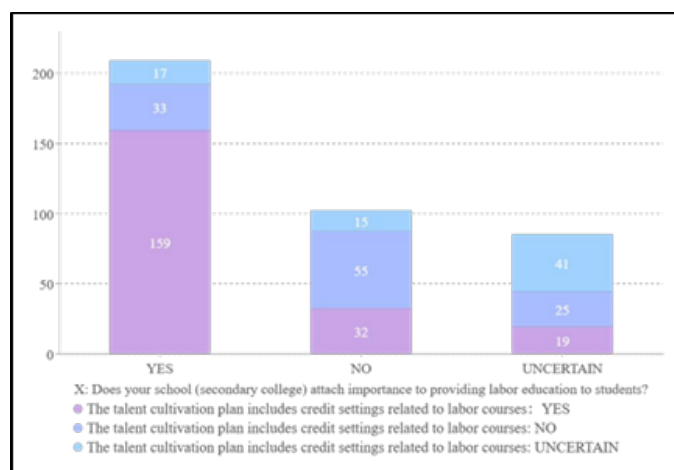
	Sample Size	Percentage Value
Family location category		
Urban	199	52.79%
Rural	178	47.21%
Total	377	100.00%

Table 1 A total of 389 questionnaires were distributed in this survey, with 378 questionnaires collected and 377 valid questionnaires. The effective rate of the questionnaire was 96.92%. After data processing, representative and authentic research content has been obtained, and a certain understanding of the basic information and labor education status of students in Pass College of Chongqing Technology and Business University has been gained. Objectively reflecting the students' labor views and current status of labor education in Pass College of Chongqing Technology and Business University, as well as their opinions on carrying out labor education in Pass College of Chongqing Technology and Business University, provides basic data for the research on innovative paths to strengthen labor education in applied undergraduate universities in the new era.

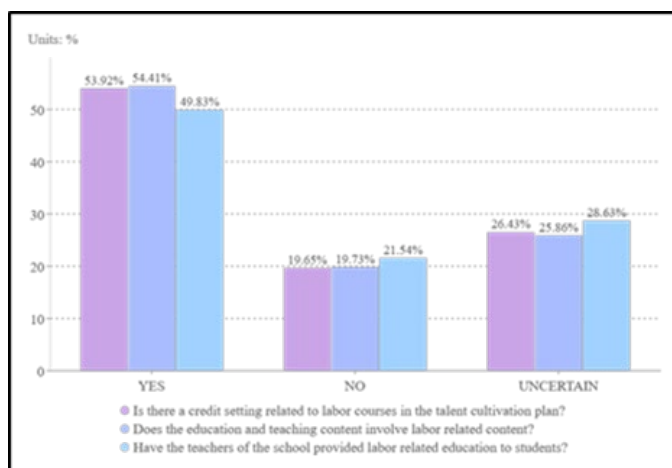
### Regarding University

When asked about the labor related activities or competitions in the campus cultural activities of your school for college students, various schools have various labor related activities and competitions. The results show that "club volunteer activities" and "basketball games, sports games and other sports events" account for the highest proportion, while group meetings and activity events with labor as the theme only account for 37.43%. From this, it can be seen that some universities adhere to enriching students' extracurricular life with campus cultural activities, but there are few labor related activities and competitions that focus on improving the overall quality of college students.

Cross analysis of the survey results of "Does your school (secondary college) attach importance to labor education for students?" and "Is there a credit setting related to labor courses in the talent cultivation plan?" The researcher can see that the frequency of choosing labor education in the school is 209 people, and the frequency of choosing labor course related credit setting in the talent cultivation plan is 192. The above two options are both 'yes', with a total of 159 students, accounting for 42.29% of the total. Some schools have a sense of strengthening labor education for college students.



**Figure 1** Cross analysis of data on whether universities attach importance to labor education and whether they set up labor course credits



**Figure 2** Cross analysis of data on labor course credit setting, labor related education and teaching content, and labor education provided by teachers or homeroom teachers to students in universities

The research results indicate that 53.92% of college students reported that the school has already offered labor courses in the talent cultivation plan and set corresponding course credits. More than half of the college students were unsure whether to offer courses or directly replied that the school did not offer labor related courses in the talent cultivation plan. Correspondingly, when asked about "whether labor related content is involved in education and teaching content" and "whether teachers or homeroom teachers have provided labor related education to students", about 50% of college students choose "yes" and "no" or "uncertain" for the phenomenon of "yes", "no" or "uncertain".

### Regarding the Family Aspect

When asked about "parents' attitudes towards labor" and "parents' attitudes towards labor outcomes", over 96% of parents have a positive attitude towards labor, respect labor and the working people, and participate in creative labor to be self-sufficient. Cherishing the fruits of labor is an important manifestation of respecting labor and the working people. Nearly 90% of parents understand how to cherish the fruits of labor. More than 80% of parents often educate their children to love labor and have a positive attitude towards their children's participation in labor.

**Table 2** Data analysis of parents' attitudes towards labor, labor outcomes, and their attitudes towards their children's participation in labor

	FRQ.	%
<b>Parents' Attitudes toward the Fruits of Labor (multiple choices)</b>		
Be extravagant and wasteful	10	2.65%
Cherish your important achievements, and do not cherish unimportant achievements	25	6.63%
Cherish the fruits of labor (eat the food, etc.)	165	43.77%
Not only cherish oneself, but also advocate for those around us to cherish	171	45.36%
No clear attitude	6	1.59%
<b>Parents' attitude towards children's participation in the Labour Force (multiple choices)</b>		
Always educate me to love labor	312	82.76%
Learning is more important, labor is optional	27	7.16%
No clear attitude	38	10.08%



Research data shows that in their view, labor practice and scientific and cultural knowledge are equally important for the growth and success of college students. Encouraging college students to complete basic education while participating in labor indicates that most parents recognize the importance of labor and have the awareness of allowing their children to continuously improve their comprehensive quality through labor practice on the basis of completing self-service.

