THE APPLICATION OF "THREE COMPREHENSIVENESS " MODEL IN
CHINESE PRIMARY SCHOOL LABOR EDUCATION

a Yan Lingzhen, b Arsaythamby Veloo

ABSTRACT

Objective: This paper focuses on the comprehensive development of the five education programs in schools, truly leveraging the important role of labor education. The school conducts practical research on the “Three Comprehensiveness” model curriculum system of labor education, which involves full participation, comprehensive implementation, interdisciplinary integration, to enable students to acquire labor skills, learn cooperation and cultivate new generations who understand, know and love labor.

Method: Conduct research using sampling and testing methods. Using a simple random sampling method, 100 Grade 6 students were selected from Min’an Primary School, Nantou Town, Zhongshan City. The research was conducted by questionnaire survey of students, teachers and parents, teacher interview. Through SPSS reliability and validity analysis, students’ labor concepts, labor skills and labor values are analyzed. Through the action research method, observe the changes of students in labor habits and labor values.

Result: All students participate in labor education, which is carried out through a combination of on campus and off campus education, integrated with the seven disciplines of Chinese, mathematics, English, science, art, physical education, and information technology. This enables students to increase their labor knowledge, acquire labor skills, cultivate good labor habits, and establish correct labor values.

Conclusion: Understand the level of labor awareness, attitude, skills, daily life, labor education, labor value, and labor habits of sixth grade students; The integration of labor education in the seven disciplines of primary school Chinese, mathematics, English, science, art, physical education, and information technology; By investigating students, education, and parents’ attitudes towards labor education, we can understand the methods and approaches for cultivating labor education both on and off campus.

Keyword: primary school labor education, three Comprehensiveness model, curriculum system.

Received: 04/09/2023
Accepted: 04/12/2023
DOI: https://doi.org/10.55908/sdgs.v11i12.2517

a Doctor of Philosophy in Education, Associate Professor, City University of Malaysia, Malaysia,
E-mail: 1027475980@qq.com, Orcid: https://orcid.org/0009-0001-1379-8694

b PhD, School of Education, Universiti Utara, Malaysia, E-mail: arsay@uum.edu.my,
Orcid: https://orcid.org/0000-0002-6827-082X
A APLICAÇÃO DO MODELO DE "TRÊS ABRANGÊNCIAS " NA EDUCAÇÃO DO TRABALHO DA ESCOLA PRIMÁRIA CHINESA

RESUMO

Objetivo: Este documento se concentra no desenvolvimento abrangente dos cinco programas educacionais nas escolas, verdadeiramente alavancando o importante papel da educação do trabalho. A escola realiza uma pesquisa prática sobre o sistema curricular modelo "Três Compreensividade" de educação do trabalho, que envolve participação plena, implementação abrangente, integração interdisciplinar, para permitir que os alunos adquiram habilidades trabalhistas, aprender a cooperação e cultivar novas gerações que entendem, conhecem e amam o trabalho.

Método: Realize pesquisas usando métodos de amostragem e teste. Usando um método de amostragem aleatória simples, 100 alunos do 6º ano foram selecionados da Escola Primária Min’an, Cidade de Nantou, Cidade de Zhongshan. A pesquisa foi realizada por questionário de pesquisa de alunos, professores e pais, entrevista do professor. Através da análise de confiabilidade e validade da SPSS, são analisados os conceitos trabalhistas dos alunos, habilidades trabalhistas e valores trabalhistas. Através do método de pesquisa de ação, observe as mudanças dos alunos nos hábitos trabalhistas e valores trabalhistas.

Resultado: Todos os alunos participam da educação laboral, que é realizada através de uma combinação de educação no campus e fora do campus, integrada com as sete disciplinas de chinês, matemática, inglês, ciência, arte, educação física e tecnologia da informação. Isso permite que os alunos aumentem seu conhecimento do trabalho, adquiram habilidades trabalhistas, cultivem bons hábitos trabalhistas e estabeleçam valores trabalhistas corretos.

Conclusão: Compreender o nível de consciência do trabalho, atitude, habilidades, vida diária, educação do trabalho, valor do trabalho e hábitos trabalhistas de alunos da sexta série; A integração da educação do trabalho nas sete disciplinas da escola primária chinesa, matemática, inglês, ciência, arte, educação física e tecnologia da informação; Ao investigar as atitudes dos alunos, educação e pais em relação à educação do trabalho, podemos entender os métodos e abordagens para cultivar a educação do trabalho dentro e fora do campus.

