

Research on the main challenges and practical paths of labor education for college students from the perspective of Marxist labor theory

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Abstract

In the context of the new era, the importance of labor education for college students, as a key link in implementing the fundamental task of cultivating morality and talents, is increasingly prominent. This article is based on the Marxist view of labor, deeply analyzes the main challenges facing current labor education for college students, and proposes corresponding practical paths. The Marxist labor view emphasizes that labor is the essential activity of human beings and the fundamental way to achieve comprehensive human development. However, there are many problems in the current labor education for college students, such as cognitive bias, weakened practice, and institutional deficiencies. This study starts from theoretical logic and combines practical difficulties to propose the construction of a four in one labor education system consisting of "value guidance curriculum optimization practice strengthening institutional guarantee", in order to enhance the effectiveness of labor education and cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

Keywords

Marxist labor view; Labor education for college students; Realistic challenges; Practical path.

1. Introduction

Labor education is an important component of the socialist education system with Chinese characteristics and a key link in cultivating well-rounded talents. General Secretary Xi Jinping emphasized at the National Education Conference that "we must promote the spirit of labor among students, educate and guide them to admire and respect labor, understand the most glorious, noble, great, and beautiful principles of labor." However, there are still problems with cognitive bias, insufficient practice, and imperfect evaluation system in current labor education for college students. It is urgent to explore more effective labor education models under the guidance of Marxist labor theory.

The Marxist view of labor holds that labor is not only a means of creating material wealth, but also a reflection of human essential strength and the fundamental way to promote the free and comprehensive development of human beings. Therefore, labor education for college students is not only related to skill development, but also involves shaping values, improving personality, and cultivating a sense of social responsibility. This article is based on the Marxist labor view, analyzing the main challenges of current labor education for college students, and proposing targeted practical paths, in order to provide theoretical reference and practical guidance for the reform of labor education in universities in the new era. [1]

2. The theoretical connotation of Marxist labor view and its guiding significance for labor education

The Marxist view of labor holds that labor is the foundation of human society's existence and development, and the embodiment of human essential power. Marx pointed out in his "Economic and Philosophical Manuscripts of 1844" that "labor is not only a means of livelihood, but also the primary need of human beings." Engels further emphasized that "labor creates human beings themselves." These arguments indicate that labor is not only a material production activity, but also a process of human self realization and social relationship construction. The Marxist labor view provides theoretical support for labor education for college students: firstly, labor education should promote the comprehensive development of individuals. Labor is not only a skill training, but also a process of shaping values, and attention should be paid to cultivating students' labor spirit, innovation ability, and sense of responsibility. Secondly, labor education should be combined with social practice. Marxism emphasizes the combination of education and productive labor, therefore labor education cannot be separated from social reality, but should allow students to experience social value through real labor. Thirdly, labor education should reflect fairness and inclusiveness. Marxism opposes alienated labor and emphasizes that labor should be a free and conscious activity of human beings. Therefore, labor education should avoid formalism and ensure that every student can grow through labor.

3. The main challenges of labor education for college students from the perspective of Marxist labor theory

3.1. The labor education dilemma caused by cognitive bias

Firstly, there is a one-sided understanding of the value of labor. Under the theoretical framework of Marxism, labor is regarded as one of the essential activities of human beings. It is not only the source of material wealth, but also a way to enrich the spiritual world. Marx and Engels took labor as the starting point and main line, discovered the important role of labor in the emergence and development of human beings and human society, systematically expounded the Marxist labor view with labor history, labor happiness, and labor liberation as the main contents, and revealed the profound connotation of labor education thought contained in it. Five viewpoints have been proposed: labor creates people and human society, labor creates social wealth, labor promotes comprehensive social development, labor determines the essence of human beings, and the historical and happiness views of labor. [2] However, in reality, there are still some college students who have a one-sided understanding of labor, and some are even influenced by traditional concepts or social environments. They attach more importance to the well-known views that labor creates people and human society, and labor creates social wealth. They underestimate the social value and personal growth significance of physical labor, and tend to believe that labor is only a way to obtain economic returns, ignoring its inherent functions such as creativity, self realization, and community connection. This viewpoint contradicts Marx's idea that labor can shape and liberate people, limits the opportunities for college students to deeply experience labor education, and also restricts the effective implementation and development of labor education. Secondly, there is a utilitarian tendency. There are commonly erroneous ideas such as utilitarianism and materialism in society. Students who are eager to achieve great things, have poor patience, and are impatient are easily influenced by these negative ideas, and they resist and underestimate labor education that requires long-term persistence and cannot achieve significant results in the short term. The excessive focus on short-term results and the perception that labor education is a tool for achieving other goals rather than the process of improving personal qualities itself will hinder

the positive role that labor education should play in human growth, because in this mentality, the value of labor is seen more as the need to increase volunteer time, complete course assignment requirements, and obtain relevant certificates, rather than an organic component of personal growth, which is not the original intention of labor education.

