



# Seeking the Truth of Ideological Education and the Reality of Labor Education



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## Abstract

Based on China's education development policy, this paper summarizes the historical development and essence of labor education. It explores the dialectical relationship between ideological and political education and labor education in the new era as a starting point and constructs an integrated labor education system. This system focuses on guiding ideology, educational patterns, scientific methods, teacher support, and educational mechanisms. The goal is to cultivate more socialist builders and successors in China with comprehensive development in morality, intellect, physicality, aesthetics, and labor. This framework aims to provide theoretical support and practical guidance for China in nurturing socialist builders and successors with holistic development in morality, intellect, physicality, aesthetics, and labor.

**Keywords:** Civic education Labor education Integration construction system.

## 1. Introduction

At present, there is less research in the academic world on how ideological and political education guides labor education, while the research on the construction of an integrated system of labor education is not comprehensive enough. On this basis, this paper, guided by the education policy of the Communist Party of China, explores the guiding ideology, education pattern, scientific methodology, teacher guarantee, education mechanism, etc., by combing the research on the development history and connotation of labor education, and seeks to build an integrated pattern of labor education, and to cultivate more builders and practitioners of socialism with Chinese characteristics in the new era.

## 2. Literature review

### 2.1. Current status of foreign research

In foreign countries, the research and practice of labor education have a long history and rich experience. Many developed countries consider labor education as an essential component of national education, emphasizing the central role of practical labor and specifically aiming to cultivate students' social responsibility, teamwork, and practical skills. This paper summarizes both theoretical research and practical exploration:

Regarding labor education theory research, Pestalozzi, the first educator in the history of Western education to implement the idea of "combining education and productive labor" in practice, advocated for the integration of education and labor, combining labor education with intellectual and moral education to promote the holistic development of individuals. English philosopher Locke proposed that labor is not merely a physical activity; in addition to benefiting health, learning and mastering a specific labor skill hold even greater value (Shi, 2019). The concept of "learning by doing," advocated by Dewey, Kebecker, Parker, and others in the early 20th century, emphasizes students' comprehensive development through real-life participation (Zhang X. and Xu, 2021). German philosopher Gadamer viewed labor as a bridge between the individual and the world, further emphasizing the pivotal role of labor in individual self-realization (Li Z., 2023).

In terms of the practical exploration of labor education, the labor education systems in Europe and the United States, exemplified by Germany's "vocational and universal streaming" and the United States' "livelihood education," lack a targeted labor education approach for higher education institutions and a cohesive labor education system. This gap exists because vocational education in these regions primarily focuses on the foundational education stage before university, completing the streaming process before students reach the university level, thus lacking specific objectives and a systematic labor education framework. Labor education initiatives in European and American colleges and universities predominantly emphasize various orientations such as labor education and social service, primarily geared towards cultivating intellectual labor. Furthermore, the social service orientation of labor education in higher education institutions in Europe and the United States can broadly be categorized into compulsory labor and industry-academia cooperation (Wang Z. and Li, 2023).

Regarding the implementation of labor education, Germany and Russia have established independent labor education courses, while Japan and the United States integrate labor education into other disciplines (Li Q. and Yan, 2022; Wang X., 2021; Yuan., 2021).

## **2.2. The current situation of domestic research**

In China, as educational reform deepens, the importance of labor education is increasingly recognized. Domestic scholars' research on labor education primarily focuses on its connotation, significance, and implementation strategies:

Regarding the connotation and significance of labor education, Tan Chuanbao suggests that labor education is a crucial method for cultivating students' comprehensive qualities and holds unique nurturing value (Tan, 2019). Zhang Lei and Ni Shengli posit that labor represents a continuous transformation process from the mind to the body. Through practical experience, the cultural and value significance of labor education is reconsidered to provide a clearer understanding of its practical path and direction (Zhang L. and Ni, 2019). Chen Yunlong and Wu Yanling advocate for the systematic design and planning of labor education in the new era, emphasizing target orientation, content structure, pathways, implementation methods, and safeguard mechanisms to establish a new model of comprehensive and continuous labor education (Chen and Yanling, 2020). Zhu Mangchang asserts that strengthening labor education comprehensively in primary and secondary schools as well as universities in China is pivotal for promoting the free and comprehensive development of individuals, advancing socialism with Chinese characteristics, and achieving the great rejuvenation of the Chinese nation in the new era (Zhu, 2020).

