

Dilemmas and ways out of labor education resource sharing in urban and rural compulsory schools

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Abstract: In today's society, labor education has become a key link in shaping students' all-round development, and its importance is self-evident, which has attracted extensive attention from all walks of life. National government departments have also spared no effort in launching a series of policy documents aiming to promote the parallel development of moral, intellectual, physical, aesthetic and labor education, with special emphasis on the necessity of strengthening labor education. However, despite such policy support, the quality and effectiveness of school labor education remain unsatisfactory. On the one hand, the scarcity of internship bases for labor education makes students lack opportunities for practical operation; on the other hand, the shortage of professional teachers makes labor education lack effective guidance and implementation; furthermore, the cultural atmosphere of labor education has not yet been formed, resulting in a general lack of students' labor awareness. In the face of these problems, we must focus on the sharing and complementing of labor education resources in urban and rural compulsory schools. By optimizing the allocation of labor education resources in urban and rural areas, we can build a more balanced and efficient labor education system, which is of great practical significance and value for cultivating students' labor awareness, enhancing their labor skills and improving the quality of labor education.

1. Introduction

The dedication of labor to forge a great life is something to aspire to and pursue. History has witnessed people's perseverance and unyielding labor spirit, which has inspired the general public to continue to explore and innovate. Labor is also necessary for students. The curriculum of labor education, as an important carrier of labor education, is related to the final effectiveness and quality of labor education.^[1]

At the National Congress in September 2018, General Secretary mentioned that "efforts should be made to build an education system that comprehensively cultivates morality, intelligence, physical fitness, aesthetics, and labor." The Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools for a New Era in March 2020 further defines the connotation and content of labor education. "Labor education is an important part of the national education system and a necessary way for students to grow up, with the comprehensive value of

cultivating morality, increasing intelligence, strengthening the body and cultivating beauty. According to the characteristics of students of different stages and types, labor education is carried out with daily life labor, production labor and service labor as the main content. Combined with new forms of industry and labor, it focuses on selecting new types of service labor content. "2022 The Compulsory Education Curriculum Program was promulgated in March, separating labor from comprehensive practical activities, and at the same time revising the Compulsory Education Labor Curriculum Standards (2022 Edition). On this basis, different teaching objectives were formulated for different school segments, so that labor education in primary and secondary schools gradually transitioned to "comprehensive practical activities", thus grasping the educational direction of the all-round development of students' morality, intellectuality, physicality, aesthetics and labor, carrying out the educational concepts of "correcting the heart and establishing morality" and "laboring to build up a human being", and fostering the students' views on labor, life and values. The above mentioned series of related measures to strengthen labor education will be implemented. Through the above series of policy texts on strengthening labor education, it is clear that in recent years the national government has attached great importance to labor education for students in compulsory education.

In today's society, where science and technology are constantly updated and the individual needs of students are becoming stronger and stronger, the school labour education curriculum must also keep abreast of the times and undergo new top-level design and systematic planning, so as to make the curricula coherent and linked and the modes of implementation linked and compatible, and to reflect the overall effect of curriculum design. How to define the scope and level of implementation of school labor education curriculum? On the one hand, it depends on the richness of labor education curriculum resources, and on the other hand, it depends on the level of development and application of labor curriculum resources, that is, the degree of appropriateness of labor education curriculum resources. Especially in terms of labor education resources, rural schools have more resources but use them inefficiently, while urban schools face the challenges of insufficient resources and high costs, which are serious constraints to the progress of labor education in China. At present, attaching importance to labor education in compulsory education, especially promoting complementarity and cooperation between urban and rural education, has become the core of policy implementation and foretells the future direction of labor education development. Through urban-rural interaction, we can effectively reduce educational inequality, enhance the efficiency of resource utilization, and lay a solid foundation for improving the level of national labor education.

2. Realistic Obstacles to Labor Education Resource Sharing in Urban and Rural Compulsory Education Schools

2.1 Biased concepts of labor education

Influenced by traditional exam-oriented education, labor education courses are frequently squeezed by theoretical courses, resulting in relative neglect of their status and role in the field of education. Some schools tend to give priority to the importance of theoretical courses, while adopting an attitude of not actively promoting and mobilizing labor education courses. This phenomenon is particularly evident in all aspects of curriculum design, implementation and evaluation of labor education, which lacks the necessary attention and effective strategies. In addition, some urban schools incorrectly regard labor education as a kind of punishment for students' behavior, and regard labor education as a simple technology transfer, thus the essence of labor education is misinterpreted, and gradually evolves into a kind of leisure activity after the mental pressure of theoretical study is too much. For example, some schools organize students to go to crowded picking practice bases for labor learning, but fail to let students actually participate in picking activities, but more like a short sightseeing tour. This situation shows that the so-called labor education activities have not been

effectively integrated into the connotation of labor education, but have become a nominal teaching activity.