Palavra-chave: educação de trabalho na escola primária, modelo de três integralidades, sistema curricular.

1 INTRODUCTION

Min’an Primary School is located in the north of China's home appliance industry base, Guangdong Province Forest Town, National Forest City, and Nantou Town, Zhongshan City. The school currently has 6 grades. There are 4 classes in Grade 6, with a total of 200 students. 14 teachers teach sixth grade.

The country needs to make efforts to cultivate new generations responsible for national rejuvenation, cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor (The Central Committee of the Communist Party of China and the State Council, 2019).
We will comprehensively strengthen the implementation of labor education in primary and secondary schools in the new era, reflecting the new understanding, characteristics, and direction of labor education. (The Central Committee of the Communist Party of China and the State Council, 2020).

Labor education is an educational activity that primary schools must carry out. Pay attention to students' learning to cooperate, guide them to hands-on practice, and achieve the goals of cultivating morality, increasing intelligence, strengthening physical fitness, and cultivating beauty. (Ministry of Education, 2020).

Education must be combined with productive labor and social practice to cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics and labor (Chinese Education Law, 2021).

In summary, China's education policy and educational ideology start from the fundamental issue of education of who to cultivate, how to cultivate people, and for whom to cultivate people, as well as the fundamental task of moral education. It is proposed to strive to build an education system of comprehensive cultivation of Moral education, intellectual education, physical education, aesthetic education, labor education and form a higher level talent cultivation system.

The curriculum plan separates labor education from comprehensive practical activity courses. Labor courses are taught once a week, and labor education is guaranteed with time. Labor courses need to cultivate labor literacy, including labor concepts, labor abilities, labor habits, and labor spirit. (Compulsory Education Labor Curriculum Standards, 2022).

To this end, schools carry out family labor courses, complement each other well, and promote comprehensive popularization of labor education. Open up a place for labor, one class, one place, and achieve everyone's participation and class differentiation. Explore the practical research of labor education, all staff participation, comprehensive implementation, full disciplinary integration of the "Three Comprehensiveness" curriculum system, guide students to establish correct labor values, improve practical and social practical abilities and become a new generation who understands and loves labor.
2 THEORETICAL FRAMEWORK

Labor education is an important type of education in the simultaneous development of the five educations, and is an indispensable component of cultivating builders in the new era. Therefore, our school applied for practical research on the three complete models of primary school labor education in 2021 and in November of that year, the Guangdong Province Primary and Secondary School special research project was approved.

The concept of "Three Comprehensiveness" model labor curriculum is based on cross-border integration, multi platform integration, changing traditional teaching models, breaking boundaries, involving all staff, integrating all disciplines, implementing comprehensively, creating labor practice opportunities, understanding labor, knowing labor, loving labor, acquiring labor knowledge and skills, and cultivating labor spirit. It has the following three characteristics: firstly, the integration of all disciplines, the application of knowledge, and the unity of knowledge and action; The second is full participation, school leadership, family leadership, and community collaboration; The third is comprehensive implementation, innovative forms, and achievement display.

Picture 1:
Construction of the Primary School Grade Three "Three Comprehensiveness" Labor Curriculum System

Source: Prepared by Authors (2023)
3 METHODOLOGY

Schools use labor education as a carrier and present educational content in the form of curriculum discussions; Design educational pathways through innovative curriculum design; Through the mechanism of field practice, integrating learning and innovation, enriching the connotation and extension of labor education. Carry out labor practice activities, learn by doing, learn by doing, solve students' problems in life, acquire labor knowledge and skills, cultivate their labor awareness, establish a healthy labor concept, and meet the needs of students' personality and comprehensive growth.

Life is education, society is school and teaching and learning are integrated. Emphasis is placed on teaching by doing, learning by doing and the trinity of teaching and doing. The link between life and education is doing, effectively combining labor and effort. (Tao XingZhi, 1927)

Integrating labor education into all aspects of education, based on labor textbooks, organizing textbook content, integrating school-based curriculum, conducting labor education, guiding students to acquire labor knowledge and skills, directly experiencing and personally participating, so that students can learn by doing and learn by doing.

