

# *Research on the development strategy of primary school labor curriculum resources*

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**Abstract:** In the context of the new era, labor education has been put on the agenda of education development, forming a complete socialist education system together with moral, intellectual, physical, and aesthetic education. In the context of the integration of the five educations, developing richer labor education curriculum resources can achieve the overall construction and deep development of school labor education curriculum, and promote the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor. This article takes the development and implementation of primary school labor curriculum resources in Ankang City, Shaanxi Province, China as an example to introduce and propose strategies for the development of primary school labor curriculum resources: establishing a guarantee mechanism for the development of primary school labor curriculum resources; Strengthen teacher labor literacy training; Strengthen internal and external connectivity, and jointly develop labor curriculum resources; Improve the evaluation system for curriculum resource development.

## **1. Introduction**

Since the 18th National Congress of the Communist Party of China, China has repeatedly emphasized the importance of labor education. In August 2015, the "Opinions on Strengthening Labor Education in Primary and Secondary Schools" were issued, requiring the inclusion of labor education related content in schools, families, and social education. On March 20, 2020, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools, and Primary Schools in the New Era", further emphasizing the crucial role of labor education in student development. It was pointed out that in order to fully implement the Party's education policy, labor education must be included in every stage of talent cultivation in China, and labor education should be carried out in all stages of universities, middle schools, and primary schools, and emphasized that labor education should be carried out in all aspects, It should run through all aspects of family, school, and society. In July of the same year, in order to implement the requirements of the Central Committee of the Communist Party of China and the State Council, and accelerate the construction of an education system for comprehensive cultivation of morality, intelligence, physical fitness, aesthetics, and labor, the Ministry of Education issued the "Guidelines for Labor Education for Primary and Secondary School Students (Trial)", which put forward specific requirements on how

to carry out labor education. In July 2021, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Further Reducing the Homework and Off campus Training Burden of Students in Compulsory Education Stage" (collectively referred to as the "Double Reduction"), proposing to scientifically use their spare time to guide students to participate in labor practice. In 2022, the annual work points of the Ministry of Education further require the implementation of labor education and the acceleration of the construction of an education system that combines "five educations".<sup>[1]</sup>

Labor education is the key to building a new system that promotes the simultaneous development of the five educations, and promotes holistic education. Curriculum resources are the key fulcrum to promote the further development of labor education in the new era. At present, the development of curriculum resources seriously restricts the development of labor education. "Labor education is still the most obvious weakness in the " Five Education ", and the curriculum status granted by the " Labor Curriculum Standards for Compulsory Education (2022 Edition) "has not been fully reconstructed in practice. We must start from the perspective of educating people through labor, deeply understand the suggestions for the development and utilization of curriculum resources in this standard, re-examine the labor curriculum resources of the new era, explore the full process innovation of curriculum goals, content, and implementation, and effectively and orderly promote the deep development of labor education in the new era.

## **2. The Value of Developing Primary School Labor Curriculum Resources**

### **2.1. Cultivating Students' Labor Concept**

Through the study of labor courses, students can understand the significance and value of labor, recognize the importance of labor for personal growth and development, and thus cultivate correct labor concepts. The development of primary school labor curriculum resources does play an important role in cultivating students' labor concepts. Through the study of labor courses, students can understand the significance and value of labor, recognize the importance of labor for personal growth and development, and thus cultivate correct labor concepts. Specifically, primary school labor courses can cultivate students' labor concepts through the following methods: firstly, providing diverse labor tasks and activities: labor courses should provide diverse tasks and activities, covering different labor fields and skill requirements, allowing students to understand the diversity and value of labor from different perspectives. Secondly, teachers should emphasize the value and significance of labor: teachers should explain the meaning and value of labor to students, including the importance of labor for personal growth, family, and society, so that students realize that labor is a glorious quality. Once again, teachers should cultivate students with correct labor attitudes and values, including diligence, honesty, respect for others, and the courage to take responsibility. These values are crucial for the future development of students. Finally, teachers encourage students to participate and experience: Teachers should encourage students to actively participate in labor courses, allowing them to experience the labor process firsthand and feel the hardships and joy of labor. This experience helps deepen students' understanding and respect for labor.