In terms of the implementation strategy of labor education, various scholars offer insights: Huang Ji emphasizes the need to enhance the quality and effectiveness of labor education by strengthening classroom teaching, conducting extracurricular practical activities, and improving teacher training (Huang, 2004). Liu Xiangbing suggests that current labor education in primary and secondary schools should prioritize practicality and innovation to develop students' labor skills and instill a spirit of labor (Liu, 2018). Ban Jianwu highlights the importance, in the context of the new era, of instilling correct labor values and attitudes in students through an integrated and open labor education practice system (Ban, 2019). Wang Lianzhao, after reviewing China's labor education history and current status, advocates for aligning labor education with the contemporary needs by focusing on the integration and fusion of labor education goals and the principles of lifelong learning (Wang L., 2016).

## **2.3. Review of Related Literature**

After examining the current state of research on labor education both domestically and internationally, the author identified a lack of comprehensive studies on the systematization of labor education, particularly in the following areas:

Firstly, there is a scarcity of research on how ideological and political education can effectively guide labor education. Specifically, there is a notable absence of in-depth exploration regarding the integration of ideological and political education's characteristics and the dialectical relationship between ideological and political education and labor education.

Secondly, the research on establishing an integrated labor education system lacks comprehensiveness, particularly in terms of incorporating ideological and political education within colleges and universities. There is insufficient investigation into the system, mechanisms, and synergies required for a cohesive approach.

These identified research gaps present an opportunity for this paper to contribute to the field. By beginning with an analysis of the connotation and features of ideological and political education in the new era, this paper aims to delve into the guiding ideology, educational patterns, scientific methodologies, teacher support, educational mechanisms, and more, with the goal of constructing a unified labor education system.

## **3. Method**

### **3.1. Research Ideas**

The primary objective of education in China is to nurture socialist builders and successors, establish an educational system that holistically develops morality, intelligence, physical fitness, aesthetics, and labor skills, and consistently enhance talent cultivation at an advanced level. This paper centers on the historical evolution and implementation strategies of labor education, examines the distinctive features of ideological and political education in the contemporary era, and delves into constructing an integrated labor education system aligned with China's specific national circumstances. This endeavor holds significant guiding implications for the advancement, execution, and progress of labor education within colleges and universities.

## **3.2. The research method**

### **3.2.1. Literature Method**

By gathering and organizing pertinent academic papers, theses, journals, online resources, and other materials, this research aims to analyze, summarize, and synthesize the theoretical ideologies and practical applications of labor education both domestically and internationally. Through this process, the objective is to comprehensively, promptly, and precisely understand the forefront and progression of labor education theory and practice. Ultimately, the goal is to establish the theoretical framework for this research endeavor.

### **3.2.2. Comparative Research Method**

Through a comparative analysis of the theoretical concepts and practical approaches to labor education in colleges and universities domestically and internationally, a more comprehensive insight into the current status and challenges of labor education in Chinese higher education institutions can be attained. By scrutinizing and drawing lessons from successful practices in both domestic and foreign labor education, this study aims to offer well-founded recommendations for advancing the establishment of an integrated labor education system.

### **3.2.3. Case Study Method**

The research will involve selecting emblematic instances of labor education from countries such as Germany, the United States, Russia, Japan, and others for thorough examination. By dissecting their successful practices and experiences, this study aims to extract valuable lessons that can be applied to the enhancement of the labor education system. Furthermore, an analysis of the current challenges within China's domestic labor education development will be conducted, followed by the provision of practical and effective recommendations tailored to the specific implementation pathway.

