

# *Problems and Countermeasures of Primary School Labor Education in the Border Area of Yunnan, Guizhou and Guangxi*

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**Abstract:** Labor education is an important part of China's comprehensive education system. Paying attention to labor education is not only a necessary move to implement the fundamental task of establishing morality and cultivating people in China, but also a fundamental guarantee for China to cultivate comprehensively developed socialist builders and successors. In the report of the 20th National Congress, it made a series of important statements on strengthening the labor education of teenagers at the strategic height of realizing the great rejuvenation of the Chinese nation. This paper will focus on the problem of primary school labor education in the border area of Yunnan, Guizhou and Guangxi. Primary school education is the foundation of the whole education cause. Strengthening labor education at the primary school stage can not only cultivate students' scientific labor values, form correct labor attitudes, and cultivate good labor morality, but also comprehensively improve the comprehensive quality of primary school students, master labor knowledge and skills, and lay a solid foundation for future social development.

## **1. Introduction**

Labor makes life more meaningful and valuable, and the life of labor is more happy. Labor proves people's hard work and desire to change, as well as their yearning for a better life. In the process of understanding the world and changing the world, people will gradually sublimate the meaning of life and discover their true self. As an important means to promote the all-round development of students, labor education has been paid more and more attention. Strengthening labor education is the necessary way to implement the fundamental task of establishing morality and cultivating people, and to train socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. To promote the process of labor education in an all-round way and train students to become high-quality and high-level workers through strengthening labor education is not only the implementation of the country's education policies, but also the inevitable requirement for realizing the cultivation of students with all-round and harmonious development.

## **2. Problems in primary school labor education in the border area of Yunnan, Guizhou and Guangxi**

### **2.1. The lack of labor consciousness in many household**

With the increase of family income and economic status, parents' labor education for their children has decreased. Parents have insufficient awareness of the importance of family labor education, and some parents have a tendency to value intelligence over morality when cultivating their children. The better the economic situation of the family, the lower the frequency of children participating in labor, and the lower the frequency of parents urging their children to participate in labor at ordinary times.<sup>[1]</sup> Most parents believe that learning is more important than labor, so they will take care of the housework at home and hope their children to devote all the time in learning, which makes the frequency of children's labor become lower and lower. Children only work collectively at school. In fact, labor is an important part of the development of individual moral personality. Students engaged in household work within their ability in daily life can make them have habits and feelings of loving labor and respecting labor, and truly realize the hard-won results of labor, so as to develop a life attitude of thrift, hard work and plain living in real life, and establish the concept that labor is glorious, all of which are conducive to the formation and development of their moral personality.<sup>[2]</sup>

### **2.2. The lack of effective guarantee for labor education**

First of all, labor education lacks teacher guarantee. The gap of teachers in labor education is large. The key to supporting the development of labor education is to have a stable and full-time team of labor technology teachers. According to the survey, for the arrangement of teachers in the school's labor curriculum, a small number of schools have selected teachers who are specialized in teaching labor education courses, while most schools have selected teachers from other disciplines or class teachers who concurrently serve as labor education courses.

Secondly, labor education lacks facilities. The school has not invested enough in the special classrooms and facilities for labor education.<sup>[3]</sup> The special classrooms and facilities for labor education are relatively scarce. Most schools still carry out labor education in the classroom, and a few go to the off-campus labor practice base once or twice a semester. There are basically no professional labor technology teaching classrooms in the school.

Finally, labor education lacks evaluation guarantee. The evaluation of labor education plays a guiding, stimulating and feedback role in labor education. A scientific evaluation method is conducive to promoting the progress of labor education. The survey found that for the evaluation method, 85% of teachers used oral praise to encourage other students to learn from them, 45% of teachers used material rewards, and 58.33% of teachers used to record the labor situation as a bonus for the final examination. It can be seen that the evaluation of labor education is mainly based on oral evaluation, and the form of reward and record assessment is relatively less used. The school basically evaluates the students' labor situation with the method of summative evaluation. That is, the school only evaluates the results of labor, and does not pay attention to the labor process. It can be seen that the evaluation methods are not diverse enough.

