

# Research on the Path of Integrating Huang Yanpei's Labour Education Thought into Higher Vocational Colleges' Labour Education

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**Abstract:** *As the pioneer of modern vocational education in China, Huang Yanpei's labour education occupies an important position in his educational philosophy, and is the key path to promote the development of vocational education. He put forward the labour concept of "respect for labour", advocated the labour method of "using hand and brain" and "doing and learning together", and focused on the development of vocational education. He put forward the concept of "the sanctity of labour", "respect for labour", advocated the method of "using hands and brain", "combining learning and doing", paid attention to cultivating the quality of hard-working and self-reliant, and fully understood the value of labour education and actively practiced it, which are of great significance to the development of labour education in higher vocational colleges and universities and the construction of a labour education system and the promotion of the overall development of students.*

**Keywords:** Huang Yanpei; Labour Education Thought; Higher Vocational Institutions.

## 1. INTRODUCTION

Labour is not only the practice of creating material and spiritual wealth, but also the process of human beings achieving self-formation and knowledge acquisition [1]. Labour education, as a key component of the national education system, is an indispensable part of higher vocational education. In July 2020, the Opinions on Comprehensively Strengthening Labour Education in Universities, Secondary Schools and Primary Schools in the New Era clearly pointed out that vocational colleges and universities should enhance students' sense of vocational identity and pride in labour, and cultivate in them the spirit of craftsmanship in the pursuit of excellence and the attitude of love and dedication to their work [2]. As the founder of China's vocational education, Mr Huang Yanpei led the vocational education activities with advanced education concepts and created a new situation of modern vocational education in China. In-depth analysis of Mr. Huang Yanpei's labour education thought, and its integration into higher vocational colleges and universities labour education, can provide assistance for high-level higher vocational colleges and universities to run the practice, and promote the high-quality development of China's vocational education.

## 2. THE MAIN CONTENT OF HUANG YANPEI'S LABOUR EDUCATION THOUGHT

### 2.1 Labour Concept: Labour is Sacred and Occupation is Equal.

In the practice of vocational guidance, Huang Yanpei pays special attention to the cultivation of students' labour character, and he takes the sanctity of labour and equality of occupation as the goal of cultivating students' labour values [3]. Huang Yanpei believes that only by respecting labour can we respect the profession; and only by respecting the profession can we achieve the goal of revitalising China [4]. Labourers are honourable and sacred, and all kinds of occupations in society are only different from each other, there is no difference between high and low, all occupations have honourable attributes, and all labourers are equal and worthy of respect. Huang Yanpei's philosophy of labour education, which advocates the "sanctity of labour" and "equality of occupations", is highly compatible with the new era's concept of labour. This idea is of great significance in the present age, and provides a deep ideological nourishment and solid spiritual support for the comprehensive promotion of socialist modernisation in China and the realisation of the grand goal of the great rejuvenation of the Chinese nation.

### 2.2 Labour Methods: Hand and Brain, Doing and Learning Together

Huang Yanpei focused on practice, he believes that vocational education needs to be "theoretical and practical

parallel" "knowledge and skills [5]. This is the development of modern vocational education in China has produced a very key role in guiding. Labour education thought as an integral part of Huang Yanpei's vocational education thought system, upholding the concept of pragmatism education, which emphasizes the practice, cultivate students' labour skills and correct labour concept, laying the foundation for students' future career development and social adaptation. In the face of the serious decoupling of study and practice in society at that time, Huang Yanpei put forward the concept of labour education, which was "all-rounded, hand and brain, and integration of study and labour". He stressed that students should not only acquire knowledge and skills, but also use their hands to apply what they had learned to daily labour. In his view, students should love labour and take the initiative to engage in all kinds of manual and skilled labour, while fully respecting the groups of skilled workers and farmers engaged in labour.

### **2.3 Labour Qualities: Hard-working, Self-reliance and Autonomy**

Labour is not only able to sharpen human will and make people more resilient, but also plays an important role in cultivating human autonomy. Huang Yanpei's idea of labour education stresses the importance of students' labour experience to help them develop the fine qualities of hard work and self-reliance. In the educational practice of the Chinese Vocational School, Huang Yanpei focused on the deep integration of labour practice into the students' daily life and learning process, and was committed to cultivating the students' good quality of "hard work and endurance". He always adhered to the educational philosophy that students should be self-reliant and autonomous, and actively put it into action. For example, he created the "Agricultural College" with a strict management system. After enrolling in the school, students not only had to concentrate on their studies, but also had to engage in labour and production simultaneously, striving to achieve self-sufficiency, and enhancing their ability to survive and develop in practice. In the Chinese Vocational School, Huang Yanpei also founded the "Autonomous Vocational City". On this platform, students can fully develop their talents, achieving the goal of self-reliance for personal growth on the one hand, and providing services to the community on the other, realising the organic unity of personal and social values.

