

The Value Orientation, Internal Logic, and Practical Approach of Embedding Labor Education into a “One-stop” Student Community

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Abstract:

In today’s society, labor education, as an important component of the education system, plays an irreplaceable role in cultivating students’ innovative spirit and practical abilities. As an important battlefield for university education, the “one-stop” student community’s comprehensive management model provides a broad space and platform for the implementation of labor education. Therefore, embedding labor education into a “one-stop” student community can not only promote the improvement of student labor skills and the development of comprehensive quality but also strengthen the cultural and spiritual civilization construction of student communities. This article will delve into the integration of labor education into a “one-stop” student community from three aspects: value orientation, internal logic, and practical approach.

Keywords:

Labor education
A one-stop student community
Value
Practical approach

Online publication: December 16, 2024

1. Introduction

To adapt to the new characteristics of college students in the new era, “one-stop” student communities have emerged. It uses Internet technology to make student community work more intelligent, professional, and safe through smart party building, precise education, and solid defense lines. The “one-stop” student community should be guaranteed by strengthening leadership and transforming concepts, and better play its role in cultivating new talents who shoulder the great

responsibility of national rejuvenation.

2. The value of embedding labor education into “one-stop” student communities

2.1. Innovative practice of comprehensive education concept

In the field of higher education, labor education has always been regarded as an important way to cultivate

students' comprehensive qualities and temper their willpower. As an emerging student management model, the "one-stop" student community provides great convenience for students' learning and life with its intensive and diversified service characteristics. Embedding labor education into a "one-stop" student community is not only an innovative practice of the concept of comprehensive education but also a deepening and expansion of the cultivation of students' comprehensive qualities.

The embedding of labor education helps to cultivate students' practical abilities and sense of social responsibility. In a "one-stop" student community, students can not only enhance their hands-on ability and teamwork spirit by participating in various labor activities, such as environmental maintenance and facility management but also deepen their understanding of social responsibility and enhance their awareness of social services during the labor process.

The embedding of labor education helps to enrich the cultural connotation of the "one-stop" student community. Labor itself is a culture that contains rich spiritual connotations such as diligence, wisdom, and innovation. Carrying out labor education in a "one-stop" student community not only allows students to feel the influence of culture through labor but also enriches the cultural life of the community and enhances its cultural taste through various forms of labor cultural activities, such as labor-themed lectures and labor skills competitions.

The embedding of labor education helps to promote the sustainable development of "one-stop" student communities. Through labor education, students can have a deeper understanding of the operating mechanism of the community, actively participate in community management and construction, and provide constructive opinions and suggestions. The promotion and practice of this model will inject new vitality into the development of higher education in China and make greater contributions to cultivating more outstanding talents.

2.2. The integration of community culture and labor spirit

The report of the 20th National Congress pointed out the need to deepen the integration of industry and education, as well as school-enterprise cooperation. This

requires universities to actively carry out labor education practices and combine them with labor and vocational skills education to enhance the comprehensive quality of students and cultivate high-quality workers and skilled talents for the country. In this context, the "one-stop" student community has emerged. As a new mode of education, it integrates campus resources, innovates management mechanisms, optimizes service processes, and achieves comprehensive support and guidance for college students in their learning, life, and social interactions. Therefore, embedding labor education into student communities is not only an inevitable choice to adapt to the development of the times but also an important measure to meet the diverse needs of students.

The so-called labor spirit refers to people's attitudes, values, and behavioral norms towards labor, including qualities such as hard work, selfless dedication, and continuous improvement. Community culture, on the other hand, is a set of value systems jointly created and maintained by community members. It reflects the mutual relationships, shared experiences, and collective memories among community members, and becomes an important source of community cohesion. As Marx said, "Labor is not only a means of making a living, but it has also become the first necessity of human beings. Only with one's own hands can one create a beautiful future." Therefore, for labor education to truly play a role, it must be integrated with community culture, thereby stimulating students' enthusiasm and interest in participating in labor practice. At the same time, only when students can receive sufficient exercise and growth in the community can they better realize their values and missions, and promote their comprehensive and healthy development.