Compared with urban schools, it is more common for students in rural schools to follow their parents in agricultural labor since childhood. In agricultural practices such as sowing, irrigating and harvesting, these students can easily form a healthy concept of labor, develop labor habits, and cultivate a deep affection for labor. However, some rural schools, due to the limitations of educational resources and the pressure to advance to higher education, still overemphasize exam-based education and pay too much attention to students' exams and summative grades, which has led to the marginalization of some subjects that are not directly related to advancement exams. In addition, with the exodus of rural laborers, some of the parents of left-behind children have gone out to work, leaving the care of their children in the hands of the elderly at home, and giving them a certain amount of financial compensation on a regular basis, in order to subsidize the household and make up for the lack of family companionship. However, this economic "abundance" and the over-indulgence of some of the elderly has gradually reduced the opportunities for some rural students to participate in agricultural practices, reduced their motivation to work, weakened their willingness to work, and transformed their concept of work, resulting in the formation of erroneous ideas that belittle work and workers.

At present, with the advancement of science and technology, people's quality of life is getting higher and higher, and learning and living conditions are becoming more and more convenient. Sweeping robots, automatic dishwasher and other intelligent products have appeared and been put into use one after another. The popularity of these devices makes people's needs and desires for traditional labor significantly reduce after a day's hard work, and they turn to seek the leisure and convenience brought by high-tech products. In school education, some schools also do not pay enough attention to labor education, outsourcing some of the practical labor aspects such as snow removal and weeding; classroom duty seeks parents to take turns to do it, and students are deprived of natural labor opportunities. In addition, many parents also neglect the cultivation of their children's labor skills, and do everything for their children, even organizing schoolbags, desks, and other things within the student's ability to do on behalf of parents. Labor education is weakened in school, softened in the family, in the absence of a correct labor awareness guide, over time students will have an aversion to labor, it is very easy to breed the wrong values of good and bad labor, not to get something for nothing. ^[2]At present, with the development of social productivity, scientific and technological progress, human life has indeed entered the age of intelligence, but this does not mean that the value of labor can be ignored, on the contrary, this precisely highlights the value and significance of human labor.

2.2 Limited space for labor education

Labor education itself is very demanding in terms of space, and it is difficult for limited school resources to meet the development needs of labor education. The construction of labor education bases to cultivate students' labor awareness and habits, and to promote practice and innovation is an important part of the implementation of the "five education integration". What is most lacking in labor education for primary and secondary school students is practice, and what is most weakened is experience. Labor without practice is a paper exercise. Primary and secondary school students need to broaden their horizons, experience society firsthand, and understand life. At present, although government departments at all levels have increased investment in labor education and construction efforts, but a high degree of urbanization, land tension, expensive rent and other practical problems also limit the choice of labor education bases and camping, the lack of space for students to carry out labor education in the lack of suitable places outside the school. Space within urban schools is even

more limited; many urban schools have too many students and many of the school's function rooms have been temporarily expropriated, leaving no extra space for the construction of labor education bases.

Due to the overall education level and resource conditions in rural schools compared with urban schools there is a real gap, resulting in a large number of rural students into urban schools, rural schools greatly reduced the size of the student population; at the same time, rural schools are limited by the financial conditions and the lack of professional labor education base development program guidance, its own land resources are not efficient, which has led to the rural school " At the same time, rural schools are limited by financial conditions and the lack of professional labor education base development program guidance, their own land resources are not efficiently utilized, which gives rise to the embarrassing dilemma of rural schools "sparsely populated". Although rural schools have a lot of underutilized land, these resources are difficult to be scientifically planned and developed. Labor education is not only limited to traditional field work, but also needs to be specially designed for the educational needs of different students. ^[3]Due to the relatively closed educational environment and limited educational resources, rural schools are limited in their understanding and research of labor education, and some rural schools are relatively backward in the concept of labor education, and lack in-depth understanding and exploration, as well as the guidance and systematic planning of professionals.

2.3 Non-specialization of labour education teaching staff

Influenced by the re-adjustment of labor education policy, the number of teachers specializing in labor education in China's compulsory education is insufficient, and there is also a structural gap in the level of education. Teachers specializing in labor education is in a state of extreme shortage, some teacher training colleges and universities, although attach great importance to and respond to the national policy adjustments, the establishment of an independent labor education program, but the process of teacher training is not overnight, teacher training has a cyclical nature, labor education teachers within a certain period of time is not enough to supply. At present, urban compulsory education schools have to set up special compulsory courses of labor education on the one hand, and urgently need professional labor education teachers to teach on the other. In order to fulfill the basic requirements of the curriculum plan, other non-specialized teachers, such as class teachers, team counselors and subject teachers, can only be used as teachers of labor education at the same time. ^[4] These teachers lack in-depth study of theories related to labor education, and at the same time, due to the influence of various factors, their commitment to the part-time labor education courses is also very limited, and whether they can have a deep understanding of the labor education curriculum program, whether they can master the core qualities of the new era of labor education courses, and whether they can carry out the spirit of labor education, etc. are all open to question and reflection.