### **2.4 Labour Value: Dedication to Work and Community, Service to Society**

"Dedication to work and enjoyment of the community" is a manifestation of the educator's spirit of "love and benevolence". Huang Yanpei advocated "dedication and joy", pointing out that "the educator should have extreme contact with the profession; the educated should have extreme faith in the profession [6]. The key link of Huang Yanpei's labour education thought is the deep insight into the value of labour. In his view, labour is by no means limited to a means of obtaining material reward. From the perspective of individual development, labour is a key way to help individuals acquire skills, enhance their vocational skills and solve their livelihood. Through hard work, a person can master a craft, such as carpentry, through continuous polishing skills, can produce beautiful and practical furniture, not only to meet the needs of life, but also to gain a foothold in the industry. But the value of labour is much more than that. Huang Yanpei believed that labour was an extremely important form of education. It is a practical process that fosters a sense of social responsibility in the educated. When students participate in community service work and provide assistance to the elderly, they can truly appreciate the positive impact of their actions on others, thus strengthening their sense of social responsibility. At the same time, labour also plays a key role in shaping correct values. Through labour, people can understand the relationship between giving and receiving, know how to cherish the fruits of their labour, and then establish a correct value orientation. Huang Yanpei advocated that the ultimate goal of labour education is to serve society. When individuals closely link their own labour with the well-being of society, they will be able to realise their own value and at the same time promote the progress and development of society. Therefore, the core of labour education is to guide the educated to correctly perceive labour. On the basis of satisfying their own needs for survival through labour, the trainees should deeply experience the pleasure brought by cooperation and dedication. In team labour projects, members collaborate with each other to overcome difficulties, not only can they complete the task efficiently, but also feel the power of collective strength in the process of cooperation, and gain sincere friendship; and when people selflessly dedicate their time and energy to help others, the satisfaction they get in their hearts can not be measured in material terms. This comprehensive knowledge and practice of the value of labour is the essence of Huang Yanpei's thinking on labour education.

## **3. CHINA'S CURRENT LABOUR EDUCATION IN HIGHER VOCATIONAL COLLEGES AND UNIVERSITIES THE REALITY OF THE DILEMMA**

Many higher vocational colleges and universities have actively explored and carried out a lot of work in the

process of promoting the implementation of labour education on the ground, and have achieved remarkable results. However, there are still some higher vocational colleges and universities in the process of promoting labour education, there are different degrees of problems.

### **3.1 Incomplete Curriculum System**

Some colleges and universities lack the scientific nature of the curriculum construction outline, the lack of training programs that fit the characteristics of the profession and students, and the professional school-based teaching materials for labour education have not been formed [7]; the course content is not rich and vivid enough, and students are not interested. On the one hand, the labour education courses in higher vocational colleges and universities lack overall planning, showing a fragmented and disorderly state. The correlation between the courses is not strong, failing to form an organic knowledge chain, and it is difficult for students to build a systematic knowledge structure of labour education. Some colleges and universities have set up labour theory courses and labour skills practice courses, however, these two courses are independent of each other and lack linkage. Theoretical knowledge is difficult to play a guiding role in practice, and problems arising in practice cannot be analysed based on theoretical knowledge, which seriously undermines the coherence of students' learning. In addition, the content of the courses does not fully take into account the unique nature and practical needs of each profession, resulting in insufficient relevance. The content of labour education courses in different majors may be similar, and is not closely designed around the labour process, skill requirements and professionalism involved in professional positions, which leads to a disconnect between the labour knowledge learnt by students and their future career development, and prevents them from making full use of the achievements of labour education in their professional learning and practice, thus weakening the power of labour education for professional growth.