## **4. Discussion**

After socialism with Chinese characteristics enters a new era, labor education in many colleges and universities has explored certain aspects such as policy formulation, implementation of service measures, and integration of mechanism structure, etc. However, due to the gradual and individualized nature of the cultivation of labor literacy, there still exists the problem of lack of systematic and synergistic, etc. This paper focuses on the real situation of students' learning and life, and takes the individual basis of the students in the impartation of labor knowledge and the practice of teaching as the premise in the teaching of labor knowledge and practical teaching, progressively improves students' labor literacy, effectively breaks the time and space barriers of labor education, and creates an integrated system of labor education by me In the new era of socialism with Chinese characteristics, many colleges and universities have delved into aspects such as policy formulation, service measures implementation, and mechanism structure integration in labor education. Despite these advancements, the gradual and personalized nature of labor literacy cultivation has led to issues such as a lack of systematic and synergistic approaches. This paper centers on the actual circumstances of students' learning and daily lives, emphasizing the individual foundations of students in the dissemination of labor knowledge and practical teaching. By prioritizing students' individual backgrounds, the aim is to enhance students' labor literacy progressively, overcome temporal and spatial constraints in labor education, and establish an integrated labor education system through vertical progression and horizontal collaboration.

## **5. Text**

### **5.1. Development history of labor education**

Since the establishment of the People's Republic of China, the Party and the State have consistently upheld the Marxist perspective on labor, continually expanding the scope of labor education in line with societal needs and integrating it into socialist development. Particularly in the new era, the CPC Central Committee, under the leadership of General Secretary Xi Jinping, places significant emphasis on youth labor education, stressing the transmission of the labor ethos in higher education institutions to enhance the labor skills and qualities of students. The Party and the State have persistently innovated both the theory and practice of labor education, adapting to the evolving demands of different historical epochs. The developmental trajectory of labor education can be delineated into the following stages:

#### **5.1.1. The Period of Germination and Adjustment: Preliminary Exploration of Labor Education**

During the early stages of the establishment of the People's Republic of China, the urgent need to address poverty and rapidly revive and develop the national economy emerged as the primary focus of the Party and the country. Labor education during this period primarily aimed to ignite the creative and labor fervor of the working populace. Simultaneously, higher education institutions and technical schools implemented labor education through professional internships. In 1950, a series of pivotal documents and policies, such as the Decision of the Ministry of Education on the Implementation of Curriculum Reform in Higher Education Schools and the Provisional Measures for the Implementation of Secondary Technical Schools, were issued, laying the foundational framework for China's production and labor technology education system (Wei, 2023).

### **5.1.2 Exploration and Development Period: Strengthening and Empowerment of Labor Education**

Following the Third Plenary Session of the Eleventh Central Committee of the Party, there was a renewed and comprehensive exploration of the dialectical relationship between labor and education, leading to significant adjustments in the national education policy. The Resolution on Several Historical Issues of the Party since the Founding of the PRC articulated the educational policy of promoting holistic development encompassing morality, intelligence, and physical fitness, emphasizing the integration of ideological commitment with professional skills, the fusion of intellectuals with workers and peasants, and the harmonization of mental and physical labor (Anonymous, 1981). This period marked the introduction of the education policy emphasizing "moral, intellectual, physical, aesthetic, and labor" to offer students a more comprehensive and systematic educational experience.

As China entered the 21st century amidst the accelerated pace of socialist modernization, labor education took on new dimensions. The 16th CPC National Congress report underscored the imperative to uphold the values of labor, knowledge, talent, and creativity as fundamental principles of the Party and the state. It reiterated that labor forms the foundation of all endeavors and creations, promoting the idea that workers shape the future through their labor and advocating respect for both physical and mental labor. With the rapid advancement of the socialist market economy and industrial sectors, the landscape of labor education evolved beyond previous boundaries, manifesting in diverse educational platforms with enriched content and distinctive characteristics. The integration of education with production, labor, and social practice emerged as the primary innovative conduit for labor education.