2.3. The improvement of students' practical ability and social adaptability

"One stop" student community refers to a new type of community model that integrates community management, cultural construction, club activities, and other functions, aiming to provide students with a more convenient, efficient, safe, and warm living environment. This model can fully leverage the advantages of student autonomy, create a good community atmosphere, strengthen communication and exchange among students, and promote their mutual learning and growth. However,

in the actual operation process, some students still have weak self-discipline and high dependence, which not only affects the normal operation of the student community but also hinders the comprehensive development of students. Therefore, it is necessary to further strengthen the education and guidance of students, especially those with poor self-control, to help them develop good habits and enhance their self-management abilities. In addition, students are important subjects in community management work and need to be encouraged to actively participate in community affairs, play a sense of ownership, and improve their sense of responsibility and mission.

In the long run, labor education can effectively enhance students' practical abilities and social adaptability. In labor practice, students can not only learn how to use their learned knowledge to solve practical problems, but also cultivate their innovative thinking and teamwork spirit, and improve their ability to adapt to society. Therefore, embedding labor education into a "one-stop" student community can not only create more diverse practical opportunities for students but also help improve their comprehensive quality and lay a solid foundation for their future careers.

2.4. Building a platform for student self-education and self-development

Currently, in the practice of "one-stop" student communities, labor education has gradually become a new platform and carrier for education, effectively promoting the improvement of students' comprehensive quality and abilities, and highlighting the value and connotation of labor education. The "one-stop" student community provides a relatively independent environment, which is conducive to achieving the professionalism and systematicity of labor education. Traditional labor education is often limited by the boundaries between the educational subject and object, resulting in a significant reduction in educational effectiveness. The "one-stop" student community breaks this constraint and provides a broader space for labor education, enabling related activities to be carried out more systematically and scientifically. In addition, the abundant facilities and resources within the community can also provide sufficient material support for labor education. A "one-

stop" student community facilitates educators to monitor students in real-time and identify potential problems promptly. In the past, labor education mainly relied on the observation and feedback of educators, which may have some lag. In the "one-stop" student community, every student can participate in labor education through the Internet, so that educators can understand the situation of students more comprehensively. Once a problem is identified, the teacher can quickly take corresponding measures to correct it and prevent it from worsening.

3. The inner logic of embedding labor education into "one-stop" student communities

3.1. Optimizing the allocation of educational resources

The inherent logic of embedding labor education into a "one-stop" student community is first reflected in the optimized allocation of educational resources. This configuration is not only a rational allocation of material resources, but also a deep integration of educational concepts, teaching methods, and student needs.

In a "one-stop" student community, labor education is no longer an isolated teaching activity, but a part that is closely integrated with students' daily life and learning. By reasonably planning community space, and integrating labor practice venues, skill training centers, innovation laboratories, and so on into student communities, the educators can achieve maximum utilization of resources. This not only facilitates student participation in labor education but also promotes resource sharing and communication cooperation within the community.

The optimal allocation of educational resources is also reflected in curriculum design. Labor education courses should closely integrate the characteristics and needs of student communities, and design teaching content that is targeted, practical, and interesting. By introducing teaching methods such as project-based learning and team collaboration, students can learn through practice and grow through collaboration, enhancing their hands-on ability and overall quality.

At the same time, this optimized configuration also focuses on meeting the individual needs of students. Each student is unique, with different interests, strengths,

and development directions. By providing diverse labor education programs and activities, educators can meet the personalized learning needs of students and stimulate their interest and enthusiasm for learning. This not only helps to cultivate students' innovative spirit and practical ability but also helps them better understand and develop themselves.