### **2.3. Schools and society ignore the importance of labor education**

At present, there are many problems about labor education in primary school, and the most prominent problem is that schools and society have ignored the importance of labor education. In many schools, the curriculum of labor education is lack of goal and planning, and the school has not

set up a complete labor education curriculum, and also lacks professional labor teachers. At present, the most common form of labor education in primary school is the weekly sweeping activities, but the implementation of such activities has not achieved the real purpose of labor education. On the other hand, the society has also neglected the importance of labor education in primary school. With the continuous development and progress of science and technology, some high-tech make people's daily life more convenient and bring great convenience to people.<sup>[4]</sup> At the same time of scientific progress and development, people have also ignored the importance of labor education for primary school students, which has led to the current phenomenon that many primary school students are spoiled and lazy in thinking and behavior. Therefore, the neglect of labor education by schools and society has seriously affected the smooth development of labor education.

### **3. A Probe into the Reasons for the Problems of Primary School Labor Education in the Border Area of Yunnan, Guizhou and Guangxi**

#### **3.1. Changes in family structure**

Most primary school students are only children now. They have been over-protected and cared for by two generations of parents. The failure of labor education in the family starts from the doting on young children. With the rapid development of China's economy, most of the family conditions have improved significantly, which has gradually weakened the children's demand for labor. The rapid development of society provides a strong guarantee for the physical and mental health of primary school students, but most primary school students do not make proper use of these superior conditions. Instead, they indulge in ease and comfort and dislike labour. Now there are many children who do not even have the most basic ability to live. The parents must send them to school and pick up them after school. Some basic self-service work in daily life is also done by their parents. If children and parents are separated for a period of time, there would be a chaotic "scene". These situations are inextricably related to the parents' excessive indulgence and accommodation to their children under the influence of the social environment. This form of "love" has seriously affected the healthy growth of children's body and mind.

#### **3.2. Lack of professionalism in the construction of teaching staff**

Big data shows that at present, most of the teachers of labor courses in China are transferred from other teachers. Therefore, the teachers who teach labor courses generally have low academic qualifications, limited professional skills, weak theoretical knowledge of professional teaching of labor courses, and backward construction of teaching staff. There is a large gap between the treatment of labor education teachers in many schools and teachers in other disciplines, which also becomes one of the obstacles to the training of labor education teachers. These current situations will directly affect the construction and development of the discipline of labor education. In contrast, the labor curriculum in Germany is relatively mature. Its labor technology teachers should not only receive six years of normal education, but also often receive irregular on-the-job training. Therefore, strengthening the training of professional ability of labor education teachers and constructing the training system are one of the necessary conditions for the success of China's labor education reform.

#### **3.3. Shortage of labor education resources**

No matter what form education exists in, it needs corresponding material guarantee to ensure its smooth development, and labor education is no exception. At present, the existing education

resources available for allocation in life are generally inclined to the field of knowledge education. For the labor education curriculum, there is no reasonable allocation of labor tools and workplaces, and there is no corresponding material guarantee. Primary school students' participation in social practice activities mainly focuses on planting trees and going to nursing homes, while compared with other social practice activities, they are less involved in social labor education, which is also a reflection of the lack of social labor resources in school labor education. Among them, on the one hand, the school itself has not been able to effectively play the role of the main body, and has not done a good job of close contact with families, communities and relevant enterprises and institutions, so that most labor education can only be carried out in the school; on the other hand, the social labor resources are also relatively short, and there is no corresponding labor education place and labor tools, and there is no corresponding material guarantee, So it is also difficult for social labor education to develop smoothly. Therefore, the lack of corresponding resources in labor education is one of the important reasons that lead to the low efficiency of labor education implementation, long-term neglect and masking the value of labor education.

### **3.4. The teaching objectives are not clear**

Teaching objectives are the guidance of teaching activities. The setting and presentation of courses are comprehensively realized through a series of teaching activities, which are always carried out around the teaching objectives. Therefore, the curriculum is unscientific and the source is unclear teaching objectives. The students do the labor without understanding the purpose and value of labor. Students do not get substantive education in the casual labor lack of seriousness, and the teaching effect is very poor.