### **5.1.3. Prosperous Period: Independence and Deepening of Labor Education**

In the new era of socialism with Chinese characteristics, General Secretary Xi Jinping has underscored the significance of labor education in cultivating individuals who will bear the responsibility of national rejuvenation and in nurturing well-rounded socialist builders and successors proficient in morality, intelligence, physical fitness, and aesthetics. To advance labor education, the CPC Central Committee and the State Council issued the Opinions on Strengthening Labor Education in Universities, Middle Schools, and Primary Schools in the New Era, affirming that labor education constitutes a crucial component of the socialist education system with Chinese characteristics. The document emphasizes the need for labor education to align with technological advancements and the evolving industrial landscape, aiding youth in adapting to the contemporary era marked by intellectualization and industrialization shifts that are reshaping labor and production methods. The aim is to enhance young people's adaptability to the changing times and bolster their capacity for productive labor (Wu and Hu, 2018).

Given the evolving demands of the economy and society, there is a growing requirement for talents possessing practical skills and innovative acumen. This shift has led labor education to break away from conventional educational paradigms to better cater to societal needs. Within the education system, labor education has gained elevated status, being integrated into compulsory curricula and formally enshrined in national education policies and school teaching plans (Anonymous, 2020a).

### **5.1.4. Future Prospects: Continuous Innovation and Development of Labor Education Curriculum**

The advancement and evolution of labor education must reflect the contemporary characteristics of the era. General Secretary Xi Jinping stressed during the eleventh collective study of the Political Bureau of the CPC Central Committee the importance of expediting the development of new-quality productive forces and steadfastly promoting high-quality progress. Presently, propelled by the new wave of technological revolution encompassing big data, cloud computing, and virtual reality (VR), modern agriculture, industry, and the service sector are experiencing significant growth. Faced with the objective reality of the burgeoning new-quality productive forces, labor education must align itself with the times, tracking the trajectory of these new forces, emphasizing the cultivation of students' innovative spirit and practical skills, focusing on the emerging trends in industries and market demands, and enhancing collaboration with the international community to foster synergy and drive innovation and growth in labor education. Strengthening international communication and cooperation is vital to creating synergies and ensuring the continual advancement of labor education in China.

## **5.2. Connotation and Characteristics of Ideological and Political Education in the New Era**

### **5.2.1. Connotation of Ideological and Political Education in the New Era**

In the context of the new era, the rapid development of the economy and society has brought about significant changes to the social environment. The swift advancement of information technology has altered how people obtain information and perceive things, leading to a society filled with diverse and complex values. This has had an unprecedented impact on the ideological concepts and values of young students. Therefore, ideological and political education in the new era must align with the development of the times, with its essence primarily embodied in the following three aspects:

The essence of ideological and political education in the new era should align with the current trends. With the ongoing innovation in science and technology and the continuous progress of society, people's thoughts and behaviors are also evolving. Ideological and political education needs to keep pace with the pulse of the times, consistently updating educational concepts, methods, and tools, and guiding students to establish a correct worldview, outlook on life, and values.

The essence of ideological and political education in the new era should be rooted in practical needs. It should be tailored to the current societal context and aimed at cultivating students' ability to address social challenges. In the new journey of comprehensively building a modernized socialist country, the emphasis should be on fostering students' sense of responsibility and mission so that they can become a driving force for the development of the country and society.

The essence of ideological and political education in the new era should focus on thought leadership. In today's society, various information and trends of thought come and go, and young people are easily influenced by external information. Therefore, ideological and political education needs to enhance students' ideological guidance and critical thinking, helping them accurately discern information, think rationally about problems, and establish a correct political stance and life perspective.

