

The Practical Guiding Significance of Marxist Theory to Labor Education

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Abstract: *The formation of a scientific system of labor education not only relies on the continuous advancement and innovation of labor education researchers but also must keep pace with Marxist theory, constantly evolving and reaching new heights. Research on cutting-edge issues in Marxist theory also provides more ideas and possibilities for labor education, endowing it with innovative, systematic, hierarchical, and practical characteristics that reflect the times. It can be said that Marxist theoretical research plays a crucial role in guiding and leading the development of the discipline of labor education and its contemporary value.*

Keywords: Marxist theory; Labor education; Realistic color; Keeping pace with the times; Innovative development.

1. INTRODUCTION

Marxist theory has immense application value in contemporary China, providing the most extensive research channels for labor education. The systematic development and application of Marxist theory offer a path that keeps pace with the times and encourages innovation in labor education. Under the guidance of Marxist theory, labor education is enriching the theoretical framework of socialism with Chinese characteristics and truly realizing its value and practical impact on students' quality education.

2. PROVIDE REALISTIC COLOR

The development of Marxist theory in our country undoubtedly has contemporary significance, and it continuously updates its practical relevance with the progress of social economy, productivity, and production relations. Under the guidance of Marxism, which constantly enriches its practicality, labor education is also constantly enriching its theoretical content, making itself more complete while becoming even more relevant to contemporary China.

First, under the continuous enrichment of Marxist theory, labor education has shifted its focus to the study of practical activities. As the economy and society continue to develop, many scholars consider human practical activities as the core issue in the labor education system. The practice dialectic has replaced the originally simple labor practice education, becoming a hot topic in educational circles. The reason for this shift is that the development of productive forces and changes in production relations have led to significant changes in the relationships between subjects and objects in society, thus shifting the focus of labor education research.

Secondly, the continuous improvement of the Marxist theoretical system has led to the continuous perfection of the theoretical framework of labor education. After the reform and opening up, the research direction of labor education shifted, leading to a reasonable adjustment of its system. Historical materialism, which focuses on exploring the relationship between practice, subjectivity, and objectivity, occupies an important position in the Marxist system. The development of productive forces and production relations has opened up new research directions for labor education, and the concept of labor education as an educational issue has also undergone changes. At the same time, dialectics of nature, as another branch of philosophy — science and technology philosophy, has been separately established, thus facilitating corresponding interactions between labor education and natural sciences and technological development fields. Labor education infused with natural sciences has become more systematic and objective. This significant transformation in labor education cannot be separated from the requirements for the improvement of the labor education system posed by the development of the times, nor can it be separated from the continuous adjustment and improvement of the Marxist theoretical system. The theoretical framework of labor education is also more characterized by practicality.

It can be said that the reality of Marxist theory and labor education is constantly endowed at the same time, and the reality of one of them must promote the development of the reality of the other.

3. BRING UP TO DATE

The keeping up with the times of Marxist theory will inevitably lead to the combination of labor education and the times, continuous development and change, and become an advanced thought in line with the characteristics of the new era.

The modernization of labor education should first lead the practical development of the times and stay at the forefront. Guided by Marxist theory, labor education consciously stands at the forefront of the era, combining with the latest developments and practices of contemporary humanity, demonstrating the most up-to-date theoretical qualities. Economic globalization has made human connections on Earth closer, bringing new opportunities for the development of countries while also presenting many challenges. The diversification of information, multipolarity in politics, and cultural diversity are like the sword of Damocles hanging over humanity, constantly threatening human society. The contradictions in social development are gradually becoming more apparent and deepening. Labor education, with its unique educational methods, addresses the new characteristics of economic globalization, the internal contradictions of capitalism, and the future direction of socialism, developing educational content that is in line with the times. Labor education must adopt a practical perspective, combining the changing features of today's era, continuously exploring and guiding the development of practice with theories that reflect the characteristics of the times.

Secondly, labor education stands at the forefront of contemporary science, evolving with the development of science and technology and the deepening of natural sciences. It enriches its philosophical content in the form of the philosophy of science and technology. Therefore, its content inevitably changes with the development of natural sciences and science and technology. Issues such as the conflict between scientific and technological development and the ecological environment, ethical concerns in science and technology, sustainable development issues, and the debate between anthropocentrism and ecocentrism pose many challenges to people's views on labor and practice. In response, labor education has never shied away from these issues, confronting them head-on. With a developmental, dialectical, and critical perspective, it provides answers that reflect the characteristics of the times, and even offers solutions.

4. PROMOTING INNOVATION-DRIVEN DEVELOPMENT

With the development of the times, society has put forward more and higher requirements for labor education. Especially in the context of economic globalization, countries compete to develop, the improvement of economic level, and the continuous improvement of economic and social systems, which requires the content and system of labor education to keep pace with the pace and innovate.

The socialist market economy system has multiple significances and roles in the innovative development of China's labor education system. Ultimately, social development is about human development, which means the development of most individuals. Establishing extensive social connections, breaking the innate constraints of social relationships on people, and freeing individuals from personality dependencies in traditional social relations, forming independent individuals with self-reliance, autonomy, self-discipline, and a free state is essential. In a market economy environment, the competition of human labor capabilities is at its core, and the operational subjects of the market economy are indeed based on human capabilities. Therefore, the market economy allows for the maximum potential of human labor capabilities, creating indispensable conditions for personal development. The establishment of the socialist market economy system makes people independent economic entities that operate autonomously, bear their own profits and losses, and self-regulate and develop. This inevitably encourages people to engage in economic activities based on their abilities; without these abilities, there would be no place for them in market competition. Thus, promoting active participation in labor and economic practices through labor education is an indispensable part of labor education.

5. CONCLUSION

The purpose of the development process of labor education promoted by Marxist theory is to innovate and keep pace with the times based on the requirements of the times, enrich its theoretical content constantly in combination with reality, so that the content system of labor education becomes the "essence of the spirit of the times".

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