

The Present Situation Analysis and Optimization Measures of Kindergarten Labor Education from the Perspective of Returning to Life

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Abstract: This study is guided by the Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era, combined with the relevant requirements of the Guidelines for Kindergarten Education (Trial), from the perspective of returning to life. The status quo of kindergarten labor education was analyzed in depth. Through systematic review and practical observation, it is found that there are some problems in the implementation of kindergarten labor education, which are mainly manifested in the lack of policy basis, the lack of professional teachers, the imperfect curriculum system, and the low support of parents. This study believes that labor is an integral part of life. Labor education should return to life, guide children to understand the world with its practicality, foundation, and comprehensiveness, form a positive labor quality, improve aesthetic ability, and lay a good foundation for the connection between preschool children. Based on this, this paper puts forward the strategy of optimizing kindergarten labor education, including integrating kindergarten labor education into life to cultivate children's labor habits, combining family life to expand children's labor experience, and connecting community life to enhance labor cognition, so as to provide operable ideas and suggestions for the development of kindergarten labor education.

Keywords: Labor Education, Preschool Education, Kindergarten

1. Introduction

The Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era issued in March 2020 provides guidance for labor education in the new era, further improving the education system of comprehensive cultivation of moral, intellectual, physical, aesthetic and labor education. As an important part of basic education, preschool education has long determined the necessity of labor education. *The Guidelines for Kindergarten Education (Trial)* emphasizes that kindergartens should 'cooperate with families and communities to guide children to understand their loved ones and the labor of people related to their lives, cultivating their love for workers and respect for the results of labor' [1]. The development of labor education in kindergartens in China has gone through three stages, including the combination of production and education, the alienation of

functions, and the correct naming of spiritual labor. Through these three stages, the present fundamental model has been formed [2]. Children's labor education reflects the integrity and difference of education, helps children form excellent personalities, directly obtains key experience, and promotes children's physical and mental development [3]. However, kindergarten labor education still faces the problem that theory is higher than practice in the implementation stage, especially in terms of the support from policy, professional teachers, curriculum system, and parents [4]. Labor is carried out in daily life, and kindergarten labor education should return to life [5]. Carrying out kindergarten labor education that is related to life can help children grasp the critical period of physical and mental development, and guide children to understand the world with the Characteristics of Labor Education, for example, practicality, basicity, and comprehensiveness [6]. It can also cultivate children's positive labor quality, improve children's aesthetic ability, give children positive emotional experiences, and lay a good foundation for the connection between kindergarten and primary school [7, 8]. Based on the perspective of returning to life, this study will analyze the current situation of labor education in kindergartens, put forward optimization strategies, and provide operable ideas for the practice of labor education in kindergartens.

2. Labor Education

The Teacher Encyclopedia Dictionary defines labor education as 'spreading labor knowledge and skills to the students, cultivating their correct labor views, labor habits and feelings of loving the laboring people and labor results'. Cihai defines labor education as one of the contents of moral education which is an educational activity for students to love labor and working people, cherish labor achievements, establish correct labor viewpoints and attitudes, and cultivate labor habits and skills through daily life.' This study believes that labor education is an indispensable part of the five education – moral, intellectual, physical, aesthetic, and labor. Labor education aims to cultivate students to develop good labor habits, take the initiative to labor, and love labor. Chen Heqin, a famous early childhood educator, proposed that early childhood labor education aims to cultivate their feelings of loving labor and respecting working people from an early age, learn basic labor knowledge master simple labor skills, and develop good habits of loving labor [9]. Froebel believes that various activities such as labor are important ways for people to know themselves, and only in their labors can their essence be fully manifested and recognized by themselves [10]. Children's labor education is a collection of children's labor, and it is an educational activity that unifies single labor to exert effective labor influence [11]. The main purpose of kindergarten labor education is to enable students to establish a correct concept of labor, a correct work attitude of loving labor and working people, and develop good working habits [12].

3. Advantages of Labor Education

3.1. Promoting the Physical Development of Children

Through environmental creation and other means, kindergarten labor education constantly promotes children's physical development through methods of labor activities [11]. Labor-theme activities, such as planting activities, sweeping, etc., help children develop large body movements. Simple daily labor, such as picking up toys and sorting out books, can improve children's hand-eye coordination ability and fine motor ability.

3.2. Promoting the Psychological Development of Children

Labor is also a positive emotional experience, which can make children feel a sense of accomplishment and self-worth in participation, thus contributing to their mental health. Positive

emotion is a pleasant emotional experience that an individual needs to meet after being stimulated by the outside world [13]. This kind of experience can be produced by the individual's hard work. Children's positive emotions change with the change of children's will. By independently determining goals and being immersed in labor, they can produce positive emotions [14].

3.3. Promoting the Socialization of Children

Any labor activity of preschool children is not only to create material value, but also to create their own spiritual value. They enhance their self-consciousness in labor and obtain social development. In kindergarten labor education, children can communicate with each other, and learn to cooperate and help each other, so as to cultivate collective consciousness and team spirit. By participating in labor, preschool children can also feel their contribution to classes and kindergartens, thereby enhancing their sense of social responsibility and belonging.

