Exploration on the Influence of Information System on the Management Mode of Labor Education in Colleges and Universities

Zhang Hailong

Krirk University, Khet Bang Khen District, Bangkok, 10220, Thailand

Abstract: Labor education, serving as the final training ground for students prior to societal entry, exerts a profoundly significant influence on the future academic pursuits, professional endeavors, and personal lives of college students. Consequently, the exploration of labor education management modalities in universities and colleges has consistently been at the forefront of institutional endeavors. Given the inexorable trend of societal advancement towards informatization in the current context, the establishment of a labor education management system in higher education institutions must prioritize the integration of humanistic principles and contemporary sensibilities. Additionally, it is imperative to fortify the involvement of faculty and students in order to foster a comprehensive theoretical and practical educational framework. Ultimately, the development of a robust educational evaluation system should serve as the cornerstone for constructing a robust management information system, thereby fostering the holistic development of students. This paper discusses the influence of information system on the management mode of college labor education for its reference.

1. Introduction

When considering the profound influence of labor on the advancement of the Chinese nation, it becomes imperative for school education to prioritize Labor education as a cornerstone that underscores the defining principles of socialist pedagogy. This approach not only aligns with the fundamental mandate of thoroughly executing the Party's educational directives, but also serves as a crucial vocational experience for students on the cusp of embarking on their work journey. As the final realm of experiential learning before individuals showcase their talents and generate value, Labor education in tertiary institutions holds paramount practical relevance.

However, as the criteria for talent identification evolve with the progression of The Times, college labor education must adapt to the changing landscape. Under the current circumstances, it ought to imbue itself with distinctive characteristics of the era. This entails leveraging information technology across diverse facets, including purpose, content, methodology, evaluation, and security, to establish a novel labor education management system. Additionally, by enhancing teaching subjects, structural formats, exploration of educational values, and cultural integration, we can

foster a deeper integration of labor education, thereby ensuring the holistic development of our students.

2. The influence of information system on the management mode of labor education in colleges and universities

2.1 The collection of rich learning materials makes the management of labor education in colleges and universities become simpler

To align with the prevailing development trends, labor education serves as the cornerstone for the construction of an all-encompassing information system. Leveraging the Internet to address the enterprise's needs, this system offers diverse educational resources, particularly for topics that are infrequently encountered by students, such as agricultural and animal husbandry production techniques. Notably, even children in urban areas and some college students are unable to accurately discern between wheat seedlings and weeds. This cognitive deficiency could hinder their ability to adapt and contribute effectively in society.

Within this information system, the vast array of educational resources empowers teachers to promptly correct students' cognitive errors. Furthermore, it enables the teaching of unfamiliar or unexplored labor skills, such as the growth cycle of wheat and household plant cultivation and maintenance. The system's diverse formats render college labor education more intuitive, allowing teachers to promptly identify and impart the labor techniques that students require.

This integrated labor education management model, encompassing knowledge explanation, visual cognition, and practical verification, enhances students' comprehension and mastery of labor-related content. In the contemporary context, the labor education information system serves as a comprehensive repository of knowledge, wherein an abundance of labor learning resources aids in broadening students' horizons, fostering an understanding of the significance of labor technology, and ultimately promoting their comprehensive development[1].

2.2 Diversified content and expression forms can stimulate the enthusiasm of teachers and students to participate

In order to guarantee the optimal value of labor education and foster high-quality talents that align with the demands of the current era, society, and enterprises, it is imperative for teachers and students to actively engage, conduct in-depth exploration, and maintain continuous study. As highlighted in the preceding article, the labor education information system houses a wealth of resources that are often unprecedented for students, particularly in the realm of labor technology. However, if teachers persist in adopting the traditional methodology of reading and narrative teaching during labor education sessions, while certain labor-related tasks may be readily accomplished, more intricate and complex tasks, particularly those beyond the scope of students' practical experience, will remain elusive.

The comprehensive education information system surpasses traditional labor education materials in its significance, not only in terms of the breadth of content but also in the diversity of its expression. For instance, it offers detailed explanations of labor technology's crucial aspects through audio, video, and imagery, enabling students to directly comprehend, grasp, and even apply the learned techniques in practice. Skills such as carving and embroidery can be mastered through demonstration and hands-on experience.

Furthermore, teachers can utilize the system to select pertinent materials for their class content, integrate them into teaching PPTs, and present them in class. This unconventional approach enhances the teaching activities, as the visual aid attracts students' attention while the teacher speaks.