## **5.2.2. Characteristics of Ideological and Political Education in the New Era**

Ideological and political education in the context of the new era should not only align with the societal changes but also cater to the needs of college students. Its goal is to assist college students in developing a sound worldview, life perspective, and values, bolstering their sense of social responsibility and mission in the current era. Furthermore, it should elevate their moral standards and understanding of the rule of law, inspiring them to persistently strive for the nation's development and rejuvenation. This education is primarily characterized by the following four aspects:

### **5.2.2.1 Contemporaneity of Educational Content**

The epochal nature of ideological and political education in the new era is one of its core features, reflecting the needs of contemporary social change and development. At this stage, the focus of ideological and political education is to take Marxism as the guide, fully implement the Party's education policy, promote the reform and innovation of ideological and political work in colleges and universities, follow the law of ideological and political work, follow the law of teaching and educating people, follow the law of students' growth, and constantly improve the ability and level of work.

### **5.2.2.2. Systemic Nature of Human Education Work**

The systemic nature of ideological and political education in the new era is epitomized by prioritizing the cultivation of morality as the central focus. It aims to achieve a comprehensive, all-encompassing, and holistic approach to cultivation, ensuring the formation of a well-rounded, systematic, and harmonized cultivation mechanism by integrating a variety of educational resources. The three-dimensional cultivation system is mutually reinforcing and seamlessly integrated, constituting an effective establishment of long-term cultivation patterns, systems, and standards.

### **5.2.2.3. Comprehensiveness of Talent Cultivation**

Comprehensiveness is a fundamental aspect of ideological and political education in the new era, necessitating the comprehensive advancement of educational content, methods, and objectives. This implies that the individuals nurtured should possess not only a robust grounding in specialized knowledge but also excellent social interaction skills, an innovative mindset, and a global perspective. By establishing such objectives, students can develop a well-rounded personality and adapt more effectively to the intricacies and transformations of future society.

### **5.2.2.4. Scientific Nature of Methods and Approaches**

Ideological and political education in the new era emphasizes the use of scientific and diverse methods and approaches. This characteristic demonstrates a profound comprehension of educational principles and a complete respect for individual distinctions, with the goal of fostering the holistic development of students' moral, intellectual, physical, social, and aesthetic abilities through rational and efficient strategies. Scientific educational principles and methodologies stress the integration of theory and practice, advocating for student-centered, personalized education.

## **5.3. The Dialectical Relationship between Labor Education and Ideological and Political Education**

In the context of ideological and political education in the new era, labor education is emphasized as a vital component. This concept not only signifies the reverence and continuation of the value of labor but also underscores the significance of students' comprehensive development. Labor education holds a foundational and inclusive role in ideological and political education, serving as the bedrock for instilling in students a correct worldview, life perspective, and values. Through engaging in labor, students can grasp the significance and essence of labor and cultivate a sense of respect for it.

Labor education plays a pivotal role in ideological and political education by enhancing students' problem-solving skills and refining their social engagement and innovation through practical labor experiences. Furthermore, labor education aids in fostering positive attributes like diligence and teamwork, contributing significantly to the cultivation of a well-rounded personality.

There exists an intrinsic link between labor education and ideological and political education. Ideological and political education offers proper value guidance and spiritual backing for labor education, while labor education

furnishes ample practical resources and experiential platforms for ideological and political education, enabling students to translate theoretical knowledge into tangible actions. The fusion of these two components forms a crucial segment of the "Great Ideology and Politics Course," mutually reinforcing and advancing each other, ultimately propelling the holistic development of students and societal advancement.

#### **5.4. Research on the Construction of Labor Education System**

In the context of the new era, the construction of the labor education system must take Xi Jinping's thought of socialism with Chinese characteristics in the new era as the core guiding principle, use the scientific method of observation and innovation, use high-level teachers as the guarantee, and develop the educational mechanism of labor education, so as to implement the curriculum of labor education, labor practice, and digital labor education, and to deeply establish the integrated pattern of labor education.