### **2.2. Adapt to the needs of student development**

Students are the main body of learning the curriculum, and adapting to the needs of student development should become the primary goal pursued in the development of labor education curriculum resources. The effectiveness of the development of labor education curriculum resources ultimately needs to be presented to students. Therefore, the development of labor education curriculum resources in primary and secondary schools should be guided by students' all-round

development, and design courses that are in line with students' immediate interests, adapt to their experiences and actual life needs. This is the greatest principle that must be followed in the development of labor education curriculum resources. By adjusting the content and form of the development of labor education curriculum resources, the development of labor education curriculum resources should be adapted to the psychological and cognitive development characteristics of students. The content and form of curriculum development should be student-centered. In terms of development content, it should be closely related to students' daily lives, pay attention to their social life and existing learning level, in order to determine whether the developed curriculum resources can effectively involve students. It is also necessary to choose curriculum resources that are helpful in improving students' labor literacy. In terms of development forms, schools should give students a certain degree of autonomy and respect their true thoughts and feelings as much as possible. Teachers give students ample time to experiment with their ideas through various channels, and schools or teachers cannot monopolize their power. Schools should pay attention to the diversity of forms of labor education curriculum development, not limited to classrooms and textbooks, but also consider the availability and safety of labor education resources.

### **2.3. Forming a regional characteristic school-based curriculum for labor education**

The first consideration in developing labor education courses is to adapt to local conditions. The level of economic development, teacher qualifications, and curriculum resources vary greatly across our country, especially for remote urban areas. Although economic conditions and education levels are relatively lagging behind, when urban schools are located in the urban-rural fringe, they have diverse curriculum resources, traditional cultural resources, and practical places that many large cities lack. Allowing urban areas to exert a certain degree of autonomy in the development of labor education courses is not only conducive to the smooth progress of labor education course development, but also maximizes the utilization of this advantage, highlighting the new ideas for the development of labor education courses in urban areas. Developing primary school labor curriculum resources with school-based characteristics requires clarifying curriculum objectives, selecting appropriate curriculum content, innovating teaching methods, and establishing an evaluation system. Through the implementation of these measures, we can better meet the needs of students, cultivate their labor concepts and skills, and also improve the teaching level and professional literacy of teachers. In future educational practices, we should continuously explore and innovate to develop labor curriculum resources that are more in line with students' actual needs and school characteristics.<sup>[2]</sup>

## **3. A Case Study on the Development and Implementation of Primary School Labor Curriculum Resource Resources: A Case Study of Primary School Labor Education in Ankang City, Shaanxi Province, China**

### **3.1. Strengthen top-level design and establish a sound labor education system**

In accordance with the relevant requirements of the central province on labor education, Ankang City has continuously strengthened the top-level design of labor education, issued a series of labor education documents and systems such as the "Ten Measures for Promoting the Construction of Labor Practice Bases in Primary and Secondary Schools in Ankang City", established and improved the labor education system and mechanism, and held a special meeting to implement the fundamental task of cultivating morality and talent, and strengthen the work of labor and research practice education in primary and secondary schools. Each county and district is based on reality, implementing "one county, one policy", innovating mechanisms, and coordinating implementation.

The "Five Ones" work mechanism established in Pingli County, which includes "one leadership group as a whole, one county-level leader as the leader, one work class responsible, one senior principal leading, and one business backbone guiding", has had a significant impact both inside and outside the city. The school implements the "Five Primary Schools" project, which means implementing the "Small Talents" project. Teachers educate and guide students to independently and independently handle things within their abilities in learning and life, strengthen labor awareness, and perceive the joy of labor; The school implements the "Small Farmers" project, focusing on productive labor, scientifically integrating labor education resources both inside and outside the school, and encouraging students to participate in productive labor moderately; The school implements the "Little Craftsman" project, guiding students to carry out small production and small invention activities, strengthening hands-on operations, and cultivating the spirit of craftsmanship among students; The school implements the "Little Artist" project to enable students to master 1-2 labor skills or artistic specialties, and continuously build cultural confidence; The school implements the "Little Red Star" project, and teachers guide students to participate in campus volunteer labor, community service, volunteer service, etc., cultivating a proactive awareness of serving others and society. On the other hand, each region should build bases according to local conditions. Based on resource endowments and combined with regional realities, Ankang City guides various counties and districts to improve campus labor practice venues, establish labor creative design centers, and establish multi-disciplinary integrated labor experience zones. This region adheres to promoting agriculture through industry and commerce, exploring new platforms for labor education such as "agriculture+", "industry+", "technology+", "ecology+", and "red+". Ankang City has named 61 of the first batch of primary and secondary school labor education demonstration schools, and has built 15 municipal level labor practice education bases, including Pingli Mapanshan Ecological Agriculture Sightseeing Park, Baihe Tianbao Ladder Colorful Agriculture Park, and Shiquan Houliuzhongba Workshop Town. This has greatly expanded the space for off campus labor practice, achieving a wide range of fields and coverage of labor practice from rural to urban areas, from field labor to professional experience, and from manual manufacturing to technological development.