The ensuing teacher-student interaction further contributes to the improvement of education quality.

2.3 The use of information system can achieve the theoretical teaching

The integration of information technology into the labor education information system for managing labor education in higher education institutions extends beyond mere superficial impacts. It not only incorporates the aforementioned benefits but also holds distinct advantages over conventional theoretical education. Traditionally, labor education often fell short, with educators often limiting their teachings to students' major-specific tasks, such as agronomy students engaging in agricultural practices like herbicide usage and hands-on planting. This approach seldom delved into the core educational aspects encompassing thought processes, character development, and internalized professional knowledge[2].

However, the advent of the labor education information system has revolutionized the management paradigm. Teachers now have access to powerful tools like CAD, AutoCAD, and ACXA software to enrich students' hands-on experiences and skills. Additionally, this system facilitates the utilization of labor education resources to foster a comprehensive approach to internal labor education. This holistic approach not only empowers students' personal growth but also ensures their all-around development, encompassing not just technical proficiencies but also critical thinking, ethical standards, and a deeper understanding of their chosen field.

3. On the emergence of information system, some suggestions on the reform of labor education management mode in colleges and universities

3.1 Establish and improve the information decision-making of labor education in colleges and universities

In accordance with the aforementioned, as information technology progresses, the significance of establishing a comprehensive labor education information system in shaping the administrative paradigm of labor education in higher educational institutions is paramount. Consequently, the university directors and faculty overseeing labor and employment education ought to scrutinize the contemporary mandates and aspirations of the institution. They must align these with the practical implementation of labor education within their respective institutions. Adhering to the principles of scientific rigor and democratic participation, they should refine the design of the information system's management protocols. This ensures that all stakeholders within the institution can contribute meaningful insights or proposals for the construction, enhancement, and innovation of the information system. These stakeholders should become the primary decision-makers in shaping the information system. Additionally, efforts should be made to gather comprehensive data that enhances the system's functionality and content. This approach aims to transcend the traditional constraints of labor education management, including its formulation, execution, and the limitations of its stakeholders. Ultimately, it ensures a seamless flow of information between the system and the external environment of the university. This contributes to the enhancement of labor education quality in higher vocational institutions, fostering talent that is more aligned with societal needs and capable of generating significant social value.

3.2 Effectively use the advanced scientific achievements to promote the reform of labor education management mode in colleges and universities

The advancement of science and technology facilitates the reform of college education management. Labor education's essence is cultivation. The management focuses on "preaching,

teaching, and solving doubts." As the initial impact of IT on higher education, labor education management utilizes radio, multimedia, campus networks, and public accounts for auxiliary teaching. This diversifies, concretizes, and details the management mode. Additionally, by establishing high-tech practice parks and enhancing the information system's influence, all management forms and contents, including educational goals, management structure, technological reforms, and social environment innovations, are promoted[3].

Furthermore, misconceptions about the information system's potential impact must be addressed. Understanding the importance of sustained human growth and researching the management mode's reform value and significance are crucial. A robust information system facilitates management optimization and innovation.

3.3 Actively introduce social forces, such as experts and teachers to make decisions together

Enhancing democratic practices and decision quality for labor education in universities has advanced, but two critical factors remain.

Firstly, propose an Information Feedback Office to engage social forces and ensure scientific decision-making. This office clarifies its scope and authority to ensure information serves as a valuable reference for labor education development. It collates, analyzes, and integrates stakeholder inputs, providing genuine insights to decision-makers, facilitating rational and scientific decisions.

Secondly, universities should foster win-win cooperation by involving social forces, teachers, and experts in decision-making. This requires partnerships with diverse sectors, experts, and scholars to share knowledge and experience. Equality and democracy must be upheld, encouraging diverse viewpoint exchanges, ensuring scientific and comprehensive decisions.

3.4 The management mode of labor education in colleges and universities under the information system should highlight the characteristics of human culture management.