##### **5.4.1 Comprehensive Study and Implementation of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as the Core Requirement**

Labor is the fundamental force that drives the progress of human society. General Secretary Xi Jinping pointed out that "we should promote the spirit of labor among students, educate and guide students to revere and respect labor, understand that labor is the most glorious, labor is the most noble, labor is the greatest, labor is the most beautiful, and grow up to be able to work hard, honestly, and creatively." Labor education in the new era should grasp the new requirements of the development of the new quality productivity and play its due role in the construction of a strong nation and the journey of national rejuvenation (Anonymous, 2020b).

The construction of the labor education system is a systematic project, requiring us to comprehensively study and implement Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. We must deeply understand the importance of labor education, integrate it throughout the entire education and teaching process, educate and guide students to establish a correct concept of labor, equip them with necessary labor skills, nurture an active spirit of labor, and develop good labor habits. We need to construct a labor education system that aligns with the demands of the times and meets the developmental needs of students. By building a labor education system that is in line with the current requirements and caters to the developmental needs of students, we can make a new and significant contribution to the cultivation of socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor skills.

##### **5.4.2. Promoting Connotative Development by Observing and Innovating as a Scientific Approach**

On the path to building a labor education system, maintaining traditional values while embracing innovation is crucial. Upholding tradition entails staying true to the core principles of labor education, which focus on cultivating students' labor skills, work habits, and work ethic. Conversely, innovation involves continuously exploring new educational methods and approaches while staying rooted in these core principles to meet the diverse and individualized learning needs of students.

These two aspects complement each other and collectively contribute to the enriched development of labor education. Upholding tradition ensures the correct educational direction, while innovation injects fresh vitality into the educational process. Guided by the principles of tradition and innovation, we can establish a more refined and efficient labor education system that serves as a solid foundation for the holistic development of students.

##### **5.4.3. Building a High-Quality Labor Education Teacher Team as an Important Guarantee**

In the process of building and improving the labor education system, the teacher team plays a crucial role. The construction of a high-quality labor education teacher team is an important guarantee for promoting the connotative development of labor education. Firstly, we should actively carry out professional training to strengthen the teacher team. Secondly, we should introduce excellent talents with professional backgrounds and rich teaching experience in labor education to enliven the teacher team. Thirdly, we need to establish and improve the incentive mechanism for labor education teachers through material incentives, title evaluations, and other methods to energize the teacher team. Finally, we should focus on the moral and ethical construction of teachers by establishing role models and selecting exemplary teachers, which will help motivate and inspire the teacher team.

##### **5.4.4. Building Educational Mechanism for Labor Education as the Fundamental Support**

The educational mechanism serves as the "skeleton" of the labor education system, ensuring the systematic, standardized, and long-term effectiveness of labor education. This mechanism closely links all aspects of labor education, forming an organic whole.

In terms of formulating the educational mechanism, the educational goal is at its core. When building the educational mechanism for labor education, it is essential to clarify the goals of labor education and to formulate educational objectives that are hierarchical and relevant according to the actual situation of the students. The teaching program is a concrete embodiment of the educational mechanism; based on the educational objectives, a reasonable teaching program should be developed, encompassing teaching content, teaching priorities, teaching methods, and so on. Teaching methods are a crucial component of the educational mechanism, and we should continually improve these methods and means to stimulate students' interest and enthusiasm for learning. Additionally, the evaluation system is an important guarantee of the educational mechanism; thus, a scientific

evaluation system should be established to provide objective and fair assessments of students' learning achievements.