3.1 INTEGRATING LABOR COURSES TO FORM THEMATIC CONTENT

The teaching and research team will organize the textbooks, integrating Chinese, mathematics, English, science, art, sports, information technology, and labor education, providing space and possibility for curriculum integration. A course that integrates labor education and Chinese language, such as sorting out the reading texts in Chinese textbooks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>The Bamboo Festival Man, The Forever of the Green Mountains, The Moon on the West River, Walking on the Yellow Sand Road at Night, The Three Blacks and the Land, The Young Man Leaping on the Land</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Serving the People, Truth Born After a Hundred Question Marks</td>
</tr>
</tbody>
</table>

Source: Prepared by Authors (2023)

3.2 INTEGRATING SCHOOL-BASED COURSES AND CONSTRUCTING SEQUENCE CONTENT

In the construction of the environment, schools integrate labor education content to form campus characteristic courses. At present, the school has more than 30 courses,
including soilless cultivation course, food courses, handicraft courses, creative courses, programming courses, etc., specifically opening up XingZhi Garden labor and bases, conducting pastoral experience courses to help students develop civilized and hygienic behavior habits during labor, feel the difficulty of labor and cherish the fruits of labor.

3.3 INTEGRATING FAMILY COURSES AND ESTABLISHING PRACTICAL CONTENT

Combining a questionnaire survey, determining skill items, sorting out skill sequences, and integrating the family task labor textbooks, we developed min'an primary school family labor course of grade 6. Through a spiral upward list setting, we gradually teach students to do housework, experience labor creating a better life, and cultivate a spirit of diligence, thrift, and fearlessness in labor.

<table>
<thead>
<tr>
<th>Task</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize and store</td>
<td>1. Reasonably dispose of used textbooks.</td>
</tr>
<tr>
<td></td>
<td>2. Dispose of not wearing clothes anymore.</td>
</tr>
<tr>
<td></td>
<td>3. Choose toys that you no longer play with.</td>
</tr>
<tr>
<td>Cooking and Nutrition</td>
<td>1. Using the method of stir frying and stewing to make home cooked dishes,</td>
</tr>
<tr>
<td></td>
<td>select dishes, wash dishes, cook dishes, and set plates.</td>
</tr>
<tr>
<td></td>
<td>2. Design a nutritious lunch and dinner recipe.</td>
</tr>
<tr>
<td>Use and maintenance of</td>
<td>1. Use the rice cooker cooking and stewing function correctly.</td>
</tr>
<tr>
<td>household appliances</td>
<td>2. Use a washing machine to wash clothes.</td>
</tr>
<tr>
<td>Agricultural production</td>
<td>1. Planting and maintaining vegetables, potted flowers and plants, and fruit trees.</td>
</tr>
<tr>
<td>labor</td>
<td>2. Raising livestock.</td>
</tr>
<tr>
<td>Traditional Craft Production</td>
<td>1. Production of simple works in pottery, paper, fabric, weaving, shadow puppetry, and woodblock painting</td>
</tr>
<tr>
<td>Modern Service Industry</td>
<td>1. Design marketing plans for agricultural products</td>
</tr>
<tr>
<td>Labor</td>
<td>2. Conduct a catering service experience day</td>
</tr>
<tr>
<td></td>
<td>3. Conduct banking and catering service experience days</td>
</tr>
<tr>
<td>New Technology Experience</td>
<td>1. Use 3D printing small pen holders and tea cups</td>
</tr>
<tr>
<td>and Application</td>
<td>2. Laser cutting technology and making wooden puzzle toys:</td>
</tr>
<tr>
<td></td>
<td>3. Intelligent control technology simulates automatic control of traffic lights and answering machines</td>
</tr>
<tr>
<td>Industrial production</td>
<td>1. For woodworking, metalworking, electronic modeling or processing.</td>
</tr>
<tr>
<td>labor</td>
<td>2. Read simple product technical drawings and complete product assembly testing.</td>
</tr>
</tbody>
</table>

Table 2: Task List of Family Labor Curriculum for Grade 6 of Min'an Primary School

Source: Prepared by Authors (2023)

4 RESULTS AND DISCUSSION

We respect the individual development of every student, based on cross-border integration, and build a school-based classroom with integrated labor literacy for teachers, students, and parents between schools and families, forming an activity infiltration and
family school community education, promoting the comprehensive development of students.