### **3.2 Weak Teaching Staff Construction**

Labour education needs professional guidance and direction, but most higher vocational colleges and universities lack a professional and stable teaching team for labour education. Relevant research shows that only 12.21% of students in some higher vocational colleges and universities say that the labour education lecturers in their schools are full-time teachers, while more schools and professions have labour education teachers who are counsellors, internship and practical training teachers, and so on [8]. However, due to their own lack of rich labour practice experience, they mainly focus on theoretical lectures in the classroom, and are unable to give students vivid and detailed explanations and demonstrations of the operational processes, skills and unexpected problems they may face in actual labour scenarios. This disconnection between theory and practice makes it difficult to stimulate students' interest in labour education courses, and also fails to let students really master practical labour skills.

### **3.3 School-enterprise Cooperation is Just a Formality**

Relevant research shows that in some higher vocational colleges and universities, as high as 93.19% of students feel that labour education is only "campus and dormitory cleaning", and 85.02% of students even equate labour education with "cleaning classrooms, laboratories and training rooms". 85.02% of the students equate labour education with "cleaning classrooms, laboratories and training rooms" [9]. The content of labour education in higher vocational colleges and universities is narrowed down to a single hygiene work, and the students' concept of labour is outdated, and they are seldom aware of the awareness of practical labour through school-enterprise cooperation. And the important task of higher vocational colleges and universities is the society to cultivate technical talents, and in the future, they should go to various positions in the society to engage in labour, and show their learned professions to make applied contributions to the society [10]. School-enterprise cooperation is currently one of the channels to provide students with opportunities for labour practice, good school-enterprise cooperation requires school management to consider in the long term, for the characteristics of various professions and the relative use of enterprises for cooperation and negotiation, through the cooperation between the two sides to allow students to test the practicality of their learned professional knowledge in the labour. However, some schools do not pay enough attention to labour education, and there are few enterprises that can provide students with front-line positions for labour practice in school-enterprise cooperation, which makes students lack a practical environment for innovative labour education, and some schools can only teach labour scenes, labour processes and labour skills in a verbal teaching method, and in the face of the lack of this kind of teaching method of sensory experience and skill practice, students' enthusiasm is not high, and the effect of labour education is not good. In the face of this lack of sensory experience and skills practice, students' enthusiasm is not high, and the effect of labour education is not satisfactory.

### 3.4 Weak Labour Concept

Since ancient times, there is a serious gap between mental labour education and physical labour education, and the idea that mental labour is superior to physical labour is still like "an invisible reef in the minds of young people" [11], hindering the implementation and development of labour education. People are accustomed to think that the remuneration and social security of mental workers are higher than that of manual workers, which causes college students in higher vocational colleges and universities to think that their future technical careers are "inferior" in society, and this kind of erroneous thinking will also affect students' views on the value of labour. In the past, "labour is glorious" has become a contradiction in the society, and many students are more willing to accept labour with developed potential and creativity, and this social prejudice has caused the unequal view of labour value, which affects the students' psychology of labour. In addition, some vocational colleges and universities fail to comprehensively understand the connotation of labour education, confuse labour education with ordinary labour, and wrongly believe that physical labour for students is all that is needed for practical labour education, neglecting the cultivation of labour outlook and spirit of labour [12].

## 4. THE PATH OF INTEGRATING HUANG YANPEI'S LABOUR EDUCATION THOUGHT INTO LABOUR EDUCATION OF HIGHER VOCATIONAL COLLEGES AND UNIVERSITIES

### 4.1 Optimization of the Curriculum System: Practicing the Labour Method of "Using Hand and Brain, Doing and Learning Together".