The Marxist labor view emphasizes the historical and happiness views of labor. The labor historical view believes that labor is the driving force of historical development, while the labor happiness view emphasizes the realization of individual happiness and social development through labor. The Marxist labor view points out that labor education is of great significance in shaping people and promoting their comprehensive development. However, under the influence of fast-paced lifestyles, selfishness, and utilitarianism, we cannot fully recognize the practical value of labor education, or choose to ignore labor education that requires a lot of time, cost, and personal energy.

3.2. Weakening Practice: Labor Education Becomes a Form

Some universities' labor education only stays at theoretical lectures or short-term volunteer services, lacking systematic practical arrangements. Students have limited opportunities to participate in labor, making it difficult to form profound labor experiences and value recognition.

Firstly, there is a lack of education on the value of labor. Labor education has encountered many difficulties in the implementation process, among which the most prominent are the rigidity in form and the shallowness in content. Currently, many labor courses and activities offered by universities often remain superficial, lacking in-depth value guidance and emotional resonance. College students participate in various labor practice activities for different purposes, but few people think about the significance behind these labor practices and their impact on social and personal growth. The marginalization of labor education in Chinese universities is quite common. Most undergraduate colleges focus on knowledge education and lack certain emphasis on labor education.[3] However, in reality, labor education plays an auxiliary role and position in the curriculum system of universities. [4] The proportion of internship and social practice courses in students' training programs is not high, and compared with professional education courses, the impact on students is relatively weak. Secondly, the singularity of labor forms. At present, the content and methods of labor education in most universities are relatively single, mainly focusing on simple handicrafts, campus cleaning, and other aspects, lacking diversity and innovation. This limitation limits students' opportunities to access and explore labor knowledge and skills in different fields, making it difficult to stimulate their interest and curiosity in labor, and unable to meet the demand for versatile talents in modern society. Thirdly, the evaluation system is not sound. Course evaluation constitutes the most fundamental basis for evaluating the quality of courses. Specifically, the evaluation of labor courses is not only an indispensable part of the construction of the labor curriculum system, but also plays a core role in supervising the effectiveness of labor curriculum implementation and ensuring the effective implementation of labor education quality. The evaluation of labor education advocates the integration of labor learning outcomes and learning processes, as well as the coordinated development of labor literacy and comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills. It not only focuses on students' acquisition of labor skills and mastery of learning content, but also deeply examines students' growth and development in labor knowledge, method application, and labor attitude. The evaluation of labor education has dual characteristics of outcome and process, aiming to comprehensively and dynamically measure the effectiveness of students' labor education.

4. The practical approach of labor education for college students from the perspective of Marxist labor theory

4.1. Strengthen value guidance and establish a correct view of labor

Colleges and universities should integrate the Marxist labor concept into ideological and political education, and help students understand the social value and meaning of labor through theoretical courses, special lectures, and other forms, correcting the tendency of "emphasizing intelligence over labor". Deepening theoretical understanding is the foundation for strengthening the value guidance of labor education. The Marxist view of labor emphasizes that labor is the essential activity of human beings and a necessary means to achieve their comprehensive development. In the context of the new era, college students need to have a deep understanding of the connotation and value of labor, realizing that labor is not only a process of creating material wealth, but also a process of enriching the spiritual world and self realization. Through systematic theoretical learning, college students can better understand the important role of labor in personal growth and social development, thereby enhancing their sense of identity and participation in labor education. The school can offer the course of "Marxist labor concept and modern labor practice", invite model worker, entrepreneurs and scholars to hold lectures, and share their experience and insights in labor. Through course learning, college students can not only master the basic theory of Marxist labor theory, but also understand the specific applications and values of labor in different fields through practical cases, thereby deepening their understanding of labor theory. Secondly, guide college students to establish a correct concept of labor. Firstly, it is a deep respect for labor itself, recognizing that every labor contains hard work and dedication; Secondly, it is a sincere love for labor, a willingness to immerse oneself in it, and experience the sense of achievement and satisfaction that labor brings; Furthermore, it is a great appreciation for the fruits of labor, understanding that every achievement is hard won and should be taken seriously and utilized reasonably. College students need to deeply understand that there is no distinction between high and low in labor itself, whether it is physical or mental labor, it is a solid foundation for promoting social progress and development. At the same time, labor is also an important way for personal growth and improvement. By personally participating in labor, college students can not only cultivate a strong sense of responsibility, but also exercise the spirit of cooperation in teamwork, thereby stimulating innovation consciousness and problem-solving ability in practice.[5]