Picture 2: Determining the Workflow for Cross-disciplinary Themes

Leading by the school, determining cross-border themes

- Determine the theme
- Formulate a scheme
- Implement to people
- Full participation
- Course implementation
- Sharing display
- Multiple evaluations

Source: Prepared by Authors (2023)

The cross-border theme practice led by the school is based on the compulsory labor education curriculum and educational goals, with clear themes for each month and class, and targeted labor practice. In terms of teaching content, the school integrates labor courses with all disciplines, school activities, and research activities. It not only promotes teacher curriculum leadership, but also makes labor education research more directional.

Picture 3: Family-Led: Implementing the Task List Workflow

Family led implementation of task list.

Source: Prepared by Authors (2023)

Education is life, school is society, and the child-centered theory of learning by doing has had a significant impact on the development of modern education (Dewey, 1896)
In the process of family led practice, parents and children implement the family task list, focusing on ten task groups in three major aspects of daily life, production labor, and service labor, involving daily labor. With the elders in the family as the main teachers, self service and household chores as the main content, through labor practice, cultivate children's ability to live and good hygiene habits. Students practice persistently in their daily lives, transforming labor practice content into good work habits, which not only unleashes their individuality but also enhances their problem-solving ability. They can engage in creative labor and enhance parent-child integration.

4.1 COLLABORATE WITH FAMILY, SCHOOL TO CARRY OUT THEMED LABOR

In order to leverage the joint efforts of school and family, liberate thinking, break through children's learning and practical space, and create more platforms for children to experience. Utilizing the Xingzhi Garden labor practice base developed by the school and the advantageous advantages of being located in a Chinese home appliance brand, we will pair up with nearby factories and enterprises to sign a labor time characteristic base and carry out labor education. The so-called "collaboration between family, school, and society to carry out themed labor practice" is initiated by the school, with each grade assigned tasks, with each grade having its own unique features, each teacher teaching in a class, and each family carrying out activities throughout their lives. Each class implements and integrates family and society into activities, and together, they complete established labor tasks. According to the arrangement and requirements of the course content, parents will provide guidance, guidance, and practice at home. Through a period of practical operation, they will develop certain hands-on skills and acquire labor skills.
The school shares and displays in the form of themed activities, with parents and community enterprises visiting the school to observe and participate in charity sales and auctions, jointly witnessing the collaborative work of family, school, and society to create a beautiful scene.

5 CONCLUSION

The evaluation of the "Three Comprehensiveness" model is the key to curriculum reform. The school gives full play to the enthusiasm of teachers, students, parents and other different evaluation subjects, participates in labor education, shares labor opinions in the school's WeChat official account, Meipian, Tiktok, parents' volunteer group and other media and the school improves after receiving information.

Parents can evaluate their children's work by drawing pictures, taking videos, writing their own experiences, expressing their insights, and voicing their opinions when they return home to work. This will encourage students to be interested and actively participate in labor, experience the joy of success, and activate their labor motivation. When there is labor confusion, parents should promptly express their confusion and let the teacher and parents discuss it, so that the teacher can provide assistance to students during teaching. Teachers timely push personalized learning materials to students and parents, enabling them to better carry out family practice.

Teachers will organically combine qualitative and quantitative evaluations in their curriculum, fully recognizing students' progress and development, and pointing out which areas have potential and shortcomings. This is beneficial for students to establish confidence in learning and clarify the direction of their efforts. Parents evaluate the effectiveness of labor curriculum integration from three aspects: students' emotional content, operational skills, and technical thinking abilities, achieving a win-win situation. Under the guidance of teachers, participation of parents, and social support, students have gone through practice, exploration, and reflection to showcase their final work from the perspectives of problem generation, exploration process, innovation of achievements, and practical benefits. Parents, teachers, and students jointly select "I am a organizer", "I am a small chef", "I am a small craftsman" and so on through self-evaluation, individual evaluation, group evaluation, and teacher evaluation from multiple perspectives. Through repeated demonstrations, students are encouraged to reap the fruits of their labor, enhance
their labor skills, and appreciate their value to society and others, enhancing their sense of responsibility.

The wisdom of children lies at their fingertips (Sukhomlinsky, 2008), and labor education guides children towards life. The school plays an important role in carrying out comprehensive labor education and promoting the comprehensive development of the five educations.
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