Huang Yanpei stressed that labour education should be "parallel to theory and practice", "knowledge and skills", and opposed to "decoupling reading from practice". Higher vocational colleges and universities should build a core curriculum system of "labour experience + labour relations + labour values", i.e., in the teaching plan, they should explicitly provide compulsory courses on labour education and set up corresponding elective credits. At the same time, we should formulate and implement a student labour system, stipulating that every student should participate in a certain amount of labour both inside and outside the school, so as to cultivate students' good labour habits and make conscious labour become their daily behaviour. In terms of curriculum construction, a scientific curriculum system should be set up with labour experience, labour relations and labour values courses as the core. Carefully prepare the teaching outline and assessment plan, rational arrangement of hours, optimize the teaching design, so as to make up for the shortcomings of the curriculum, to break the new dilemma faced by the current labour education [13]. Secondly, practical courses are also a key part of the curriculum, which covers two aspects: first, daily life in school labour, such as cleaning the dormitory, maintenance of the campus, cafeteria cooking, etc., so that students understand the bitterness and joy of labour; the second is the professional labour skills and practice, the school should expand the path of practice, organizing internships and practical training, social practice, volunteer service, so that students combine knowledge and job requirements, improve skills, enhance a sense of responsibility, refine They can also improve their skills, enhance their sense of responsibility, refine their will, cultivate the spirit of cooperation, truly understand the value of labour and improve their labour ability. Enhancing the labour awareness of the college student groups participating in labour activities will help these students deepen their understanding of their future careers [14]. Finally, innovation courses aim to stimulate creativity and empower the future. On the one hand, innovation and entrepreneurship courses teach cutting-edge concepts and skills; on the other hand, with the help of professional training masters' studios, "dual-creation" bases and professional associations, to set the stage for students. In innovation and entrepreneurship education in colleges and universities, the organization of skills, innovation and entrepreneurship competitions to stimulate innovation awareness and creative labour capacity, should also be integrated with the second classroom activities, master workshops, labour knowledge competitions, broaden students' labour vision and enhance comprehensive labour capacity.

### 4.2 Teacher Training: Implementing the Labour Concept of "Respect for Labour and Occupational Equality".

Huang Yanpei advocated "the sanctity of labour" and "equality of occupations", believing that there is no superiority or inferiority of labourers, and that groups such as skilled workers and farmers should be respected. Teachers are the key practitioners and leaders of labour education, so it is necessary for higher vocational colleges and universities to build up a team of full-time and part-time complementary labour education teachers [15]. First of all, in terms of full-time teachers, higher vocational colleges and universities need to set up a sufficient,

well-qualified and relatively stable team of full-time teachers of labour education according to the actual situation of labour education courses. At the same time, it is necessary to ensure that they enjoy the same treatment as other full-time teachers in terms of title evaluation, appraisal and professional development. Secondly, efforts should be made to build a team of dual-teacher teachers. Such teachers can not only undertake professional teaching tasks, but also effectively guide students in labour practice, so as to promote the in-depth integration of labour education with public basic courses and professional courses. Furthermore, actively build a part-time teaching team. Higher vocational colleges and universities should establish a special appointment system for teachers of labour courses, and fully explore and make use of social talent resources. Professionals and technicians with rich practical experience in labour and outstanding business ability, model workers, etc. should be hired from enterprises or all walks of life to serve as part-time teachers. In addition, higher vocational colleges and universities should also actively carry out labour education teacher training. By building a community of labour education, resources can be shared between schools, and a platform for labour education research and practice can be built together. Strongly support labour education teachers to participate in academic exchanges, curriculum teaching and research, teaching observation, teaching competitions and other activities, so as to comprehensively improve the level of teachers' theoretical knowledge, curriculum research, labour skills and teaching methods in labour education.

#### **4.3 School-enterprise-society Linkage Practice: Deepening the Labour Value of "Dedication and Social Service".**

Huang Yanpei believed that the ultimate goal of labour is to "serve the society" and advocated combining personal labour with social welfare. Therefore, schools should make every effort to integrate internal and external teaching resources, create an excellent environment for labour education, and vigorously promote the construction of a practical platform for labour education. The integration and use of resources within the school is the first task. As the foundation of labour education, the practical platform for labour education in school mainly consists of two major parts: the platform for daily life labour and the platform for professional internship and practical training. In the construction of daily life labour platform, the school takes the cleaning of dormitories and classrooms as well as the cleaning and maintenance of campus environment as the key contents of students' participation in labour education. Through the establishment of labour days and weeks, the division of class responsibility areas, and the setting up of work-study positions, students are able to exercise their daily labour and cultivate their labour habits and sense of responsibility. The professional internship and practical training platform mainly relies on the training rooms and bases of various majors on campus, carrying various professional practice courses in the talent cultivation programme of various majors, providing a place for students to practice their professional skills, and helping students to combine theoretical knowledge with practice.