#### **5.4.5. With the Ultimate Goal of Deepening the Pattern of Integration of Labor Education**

##### **5.4.5.1. Creating the First Classroom of "Classroom Teaching" And Implementing Curriculum Labor Education**

Classroom teaching, as the core link in school education, plays a vital role in labor education. The content of labor education should be integrated into the curriculum system. It is essential to establish compulsory courses on labor education and incorporate it into subject teaching. At the same time, comprehensive practical activity courses and other formats should be utilized so that students can learn about and experience labor in practice. Additionally, there should be a promotion of the integration of labor education courses with moral education and professional courses. The "Ideological and Political Theory Course" should play a key role as the main channel and position for this integration. Labor education should be seamlessly incorporated into the entire process of ideological and political education for college students, realizing the concept of "educating morality through labor." Furthermore, it is important to fully explore the elements of "labor education" within professional courses. This includes examining special teaching resources such as scientific spirit, exceptional craftsmanship, and innovative qualities embedded within these professional courses to achieve the goal of "professional labor education."

##### **5.4.5.2 Tapping into the Second Classroom of "Campus Culture" to Implement Cultural Education**

Campus culture is an important part of educational experiences and serves as a vital carrier for labor education. It is essential to create a strong atmosphere surrounding labor culture. This can be achieved by establishing labor education bulletin boards and displaying labor slogans around the campus, ensuring that students can perceive the value and significance of labor through both visual and auditory means. Additionally, utilizing school radio, online platforms, and other media resources to publicize exemplary models and successful cases in labor education can help stimulate students' enthusiasm for work. Moreover, organizing vibrant campus cultural activities is crucial. These may include holding labor skills competitions, offering professional labor experiences, and conducting themed class meetings centered around labor. Such activities allow students to learn about and engage in labor through participation, while also gaining insights into exemplary labor qualities and methods from their peers, thereby continuously enhancing their own labor literacy.

##### **5.4.5.3 Organization of the Third Classroom "Professional Practice", Implementation of Labor Practice**

Professional practice is one of the important forms of labor education and a vital way for students to learn about society, understand their profession, and cultivate their vocational abilities. Stable professional practice bases should be established, along with cooperative relationships with enterprises, research institutes, and other institutions to provide students with consistent professional practice opportunities and locations. It is essential to focus on the organization and management of professional practice. Reasonable arrangements and groupings should be made according to the interests and professional characteristics of students, as well as other factors, with an emphasis on the effectiveness of the activities. Simultaneously, it is necessary to strengthen the guidance and evaluation of professional practice. This involves addressing the problems and difficulties encountered by students during their practice in a timely manner and providing prompt evaluations and feedback, thereby offering valuable references for their future learning and growth.

##### **5.4.5.4. Utilizing the Fourth Classroom of "Online Media" to Implement Digital Labor Education**

With the rapid development and popularization of information technology, network media has become one of the important carriers for people to obtain information and communicate. It is essential to establish a network platform for labor education that integrates resources and provides students with opportunities for learning, communication, and feedback through WeChat public accounts, websites, and other platforms. At the same time, new media forms such as social media and short videos should be utilized to carry out labor propaganda and educational activities. A focus on the innovative application of online media in labor education is necessary. Actively exploring the use of VR technology and modern means of microcourses can help interpret and explain labor education while improving its interactivity, enjoyment, and appeal.

## **6. Conclusion**

At the present stage, there is a close intrinsic correlation between labor education and ideological and political education. Labor education is not only the teaching of necessary skills but also the exploration of students' labor spirit and the cultivation of appropriate labor attitudes and behaviors. This cultivation is highly compatible with the goals of ideological and political education, which aim to guide students in establishing a correct worldview, outlook on life, and values through education.

To promote the sustainable development of labor education and ideological and political education, a series of strategies and suggestions must be formulated. This paper analyzes and researches the theoretical frameworks and practices of labor education both domestically and internationally, concluding that it is essential to strengthen policy

guidance and support, incorporating labor education and ideological and political education into the national education development strategy. Additionally, it is crucial to enhance theoretical research and practical exploration, constantly summarizing the successful experiences of labor education and ideological and political education to provide theoretical support and practical guidance for their advancement. Furthermore, strengthening social outreach and educational guidance is necessary so that more people recognize the importance of labor education and ideological and political education, thus fostering a supportive atmosphere within society.

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