3.2. The integration of student needs and community functions

The “one-stop” student community is a new type of student community that has emerged in recent years, with its functional positioning centered on the growth and development of students. With the introduction of the Overall Plan for Deepening the Reform of Education Evaluation in the New Era, the position of labor education in the “Five Education Simultaneously” is becoming increasingly prominent. This poses a challenge for universities, requiring them to follow the trend of educational development, actively explore effective ways to embed labor education into student communities, and continuously improve the quality and level of labor education. At present, the construction of “one-stop” student communities in different types of universities is facing various problems, such as some universities have not fully clarified the relationship between student management and services, and cannot achieve the transformation from simple student management to education and services; Some student communities in universities are still in a transitional stage from living space to learning space and then to activity space, making it difficult to fully meet the diverse and personalized needs of students. Some universities tend to overly rely on external resources and cannot self-generate, which can easily lead to high community operating costs ^[1]. These issues not only affect the long-term stable development of student communities but also constrain the effective implementation of labor education. To solve the above problems, it is necessary to optimize the functions of the community and enhance its internal motivation and vitality through measures such as a reasonable layout of student community space and the construction of a school-enterprise cooperation mechanism ^[2]. At the same time, efforts should be made to cultivate the community spirit of college students, stimulate their endogenous

motivation to participate in the community, guide them to shift from passive service acceptance to active integration into the community and form a good atmosphere of self-management and self-service. In addition, strengthening top-level design, improving work systems, and improving policy guarantees can ensure that labor education is effectively embedded in student communities, and promote the comprehensive implementation of the fundamental task of moral education in schools ^[3].

3.3. The update and transformation of educational concepts

With the continuous deepening of education reform, labor education is gradually shifting from traditional classroom models to more diversified and practical forms. Especially in the construction of “one-stop” student communities, the embedding of labor education is not only an innovation in educational forms, but also a vivid reflection of the updating and transformation of educational concepts ^[4].

Firstly, the embedding of labor education reflects the “humanization” transformation of educational philosophy. Traditional education often focuses on imparting knowledge, while neglecting the cultivation of students' practical skills and social responsibility. In the “one-stop” student community, labor education emphasizes students' personal participation and experience, allowing them to feel the value of labor in practice, cultivating their hands-on ability and teamwork spirit, and reflecting the educational concept of “people-oriented” ^[5].

Secondly, this embedding also reflects the “practical” transformation of educational concepts. Labor education itself is a highly practical educational activity that requires students to apply the knowledge they have learned to practical life. In the “one-stop” student community, labor education enables students to closely integrate their learned knowledge with real life through various practical activities such as community services and campus beautification, improving the pertinence and effectiveness of education ^[6].

3.4. Collaboration between community management and educational services

Embedding labor education in a “one-stop” student community, its inherent logic is also reflected in the synergy between community management and

educational services. Labor is the foundation of human survival and social development, as well as an inherent requirement for realizing personal and social values ^[7]. For college students, labor is not only a way to acquire basic life skills but also an important way to realize their life value. In the process of socialist modernization construction, college students need to actively engage in the main battlefield of economic construction, fully utilize their knowledge advantages, and grow their abilities in practice. At the same time, this group also needs to closely monitor the national development strategy, strengthen ideological and political education, enhance scientific and cultural literacy, cultivate good moral qualities, and become the new generation of the times who shoulder the great responsibility of national rejuvenation ^[8]. Therefore, carrying out labor education, guiding college students to establish correct labor concepts, helping them form positive labor attitudes and healthy and upward labor values, and promoting their comprehensive development are of great significance. Education services, as an important supplement to community management, meet the personalized development needs of students by providing diverse labor education resources and practical opportunities. This collaborative effect not only improves the efficiency and quality of community management but also promotes the comprehensive improvement of students' overall quality. Therefore, embedding labor education into a "one-stop" student community is an important measure to achieve deep integration and coordinated development of community management and educational services ^[9-11].