In the process of promoting the construction of off-campus labour education practice platform, higher vocational colleges and universities have unique advantages. On the one hand, by virtue of their close contact with industrial enterprises, they can realize the precise connection between labour practice and profession according to students' professional characteristics. Schools build off-campus professional internship training platforms for students, so that students can carry out labour practice activities in real work scenes, and in the process of practice, students are encouraged to understand and master professional knowledge and technical skills in a deeper way, so as to improve their own professionalism. On the other hand, higher vocational colleges and universities actively expand diversified social resources to create a social service labour practice platform. For example, they organize and carry out all kinds of college students' voluntary service projects, make full use of community education resources, integrate students' labour education into broad social practice classroom; carry out teaching, "three to the countryside" activities and public welfare activities such as old age assistance, so that college students, in the process of serving the society, can deeply appreciate the value and charm of labour and enhance their sense of social responsibility. (d) Cultivation of labour values.

#### **4.4 Cultivating Labour Values: Cultivating the Labour Concept of "Labour is Sacred and Occupation is Equal".**

Idea is the sum of people's cognition formed in the process of practice, and it is the starting point of all changes. [Huang Yanpei suggested that the first task of labour education is to establish a correct concept of labour value. Only by virtue of the development and improvement of the concept can the innovation and progress of practice be promoted. Higher vocational students should strive for their personal ideals, take the initiative to take the national ideals as their life goals, set up ambitious goals, uphold positive labour values, consciously study the spirit of the excellent model workers, improve their own qualities and their own abilities, and be motivated to become a builder dedicated to the great rejuvenation of the Chinese nation [17]. Therefore, in the daily study and life of higher



vocational students, institutions should take the cultivation of students to establish the concept of "respect for labour, labour is glorious" as the core objective, and take guiding students to form a correct view of labour as a key entry point to carry out labour education. At the same time, the value of labour education should be deeply explored in learning and living places both on and off campus.

Firstly, it should be integrated into the classroom teaching system. The classroom, as a key position for establishing students' concept of labour, should not only teach labour skills, but also focus on shaping correct labour values. Higher vocational colleges and universities should urge all majors to set up special labour education courses around labour knowledge, labour model spirit, labour safety and labour law, and at the same time clearly specify the requirements for class hours. In addition, each professional course should also explore the labour elements that meet its own characteristics, and integrate the labour content and evaluation indexes into the curriculum standard, so as to achieve the deep integration of labour education and daily classroom teaching.

Secondly, expand the resources of practice bases. It is necessary to vigorously develop on-campus and off-campus labour practice channels to improve students' knowledge of labour through professional practice of labour education. Within the campus, higher vocational colleges and universities can make use of practical training centres, libraries and other places to create on-campus labour practice education bases. Outside the campus, schools cooperate with leading enterprises in school-enterprise cooperation as well as street communities and other subjects to build off-campus labour education practice platforms, giving full play to the educational role of on- and off-campus practice bases. Through the establishment of various types of labour positions and the use of enterprise culture and vocational culture to produce a subtle influence on students, and according to the actual situation of the production of jobs, to carry out the production norms, operating procedures, safety and security, labour discipline and labour protection education, to help students to form a good sense of labour.

Thirdly, Mr. Huang Yanpei stressed that "labour is an indispensable part of human life". Based on this, higher vocational colleges and universities need to deeply integrate labour education into students' personal life and campus life. Taking student dormitories as a venue to carry out life and labour education is an extremely effective way, for example, holding regular "star dormitory" selection activities to evaluate students' housekeeping and storage of goods, etc., and carrying out competitions on personal life affairs, involving laundry, mending and other life skills. These activities allow students to feel the importance of labour education in the campus culture, make them understand more deeply the values of labour, such as "labour creates happiness" and "labour creates beauty", and gradually cultivate the quality of pragmatic and willingness to work, so that students can realize the importance of labour in the life of the dormitory. The students can achieve self-growth and enhancement in the little labour in the dormitory life.

## 5. CONCLUSION

Huang Yanpei's idea of labour education is based on a specific era and is very forward-looking, originating from a deep insight into the social situation at that time. It is of great significance to integrate it into labour education in vocational colleges and universities. In talent cultivation, it can help optimise the talent cultivation system of vocational colleges and universities, make the cultivation programme more in line with the needs of the society, and provide students with better education paths. It can guide students to establish a correct concept of labour, master practical skills and improve the quality of workers. In addition, it is of great significance for vocational colleges and universities to implement the "five educations in one", which helps students to develop in an all-round way. From the perspective of national development, it provides solid talent support and spiritual power for the great rejuvenation of the Chinese nation, which is of great value to the times.

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