### **3.2. Exploring Regional Characteristics and Constructing a New Model of Labor Education**

Ankang City guides all counties and districts to improve labor practice venues on campus based on resource endowments and regional realities, and establish labor creative design centers and multi-disciplinary integrated labor experience zones. Taking Hanyin County as an example, Hanyin County extensively explores regional resources, focuses on the four classrooms of "fixed, campus, family, and field", implements the integration of labor education with "subject homework, local culture, agricultural culture, and technological innovation", establishes a fund, explores the path of primary school labor education that is in line with the actual situation of Hanyin, and forms the "441" model of primary school labor education. Schools, in particular, use the "four in one" approach to construct a labor education model. One is to integrate with "subject assignments" and focus on cultivating virtue through hard work. In primary school ideological and political courses, Chinese language, history and other disciplines, targeted and focused integration of Marxist labor concepts is carried out to educate students on hard work, honest labor, legal labor, and other aspects, cultivating students' scientific attitude, normative awareness, efficiency concept, and innovative spirit of labor. Deeply explore the connotation elements of labor education in relevant disciplines, decompose off campus labor education homework into educational practice, and enable students to do in learning, understand in doing, and create in understanding. The second is to integrate with local culture and implement the principle of increasing intelligence through labor. The region fully

utilizes the educational functions of traditional labor and traditional craft projects, integrating local traditional labor culture characteristics, intangible cultural heritage, and red cultural inheritance. The region offers labor education courses with local characteristics, such as inheriting regional cultures such as shadow puppetry singing, fan making, rubbing, pottery making, sculptures, etc., allowing students to participate in understanding and imitating production. The third is to integrate with agricultural culture and strengthen the body through labor. The region places special emphasis on encouraging students to "get active" and participate in labor within their capabilities in breeding bases, fields, and other fields, completing corresponding labor tasks, and promoting mutual benefit and win-win between labor and physical strength. The "granary education" space of the Central Primary School in Pingliang Town revolves around the core of agricultural culture of "adapting to the times, taking appropriate measures, following rules, and harmonizing". It provides an understanding and learning of the farming scenes, living environment, various farming tools, grain processing tools, and household utensils of farmers. The fourth is to integrate with technological innovation and strengthen the promotion of innovation through labor. Emphasis should be placed on strengthening innovative labor practices, allowing students to use their brains and hands during the labor process, and cultivating innovative spirit. Fengtai Elementary School offers STEAM courses, creating three themed spaces: "Intelligent Manufacturing Space", "Life Space", and "Innovation Center" to meet students' needs for various exploration activities in STEAM learning. Courses such as LEGO building, manual DIY, computer painting, drones, beginner level robots, and 3D printing are offered, cultivating students' hands-on ability and innovative spirit.

In order to fully tap into and integrate the existing labor research and education resources in the county, and encourage enterprises to support labor education, we have developed the "Hanyin County Primary and Secondary School Labor Education Practice Base Project Construction Plan" and the "Shaanxi Coal Group Hanyin Primary and Secondary School Research and Practice Labor Education Fund" reward implementation measures (Trial) ". We have sought the support of Shaanxi Coal Group to establish the " Hanyin County Labor Education Fund "and obtained the first batch of support funds of 2 million, The county-level finance has allocated funds year-on-year, mainly for the construction of teaching classrooms in labor education practice bases, off campus labor education bases, curriculum development, teacher training, etc., laying a solid foundation for the comprehensive and solid implementation of labor education.