Rural schools also face a shortage of teachers specializing in labour education; the lack of teachers in rural schools has always been a major constraint on the development of rural education, and is dwarfed by the generous remuneration and broad educational platforms offered by urban schools. ^[5] Some teachers in rural schools lack specialized training, and most of them have accumulated work experience in their own jobs, or even wear several hats, teaching several subjects at once. In the current context of high-quality education development, it is difficult for these teachers to take up the important mission of labor education teachers in the new era, and rural teachers who are also responsible for multiple courses also face a huge pressure on themselves, which is not conducive to the scientific and systematic construction of rural labor education.

3. Exploring the Path of Labor Education Resource Sharing in Urban and Rural Compulsory Education Schools

3.1 Make full use of quality educational resources inside and outside the school to establish a healthy concept of labor

In today's society, concepts are the forerunners of actions, and this is especially significant in the field of labor education. To improve the quality of labor education and achieve its ultimate goal, the key lies in guiding students to establish a correct concept of labor. As an important part of labor education resources, rural students, whose living environment nurtures their potential willingness and ability to work, are more likely to form positive labor concepts. By participating in practical activities such as family farming, rural students have already mastered basic labor knowledge and skills, and have initially formed a labor consciousness. In contrast, urban students are relatively weak in labor awareness and ability, especially in hands-on activities. This is not only related to the lagging behind and ineffectiveness of labor education in schools, but also closely related to the way urban families are educated, such as over-indulgence, connivance or misguidance by parents.

In order to promote the sharing and complementarity of labour education resources in urban and rural areas, model workers in society or technical backbones of enterprises can be invited to schools to hold labour education lectures and provide guidance at specialized labour education bases, so as to cultivate students' labour skills. Through face-to-face exchanges, students can learn about the development of different industries, listen to the stories of various trades and industries, and personally experience the joy of labor and the spirit of craftsmanship. In the process of "big hand pulling small hand" labor guidance, a healthy atmosphere of honor, pride and greatness of labor is created to reshape students' concept of labor. In addition, we can try to set up student labor groups to encourage rural students to become demonstrators of action, so that urban and rural students can help each other in common learning and practical operation, and jointly cultivate the spirit of labor and form the correct concept of labor. Organize students to go out of the campus at appropriate times and make use of local farming culture resources for labor education, such as leading students to experience the process of sowing, transplanting, managing and harvesting crops in different seasons, learning the process of agricultural cultivation and related knowledge, or relying on local breeding bases, organizing students to know, visit and feed poultry and livestock, etc., to carry out practical labor education activities. Through classroom learning, practical participation and personal experience, students will be able to cultivate a sense of closeness to the countryside, a love of labor and respect for the fruits of labor, thus realizing the ultimate goal of labor education.

3.2 Scientific coordination of labor education resources and sharing of urban and rural labor education resources

The degree of sharing of educational resources can directly or indirectly affect the efficiency of internal and external resource allocation in educational organizations. In order to make urban and rural compulsory education schools take what they need and complement each other's resources in terms of labor education resources, it is necessary to change the situation in which urban and rural schools work separately and individually in labor education, and to strive to promote the integrated construction and development of urban and rural areas in terms of labor education resources.

3.2.1 Accelerating the construction of labor education bases

As advocated by the famous educational thinker Rousseau, the ultimate goal of nature education is to cultivate "natural man" who develops harmoniously in body and mind. This concept does not

point to the "savage" who returns to the basics, but emphasizes the comprehensive development of the individual. For rural schools, their geographical location provides them with unique labor education resources. These schools are in a good position to rely on the local natural environment to create a practical base for labor education that integrates "agriculture+" and "ecology+". Within the campus, rural schools should actively develop and utilize the existing labor resources, and reasonably plan the underutilized space to meet the actual needs of labor education. ^[6]For example, unused open spaces should be transformed into multi-functional areas such as vegetable planting experience areas, fruit tree cultivation test areas and cooking technology learning areas. In addition, rural schools should also fully utilize the potential of off-campus space. Under the premise of complying with policies and regulations, it is possible to redevelop deserted land and build practice bases for learning agriculture. At the same time, combining local breeding gardens, plantations, mountain forests, pastures and other resources, create labor education sites with practical significance. Village schools can also rely on local health centers, welfare centers, village departments, libraries and other public facilities to establish service labor bases. By integrating local folk arts and traditional handicrafts, such as embroidery, weaving, paper tying, and wood carving, rural schools are expected to create special labor education bases with local characteristics. As the number of teaching staff and students in rural schools is relatively small, and their own development is limited by funds and capacity, they can unite with urban school classes and use and manage them on a class-by-class basis in a zoned manner. Urban and rural schools participate in the construction of the bases together, dividing up the work and realizing the sharing of resources.