4.2. Expand practical platforms and enhance the practicality of labor education

Under the guidance of the Marxist practical view, labor education in universities must break through the limitations of traditional campus fields and build a diverse and collaborative practical education system. Universities should establish cooperation with enterprises, communities, rural areas, etc., set up labor practice bases, organize students to participate in practical activities such as production labor, volunteer service, and rural revitalization, and closely integrate labor education with social needs. The expansion of practical platforms should follow the basic principles of "school local co construction, integration of industry and education, and integration of knowledge and action". By establishing a multidimensional and three-dimensional practical matrix, labor education can truly root in the land of China and respond to the needs of the times. Specifically, a practical platform system can be constructed from the following four dimensions:

Firstly, in terms of the construction of campus practice platforms, a systematic plan should be made for campus labor practice bases, including the establishment of a "Labor Education Practice Center" to manage daily labor positions such as teaching buildings, laboratories, and dormitory areas, and the development of characteristic labor fields such as smart agriculture practice parks and maker workshops. Secondly, the construction of school enterprise

cooperation platforms is particularly crucial. Universities should collaborate with leading industry enterprises to establish modern industrial colleges and integrate labor education into internship and practical training programs. Thirdly, the construction of the school local collaborative platform should focus on serving national strategies. Organize students to participate in social practices such as targeted poverty alleviation and grassroots governance through forms such as "rural revitalization workstations" and "community service bases". The "Science and Technology Academy" model implemented by China Agricultural University allows students to deepen their understanding of labor value while serving agriculture, rural areas, and farmers, which is a typical case.

Finally, it is necessary to establish a digital practice platform. Develop a virtual simulation labor education system, create digital labor scenarios such as Industry 4.0 and smart agriculture, simulate high-risk or special labor environments through VR/AR technology, expand the breadth and depth of practical teaching, and enable students to master advanced manufacturing skills in a safe environment.

To ensure the effective operation of the practical platform, it is necessary to establish a four party collaborative mechanism of "university enterprise government community", formulate practical course standards, improve the security guarantee system, and build a dynamic evaluation feedback system. Through the systematic construction of diverse practice platforms, labor education can truly achieve the transformation from "cognition" to "practice", and cultivate socialist builders and successors who meet the requirements of the new era.

4.3. Optimize the curriculum system and construct a "theory+practice" teaching model

Labor education should be included in talent training programs, with compulsory courses in labor theory and practical projects designed based on professional characteristics, such as scientific and technological innovation labor, social service labor, etc., to make labor education more targeted and effective.

Under the guidance of Marxist labor theory, the optimization of the labor education curriculum system in universities should break through the limitations of traditional single theory indoctrination and construct a spiral teaching mode of "theoretical foundation practice strengthening reflection and improvement". Firstly, in terms of theoretical curriculum construction, compulsory courses such as "Introduction to Labor Education" should be included in the core curriculum system of general education, systematically teaching basic theoretical modules such as Marxist labor values, labor ethics and rule of law, and labor safety and protection. At the same time, combining the characteristics of different disciplines and majors, develop characteristic elective courses such as "Professional Labor Ethics" and "Industry Labor Standards" to achieve the organic integration of labor education and professional education. It is worth noting that the teaching methods of theoretical courses should focus on case teaching and scenario simulation, and enhance the practical pertinence and appeal of theoretical teaching by analyzing the deeds of contemporary model worker and discussing new labor relations cases. In the practical teaching process, it is necessary to establish a multi-level labor practice system. At the basic level, organize daily labor practices on campus, such as classroom cleaning, cafeteria cooking, and other basic labor; At the professional level, carry out productive labor such as experimental training and professional internships based on the characteristics of the discipline; At the innovation level, encourage students to participate in creative labor such as innovation and entrepreneurship projects, technology competitions, etc; At the social level, organize volunteer services, rural revitalization and other public welfare labor. In particular, it should be emphasized that the practice teaching should establish a "double tutor system", with professional teachers responsible for skills guidance and enterprise mentors or model worker guiding values to

ensure the unity of professionalism and education of practice teaching. In addition, a labor practice portfolio evaluation system should be established to help students achieve a sublimation from labor experience to value recognition through process recording and reflective summarization.

This "theory+practice" teaching model not only follows the basic principle of Marxism on the combination of education and productive labor, but also adapts to the practical needs of talent cultivation in the new era. It can effectively solve the problem of the disconnect between theory and practice in current labor education, and provide solid curriculum support for cultivating well-rounded new talents in morality, intelligence, physical fitness, aesthetics, and labor.[6]

5. Conclusion and Prospect

The Marxist labor view provides important theoretical guidance for labor education of college students in the new era. Currently, labor education still faces challenges such as cognitive biases, weakened practices, and institutional deficiencies. Colleges and universities should base themselves on the Marxist labor concept and build a four in one labor education system of "value guidance, curriculum optimization, practice strengthening, and institutional guarantee", so that labor education can truly become an important way to cultivate talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. In the future, it is necessary to further explore the integration path of labor education, innovation and entrepreneurship education, and career education to meet the needs of talent cultivation in the new era.

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