In addition, other primary schools in various counties and districts also carry out labor practice courses for primary school students based on regional characteristics. For example, Pingli County has innovatively established the "Five Kinds" project for primary school labor education, including "Little Talents", "Little Farmers", "Little Craftsmen", "Little Artists", and "Little Red Star". Ziyang County Primary School has carried out "Knowing Agriculture, Learning Agriculture, and Cherishing Agricultural Food" agricultural labor practice, Shiquan County Primary School has launched the "One Core Leading, Trinity, and Six Major Integrations" labor education model, while Hanbin District Primary School has launched the "333" labor education model, which is the "Three Importances, Three Lightnesses, and Three Difficulties" model, to promote the healthy growth and comprehensive development of children.

#### **4. Strategies for Developing Labor Curriculum Resources for Primary School Students**

##### **4.1. Establishing a mechanism for ensuring the development of primary school labor curriculum resources**

The development of primary school labor education curriculum resources should follow the national labor education guidance outline and implementation opinions. Before developing curriculum resources, the education regulatory department needs to plan the goals, content,



development methods, and other aspects of curriculum resources, so that the development of primary school labor education curriculum resources can proceed steadily and purposefully. Specifically, it includes developing labor education curriculum plans and teaching plans, providing implementation venues and teaching equipment, providing labor education teacher training, and systematically planning from multiple aspects. The education regulatory department should develop labor education curriculum resources to ensure sufficient curriculum resources to support the implementation of labor education, including specialized labor education teachers, labor education funds, labor education equipment, and labor activity venues. The education regulatory authorities supervise and guide the use, management, and development of primary school labor education curriculum resources, and delegate the development rights of labor education curriculum to each primary school. To carry out the development of labor education curriculum resources, it requires a certain amount of manpower, goods, and also consumes a certain amount of financial resources. It is difficult to rely solely on the limited funds of the school to carry out the development of curriculum resources. This requires the education regulatory department to allocate special funds and invest them in the school's labor education curriculum resources. Faced with the current shortage of curriculum resources in primary school labor education, in order to meet the needs of primary school labor education curriculum resources, the education regulatory department should establish a labor education curriculum resource development organization, discuss development methods and methods, and provide financial support for resource development. The education regulatory authorities provide necessary labor education facilities and equipment for primary schools, and provide students with a variety and sufficient amount of materials, so that students can not only receive labor education through books, but also acquire new knowledge and skills through communication and interaction, and develop in practical applications. In addition, it is necessary to expand the field of labor education, lead students to experience labor, let students experience the joy of combining theory and practice, and make labor education close to life and return to life.<sup>[3]</sup>

## **4.2. Strengthen teacher labor literacy training**

At present, the teachers of labor education courses in China are mostly held by other teachers, who have limited knowledge of labor education courses and lack professional knowledge in terms of concepts, related teaching methods, teaching objectives, and teaching content. Additionally, the workforce of labor education teachers is also unstable. Therefore, the urgent task is to strengthen the construction of the labor education teaching staff, and the most effective measure is to provide corresponding training to existing teachers, improve their awareness and ability of curriculum resource development, and make teachers truly the main body of curriculum resource development. Through the training of labor education teachers, their ability to communicate and cooperate with others in the development of labor education courses can be improved, and teachers can maintain a positive attitude of exploration in the development of labor education courses.<sup>[4]</sup>

To organize teachers to participate in labor education training, the following measures can be taken:

### **4.2.1. Determine training objectives and content**

Firstly, it is necessary to determine the training objectives and content, including the basic concepts, teaching methods, teaching techniques, safety precautions, etc. of labor education. The education department should develop a training plan: based on the training objectives and content, a detailed training plan should be developed, including training time, location, participants, training methods, etc

#### **4.2.2. Invite experts to give lectures**

Experts in the field of labor education or professionals in the field of teacher training can be invited to give lectures to teachers, in order to improve their professional level and teaching ability.

#### **4.2.3. Provide teaching resources**

Relevant labor education teaching resources, such as teaching courseware, teaching videos, teaching cases, etc., can be provided to teachers to better carry out labor education.

#### **4.2.4. Organizational Discussion and Exchange**

During the training process, teachers can be organized to have discussions and exchanges, share teaching experience and methods, in order to improve teachers' cooperation awareness and teaching level.

#### **4.2.5. Establish an assessment mechanism**

In order to ensure the effectiveness of training, an assessment mechanism can be established to evaluate and provide feedback on teachers' training results, so that teachers can better improve their teaching methods and skills.