3.2.2 Strengthening professional labor education teachers

Urban schools have higher quality educational resources and are more able to attract excellent teacher training graduates, such as professional labor education teachers. With professional staff, it is more conducive to the development of school-based curriculum, which facilitates the formation of a labor education curriculum that meets the characteristics of the school. In the teaching of labor class, labor class teachers should summarize and feedback their work in a timely manner, make clear their rights and responsibilities, and be good at discovering problems, summing up experiences, and improving their deficiencies in time. At the same time, experts from all walks of life can also be hired to serve as labor teachers in schools to cultivate students' correct labor concepts and master certain labor skills. Regularly assign professional labor teachers to conduct academic exchanges on urban and rural labor education, carry out mutual visits between urban and rural teachers, share information on urban and rural education, share the achievements of labor education reform, and share the resources of famous teachers and schools, so as to drive the development of the labor education teaching force in rural schools.^[7]

3.3 Creating a new urban and rural labor culture with the help of unique invisible resources in the countryside

The construction of school labor culture is a kind of spiritual inculcation, which needs to be centered on classroom teaching, extracurricular practice, volunteer service, etc., and make full use of the power of all levels of society to carry out in-depth development of labor culture resources and integrate them into the construction of school labor culture. Rural culture itself contains rich educational resources, among which the beauty of struggle, harmony and creativity in labor highlighted by rural culture will be an indispensable part of the construction of labor culture. The beauty of the struggle of labor can inspire students to work actively. In the construction and opening of a specific themed farming culture garden, students will have more experience and thoughts about labor education by experiencing the process of rural labor. As a summary of farmers' long-term

practical experience in production, the "twenty-four solar terms" and agricultural proverbs are the time guide for social production and life in the agricultural era, and are the crystallization of the wisdom of the working people.^[8] Students can learn more about agricultural proverbs, folk festivals, local temples and other aspects of knowledge, through the experience of farmers' labor wisdom, labor process and labor, so that students learn to respect the workers and the fruits of labor. It is also possible for urban students to get out of the hustle and bustle of city life, go to the countryside, go to the fields, to feel the beauty of rural labor and creation, and to develop students' creative labor potential.

3.4 Twinning of urban and rural schools and creation of "new school districts" for urban and rural labor education

Promoting the integrated development of urban and rural labor education on the basis of the value orientation of educational equity. Breaking the pattern of urban-rural education division, in the form of school districts, while maintaining the respective regional characteristics and advantages of urban and rural labor education, it will promote the interaction and linkage of urban and rural labor education, help each other and play a role in each other's work, and thus eliminate the gap.^[9] Local government departments can make appropriate adjustments to the current education planning and try to set up "new school districts" for urban and rural labor education, i.e., within the scope of a specific school district to carry out integrated planning, rural schools through "one-to-one" or "one-to-many" way to urban schools. Rural schools can provide urban schools with the labor education resources they need through "one-to-one" or "one-to-many" arrangements, while urban schools can also provide rural schools with rich educational resources, educational information and educational platforms. By linking urban and rural schools, expanding the ways of linking urban and rural areas, changing the difficult situation of labor education in schools, and promoting all-round and multi-angle complementarity in labor education in urban and rural compulsory education schools, we are exploring a mechanism for guaranteeing labor education that has local characteristics and is suitable for local schools.

4. Conclusion

To sum up, under the background of the country's vigorous development of labor education, according to the spirit of the relevant policy documents of governments at all levels, it is necessary to correctly understand the theoretical value and practical significance of labor education, insist on making labor education a compulsory course in schools, insist on the orientation of practical education, and integrate labor education into the whole process of educating people. Complementary use of labor education resources in urban and rural compulsory education schools is, on the one hand, conducive to the formation of a correct concept of labor education for students, enhancement of labor skills, and thus improve the quality of school labor education, laying a solid foundation for the formation of a synergistic pattern of five simultaneous education; on the other hand, it is conducive to the construction of a new mode and mechanism of urban and rural labor education alliance, and promotes the balanced development of urban and rural compulsory education.

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