## **4. Countermeasures for primary school labor education in the border area of Yunnan, Guizhou and Guangxi**

### **4.1. Strengthen the development of family labor education**

Parents should fully realize the basic role of labor education in primary school for children, change the "talent view" for children, correct the incorrect ideas such as "take the score as the only objective", update their understanding of the value of labor education, realize the importance of labor education, establish the educational concept of "all-round development", and affirm the important role of labor education in the growth of their children. The family should become an important place to carry out education. Therefore, parents should also pay attention to the development of family labor education while changing their ideas, such as mobilizing children's interest in labor in various and positive ways, and abandoning the improper education method that uses "money" as a reward to mobilize students' enthusiasm. At the same time, when doing housework, parents should accompany their children to complete it together. Parents accompanying children to do housework together can not only play a good role model for children, but more importantly, children can more appreciate the difficulty of their parents' daily housework after sharing housework, and will cherish the hard work of their parents. As parents, we should also pay attention to the ways and methods when working. We should not make children feel forced to work or instructed to work, but build on the basis of equal family members, exchange feelings and share responsibility. When children encounter difficulties in doing housework, parents should also make correct demonstrations to help children get through the difficulties, and actively teach children the correct labor knowledge and skills, rather than taking all the responsibility, so that children give up the practical opportunity to do labor.

## **4.2. Establish and improve labor education security**

First of all, teachers are the key factor directly related to teaching quality. Labor teachers should be guaranteed the same status and treatment as other teachers, their basic material rights and interests should be guaranteed, so that their sense of honor can be improved; The school could invite relevant experts to give lectures, carry out training for all staff, strengthen the labor consciousness and labor concept of each teacher, and at the same time, special training should be conducted for teachers serving as labor education courses; Teachers should continue to strengthen their own learning, understand the teaching materials, control the classroom, and communicate with other teachers or relevant organizations, so as to continuously promote the professional development of teachers and improve their professional quality.

Secondly, the school should strengthen the construction of labor education places and practice bases in the school, develop and utilize the surrounding labor education resources and places according to local conditions, and actively carry out school-based courses. If there are not enough classes in the school, the school should find the residential areas, urban sanitation, and agricultural areas around the school district, and ask for cooperation with them, and strive to set up a part of classes there. Young students spend more time at school. In addition to the basic sanitation work, the school can open up classrooms, corridors, roofs and other spaces in the campus to carry out labor education in planting and breeding.

Finally, to establish the evaluation mechanism of labor education, the most important thing is to establish the labor evaluation system. Through the evaluation of three aspects of labor purpose, labor process and labor effect, the results will be recorded in the comprehensive quality evaluation file of students. As one of the criteria for evaluating the quality of students, the evaluation of each index can be divided into four categories: excellent, good, average and poor, each of which has specific requirements, which can help students effectively control their learning process of labor education. Teachers should also give some material or spiritual rewards to students who perform well, so as to more effectively promote the formation of students' labor skills.

## **4.3. Improve school and society's awareness of the importance of labor education**

To attach great importance to labor education ideologically is the prerequisite for the smooth progress of labor education. With more and more references to "labor education" in the country this year, especially the introduction of a series of documents to strengthen youth labor education since 2020, the whole society has paid unprecedented attention to labor education. In this environment, schools and teachers should fully realize that labor education, as an important part of school education, should attach great importance to the development and implementation of labor education curriculum, adhere to the educational concept of comprehensive education, and truly integrate labor education into students' daily teaching activities. As a guide and educator, teachers should also correct their understanding of labor education and strengthen their own labor awareness and labor concept. Only when educators can also recognize the importance of labor education can they actively and consciously perform their educational responsibilities and ensure the smooth development of teaching work. Teachers should update their concepts, keep abreast of the trend of the times, understand the educational requirements of the current new era for the all-round development of students, and fully realize the importance of carrying out labor education for the growth of students. At the same time, teachers of labor education should continue to strengthen their learning and improve their professional ability and quality. Most of the current teachers of labor education are part-time teachers of other subjects, and their professionalism is not strong. While schools strengthen the professional training of teachers, teachers themselves should also pay attention to the study of labor education, consciously obtain relevant professional knowledge from

the Internet, media or other channels, and play a role of leading students, Set an example and infect students with practical actions.

## 5. Conclusions

Labor is the first need of human life, and labor education directly determines the labor spirit, labor value orientation and labor skill level of socialist builders and successors. We should earnestly face up to the problems and difficulties in the implementation of the current labor education curriculum in primary and secondary schools, adapt to local conditions, explore and innovate, give full play to the important educational function of labor, comprehensively promote the work of "simultaneous development of five education", and implement the fundamental task of "building morality and cultivating people".

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