### Regarding College Students

The main ways for college students to understand the "labor spirit" are through social practice and online new media platforms, which are different from mandatory learning platforms such as "campus classrooms" and "lecture activities". At the same time, students from Pass College of Chongqing Technology and Business University have learned and mastered the "labor spirit" through platforms such as "online new media" and "traditional media such as newspapers and radio", demonstrating that applied undergraduate college students represented by Pass College of Chongqing Technology and Business University can actively absorb and master labor knowledge through various channels, and have an urgent expectation of self-improvement.

**Table 3** The main ways for college students to understand the content of labor education and the main ways to cultivate "labor spirit"

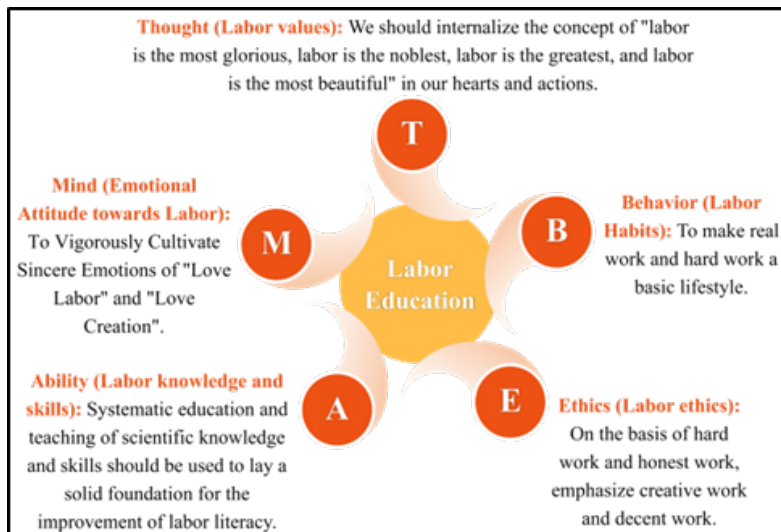
	FRQ.	%
<b>Main ways to understand the content of labor education (multiple choices)</b>		
Campus Classroom	201	53.36%
Network new media	244	64.71%
Traditional media such as newspapers and radio	198	52.50%
Social practice activities	247	65.57%
Promotion and explanation from friends and family	132	35.14%
Lecture activities	101	26.79%
Others	37	9.86%
<b>Main ways to cultivate "labor spirit" (multiple choices)</b>		
Theoretical learning	111	29.36%
Campus cultural activities	132	35.14%
On campus practical activities	173	45.86%
Social practice activities	200	52.93%
Others	23	6.21%

Correspondingly, the question "What are the main ways you cultivate the 'spirit of labor'?" shows that nearly 50% of college students cultivate their own 'spirit of labor' through practical activities, and 'practical activities', especially 'social practical activities', have become the main way for college students to understand and learn about the spirit of labor. Furthermore, it reflects that application-oriented undergraduate college students, represented by Pass College of Chongqing Technology and Business University, tend to enhance themselves in practice, test and master truth through subjective and active labor practice. At the same time, it indirectly reflects that campus theoretical courses and cultural activities cannot meet the needs of college students for labor practice.

## DISCUSSION & CONCLUSION

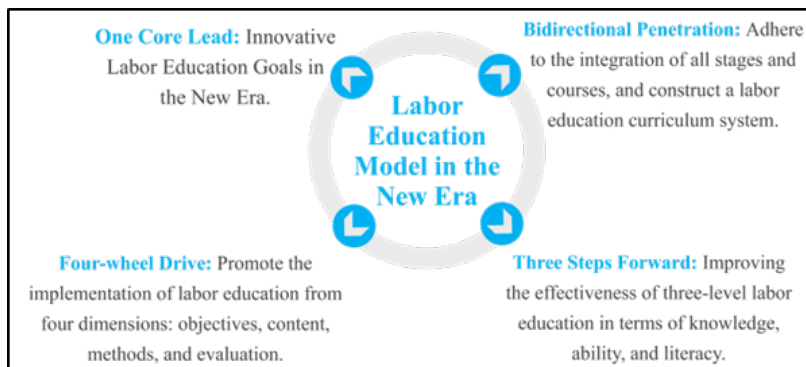
As an applied undergraduate university in the new era, it is crucial to strengthen the overall planning of innovation and implementation paths in labor education. Especially, the top-level design of the guarantee system for the implementation process of labor education in the new era should be done well. The innovative path of strengthening labor education in applied

undergraduate universities in the new era needs to reflect the five elements of labor education. The innovative path of strengthening labor education in applied undergraduate universities in the new era can be explored from five aspects: value guidance, subject participation, collaborative education, structural form, and campus cultural construction.



**Figure 3** Five Elements of "T-B-A-E-M" Labor Education in Applied Undergraduate Universities in the New Era

Based on data analysis and results, from a quantitative research analysis perspective, researchers hope to construct a labor education model for applied undergraduate universities in the new era.



**Figure 4** The "1+2+3+4" Labor Education Model for Applied Undergraduate Universities in the New Era

In the context of the new era, the development of modern technology and industrial transformation require application-oriented undergraduate universities to reconstruct labor education models to adapt to new requirements and characteristics. Aiming at the application of new technologies, new social services, and new forms of labor, we will improve the labor education methods of applied undergraduate universities through the integration of industry and education, and systematically design the purpose, content, methods, and evaluation of labor education.

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**Data Availability Statement:** The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

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