4. The practical approach of embedding labor education into "one-stop" student communities

4.1. Building a comprehensive labor education system

In the process of promoting the integration of labor education into "one-stop" student communities, building a sound labor education system is the primary and crucial task. Clarify the core goals and content of labor education, which includes cultivating students' correct labor concepts, labor skills, and labor habits, as well as enhancing their comprehensive quality and sense of

social responsibility through labor practice. The content of labor education should keep up with the times, combine with the actual needs of the current society, and focus on cultivating students' innovative spirit and practical ability ^[12]. Building a diversified labor education platform, providing students with rich opportunities for labor practice through establishing labor practice bases, organizing labor skills competitions, and organizing volunteer service activities. Based on the actual situation of the student community, establish some labor projects closely related to community life, such as environmental maintenance, facility maintenance, and so on, so that students can feel the value and significance of labor in their participation. Strengthen the construction of teaching staff for labor education, improve teachers' understanding and ability of labor education through organizing training, exchange, and learning, and invite off-campus mentors with rich labor practice experience to participate in student labor education and guidance work, providing more professional and practical guidance and assistance for students. Actively collect feedback from students, continuously optimize and improve the labor education system, ensure its implementation effectiveness and quality, establish a scientific evaluation mechanism, and objectively and comprehensively evaluate the performance of students in labor education ^[13].

4.2. Building a diversified labor practice platform

With the increasing emphasis on labor education by the country, the "one-stop" student community, as an important carrier of talent cultivation and social service functions in universities, has gradually become an important place for carrying out labor education practical activities. However, currently, labor education on campus is mostly passive labor that involves indoor, written, and simple operations, and students have low enthusiasm for participation. Therefore, it is necessary to embed labor education into the "one-stop" student community and explore innovation based on it ^[14].

In the process of building a "one-stop" student community, educators can combine the school's unique culture, fully tap into community site resources, utilize various facilities and equipment, establish distinctive labor practice platforms, and guide students to actively

participate in labor practice ^[15]. For example, some universities have set up “Dream Farm” and “Sky Vegetable Garden” in student communities, where students can plant crops, master basic planting techniques, and experience the hard work and joy of harvest. Some universities have collaborated with off-campus enterprises and communities to jointly build and share resources, and have established off-campus internship and training bases, as well as work-study positions, to help students better understand the national and social conditions and enhance their labor concepts ^[16]. Overall, these are all very meaningful attempts.

In addition, attention should also be paid to the relationship between labor education and other moral education work. At present, some college students lack a correct view of labor, believing that labor is hard work and tiring, and even have a wrong tendency to underestimate physical and mental labor ^[17]. This is mainly due to the one-sided understanding formed by the influence of historical and cultural factors for a long time. To change this situation, schools need to place labor education in a more prominent position. By organizing rich and colorful labor practice activities, students can truly value and love labor from an ideological perspective, and thus establish a correct view of labor ^[18].

4.3. Strengthen the publicity and promotion of labor education

To strengthen the publicity and promotion of labor education, it is necessary to start from multiple dimensions to ensure that the concept of labor education is deeply rooted in people’s hearts and truly transformed into the conscious actions of students. By hanging promotional banners, setting up labor education columns, and holding labor culture lectures, the value

and significance of labor can take root and sprout in the hearts of students ^[19]. Based on the interests and hobbies of students, carry out various forms of labor practice activities, such as handmade crafts, horticultural planting, community services, and so on, so that students can experience the charm and value of labor through personal participation ^[20]. By organizing teacher seminars, student symposiums, and other means, educators can deeply interpret the connotation and importance of labor education, guide teachers and students to establish correct labor concepts, encourage teachers to integrate labor education into daily teaching and enable students to receive the influence of labor education unconsciously. Strengthening the publicity and promotion of labor education is a systematic project that requires educators to start from multiple aspects and form a joint force. Only in this way can labor education take root and bear fruit in a “one-stop” student community.

5. Conclusion

In short, with the continuous improvement of the “one-stop” student community construction and the deepening of labor education, educators look forward to seeing more students grow in practice and gain from labor. Students will cultivate a love and respect for labor in this fertile land of the community, forming a correct outlook on life and values. The integration of labor education into “one-stop” student communities will provide valuable experience for higher education reform and lay a solid foundation for cultivating more outstanding talents with innovative spirit and practical ability. Let everyone work together to build a more harmonious and vibrant student community.

Disclosure statement

The author declares no conflict of interest.

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