In short, organizing teachers to participate in labor education training requires planning in advance, providing necessary resources and support, and establishing an assessment mechanism to ensure the effectiveness and quality of training.

### **4.3. Strengthen internal and external connectivity and jointly develop labor curriculum resources**

The labor curriculum is a systematic and sound resource system with comprehensiveness, comprehensiveness, full process, and full responsibility. However, many labor courses have a single implementation subject, and schools cannot fully mobilize the participation of all parties. The implementation content presents breakpoints, lacking coherence and integrity. The implementation method is single, with scattered offline teaching as the main approach. To solve the above problems, it is necessary to achieve: external and internal connectivity, collect and inject collaborative curriculum resources, and do a good job in connecting internal and external resources. It is necessary to eliminate internal fraud and external fraud, and rely on one's own reality to solidly develop internal curriculum resources; According to development needs, moderately extend and diverge, and accurately link extracurricular curriculum resources.

Firstly, lay the foundation for family labor education. Family labor education should focus on classified development, such as serving oneself, serving the family, and serving family and friend labor resources. Promote the standardization, standardization, and comprehensiveness of family labor education by combining labor themes, parent-child communication, or parent-child reading.

Secondly, strengthen the leading role of school labor education. School labor education should introduce collaborative mechanisms, strengthen resource management, and build a broad platform for multi-party evaluation and benefit sharing; Coordinate labor courses and related courses and activities, reduce duplicate content through restructuring and integration, and improve implementation efficiency.

Finally, leverage the support effect of social labor education. By means of school enterprise collaboration and school community co construction, we aim to create and establish a labor education social practice base, achieving zero distance between labor education projects and

professional fields, zero distance between labor education content and usage standards, and zero distance between resource development and social development. We aim to capture, use, verify, and improve labor curriculum resources in a real social environment.

#### **4.4. Improve the evaluation system for curriculum resource development**

The evaluation of labor education can answer questions about the quality of developed curriculum resources and whether it can promote the development of teachers and students. Improving the evaluation of primary school labor education can timely guide schools and teachers to improve teaching activities. In the evaluation of curriculum resources, we should attach importance to evaluating teachers from a developmental perspective. The research on curriculum resources is a process of continuous development and improvement. Schools must establish correct teacher evaluation standards, so that teachers have clear teaching goals. If there are no curriculum resource evaluation standards that are suitable for students' development and teachers' ability requirements, it will to some extent affect teachers' enthusiasm for resource development. So as a school, it is necessary to conduct teacher development assessments and encourage teachers to develop resources. In addition, it is necessary to attach importance to self reflection and evaluation of the development subject, which can promote teachers' continuous reflection and improvement in the development of educational resources, thereby enhancing the practical ability of developers and promoting the development of labor education curriculum resources. The evaluation of teachers should also be conducted by school leaders, students, parents, etc. Based on the comprehensive evaluation of teachers' teaching situation, resource development situation, and other factors, At the same time, teachers themselves should also evaluate their own grades and reflect on whether their awareness and ability to develop curriculum resources are still continuously improving. This method contributes to the formation and continuous improvement of teachers' independent awareness of resource development, thereby promoting the continuous improvement of labor teachers' awareness and ability of curriculum resource development.<sup>[5]</sup>

In general, in schools, identifying problems and grasping their causes can lead to targeted improvement. Firstly, schools should have awareness of educational resource development and enhance awareness of labor resource development; Secondly, the government should strongly support the development of curriculum resources, remove obstacles to curriculum resource development, and enhance teachers' enthusiasm for developing curriculum resources; Finally, we should attach importance to the role of curriculum evaluation and improve the evaluation system for curriculum resource development.

#### **5. Conclusions**

The important value of developing labor education curriculum resources is mainly reflected in the fact that students can learn systematic labor knowledge and skills, promoting the coordinated development of students' physical and mental health. Developing labor curriculum resources in primary school labor education requires comprehensive consideration of various factors, including students' interests, school characteristics, community resources, etc. Only by setting clear goals, designing curriculum outlines, searching for community resources, organizing practical activities, evaluating and providing feedback, and establishing an evaluation system can high-quality labor curriculum resources be developed, helping students better understand and master labor skills and knowledge, and promoting their healthy and comprehensive development.



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