In the realm of human culture management, despite the presence of highly advanced and sophisticated information systems, it remains challenging to align educational decisions with the diverse needs and emotional landscapes of individual students. This challenge is particularly salient in the context of labor education in higher education institutions, as human development encompasses not only the accumulation of knowledge and skills, but also the cultivation of emotion, values, moral integrity, and other multifaceted aspects. Consequently, the innovation of information systems in the management of labor education in universities and colleges ought to prioritize the incorporation of human culture management principles. Human culture management underscores a people-centered approach, focusing on the individual needs, emotions, and growth trajectories of students. This necessitates the integration of personalized care and emotional nuances into the design and implementation of information systems. Such systems should transcend their technical functionality, evolving into platforms that foster emotional bonds with students. Through expressions of greeting, encouragement, and emotional support, these systems can effectively communicate care and respect, fostering a conducive learning environment. Furthermore, human culture management upholds the value of the individual as the fundamental starting point. In managing labor education in higher education institutions via information systems, it is imperative to balance academic performance with the cultivation of moral character and social accountability. By disseminating positive messaging through these systems and guiding students towards community service activities, education can transition from a mere transmission of knowledge to a holistic cultivation of talent.

3.5 The management mode of labor education in colleges and universities under the information system should cultivate innovation and entrepreneurial ability

In the administration of labor education in higher education institutions, the implementation of an information system profoundly shapes students' learning approach while concomitantly offering novel avenues for fostering innovation and entrepreneurial capabilities. Leveraging this system, students gain access to a vast array of resources related to innovation and entrepreneurship. The integration of such resources plays a pivotal role in fostering students' innovative thought processes and entrepreneurial inclinations.

Furthermore, the information system serves as a repository of diverse innovative cases and triumphant entrepreneurship narratives. These exemplars serve to ignite students' imagination, encouraging them to embark on novel ideas and methodologies. Through these cases, students can acquire an in-depth understanding of the process and principles of innovation, as well as the endeavors and challenges that underlie success, thereby preparing them comprehensively for their future career trajectories.

Moreover, the information system introduces students to cutting-edge tools and resources. Students can acquire hands-on knowledge about innovation and entrepreneurship via online platforms, encompassing market analysis, product design, business models, and more. They can also engage in virtual startup initiatives that mimic a genuine entrepreneurial setting, learning valuable skills such as planning, problem-solving, and teamwork. This type of experiential learning significantly contributes to the development of students' innovative and entrepreneurial aptitudes.

Lastly, information systems facilitate innovative communication and collaboration among students. Through the online platform, students can showcase their innovative concepts and receive feedback and suggestions from their peers. This open communication milieu stimulates students' innovative spirit and aids in the refinement and progression of their innovative projects.

3.6 Resource sharing and cooperation of labor education management mode in colleges and universities under the information system

The information system integrates school resources for knowledge sharing. Teachers can upload teaching plans, courseware, and experimental data. This sharing improves teaching efficiency and teacher communication, boosting labor education quality. The system also connects to external resources, enabling cross-border cooperation with other universities and enterprises. Universities can share successful cases and learn from each other, promoting labor education innovation. Additionally, universities can establish partnerships with enterprises to share practical experience and technical resources, enhancing students' understanding of real-world work and improving their professional quality.

This resource sharing and cooperation promote coordinated education development and expand labor education fields. Through external partnerships, universities learn from advanced experience and resources, fostering labor education content innovation and expansion. For instance, universities can collaborate with enterprises for field visits and practical training, allowing students to gain real-world experience and prepare for their careers.

4. Conclusion

To summarize, the impact of information systems on the management modalities of labor education in academic institutions extends to various facets. While its complexities abound, its implications are undoubtedly advantageous. As educators and overseers, it behooves us to delve deeply into maximizing the influence of these systems to foster holistic student development. In this

dynamic age, labor education stands as a pivotal aspect in nurturing the comprehensive competencies of university scholars.

The introduction of information systems has enriched and facilitated the sharing of resources in labor education. Leveraging the vast reach of the Internet, students now gain access to the practical skills and experiences of diverse industries, thus enhancing their understanding of career requirements. Furthermore, these systems have forged a cross-sectoral collaboration platform, enabling institutions to partner with other universities and enterprises. This collaboration broadens the scope of labor education, bringing students closer to the realities of the workplace and its demands.

References

[1] Zhao Wei. Research on the influence of information system on the management mode of higher education [J].Hua Zhang. 2022(098):36-37.

[2] Li Renjun. Exploring the teaching situation and countermeasures of information management and information system majors [J]. Southeast, Northwest ·Education. 2018(11):123-126.

[3] Huang Xiujuan. Research on the Impact of "Internet+" on Higher Education Management [J]. Journal of Hubei Open Vocational College. 2020(08):44-45.