4. Existing Problems

At present, some kindergartens do not have a deep understanding of labor education. They often equate labor education with simple manual labor or clean work. As a result, labor education's content is narrow, the value is single, and the experience is shallow, ignoring the multiple values and deep significance of labor education [15]. Accordingly, the content of labor education in these kindergartens is often limited to the training of daily life skills, such as sweeping the floor, wiping the table, etc., and lacks innovative content combined with the age characteristics and interests of young children. Hence, it is caught in the dilemma of blindly pursuing labor development and ignoring children's generation, such as children's credit-claiming labor, children's game-based labor, and children's task-based labor [5]. When carrying out kindergarten labor education activities, teachers ignore the individual differences of children and do not carry out personalized education guidance according to the characteristics and needs of different children's physical and mental development. As a result, some children lack enthusiasm and initiative, and children's participation in labor education activities is not high, and they cannot obtain high-quality education results. In addition, there are still some problems in the development of kindergarten labor education, such as the shortage of teachers and educational environment resources, such as the lack of tools and materials that are suitable for children's operation and special labor education venues. Some teachers lack the professional knowledge and skills of labor education, and it is difficult to effectively implement labor education.

5. Optimization Measures

The *Opinions* clearly points out that 'labor education should be carried out with daily life labor, production labor, and service labor as the main contents. Labor is the labor in life. The development of labor education in kindergartens should be 'loyal to life', 'deep into life', and 'integrated life'. Labor education in kindergartens should enjoy the fruits of labor, enhance labor experience, and form labor literacy [5].

5.1. Integrating Daily Life to Cultivate Labor Habits

Integrating labor education into children's daily lives is an effective way to cultivate children's good working habits. For preschool children, it is not enough to be motivated and motivated by labor. Preschool teachers should not only actively guide children to undertake appropriate labor tasks, but also help children learn the correct use of labor tools [16].

In order to facilitate children's labor ability, teachers can start with the daily self-care ability of young children, such as wearing clothes, sorting bags, washing hands, toilets, and so on. Preschool teachers should not over-help children to complete these activities, but should guide children to complete these daily self-care activities independently, and teach them the correct methods and skills in concentrated teaching activities. In this way, it can not only improve preschool children's self-care ability, but also help them gradually develop the labor habit of doing their own thing.

5.2. Combining with Family Life to Expand the Labor Experience

Family education is an indispensable part of children's growth, which affects children's development in all aspects of life. Family labor education is natural, infectious, and exemplary, and it is also an important activity extension of labor education [17]. The cooperation between kindergarten and family can make the experience gained by children more consistent, continuous, and complementary, and thus enhance the unity and systematize children's development [18]. Kindergartens should actively initiate home-kindergarten co-education to help parents extend labor education to family daily life so that children can get a subtle labor experience in the family environment.

First of all, kindergarten teachers can design some labor education activities for home-kindergarten co-education, such as selecting 'family labor experts', and 'carrying out 'parent-child planting day''. These activities can enable preschool children to participate in labor with the help of their parents and feel the fun and value of labor. At the same time, it can also promote parents' understanding and support for kindergarten labor education, and form a good atmosphere for home co-education.

Secondly, kindergarten teachers can encourage parents to create more labor opportunities for children in daily life, such as participating in family cleaning, caring for plants, and sorting out rooms. These activities can enable children to participate in labor with the help of their parents and feel the fun and value of labor. At the same time, parents can also use these opportunities to share the fun and achievements of labor with children and enhance parent-child relationships.

5.3. Contacting the Community to Enhance Labor Awareness

The community is a familiar living environment for preschool children, which can provide rich material resources for the stimulation of children's labor emotions, the consolidation of labor habits, and the practice of labor skills [19]. Kindergartens can cooperate with the community to link labor education with community life so that community life becomes a part of children's labor education. Kindergartens and community workers can work together to actively create opportunities for labor education in the community life scene so that children can enhance their awareness and understanding of labor in the process of participating in community labor.

Kindergartens and communities can organize children to participate in some community public welfare activities, such as picking up garbage and serving the elderly. These activities can not only make preschool children experience the fun and value of labor, but also cultivate their sense of social responsibility and civic awareness, and promote their social development of them. In the process of participating in activities, teachers can also guide children to pay attention to the living environment in labor, such as greening vegetation, and public facilities, and help children form correct labor values.

6. Conclusion

Based on in-depth analysis, this study provides strong theoretical support and practical guidance for the optimization of kindergarten labor education. Under the background of comprehensively strengthening labor education in primary and secondary schools in the new era, kindergarten, as an important stage of basic education, the implementation of labor education is particularly important. The concept of life-oriented labor education proposed in this study aims to cultivate children's labor

habits, labor quality, and aesthetic ability through the practice of daily life and lay a solid foundation for their future learning and life. Parents should become enlighteners and supporters of children's labor education, and provide children with diversified labor opportunities and experiences. The community should become a broad platform for children to contact society and participate in practice, so as to help children better understand society and life. Kindergartens should actively build a sound labor education curriculum system, provide professional teachers and rich teaching resources, and ensure the effective implementation of labor education. Looking forward to the future, the author expects that kindergarten labor education can continue to make new progress and achievements under the common attention and efforts of the whole society and contribute wisdom and strength to the cultivation of more talents with innovative spirit and practical ability in the new era.

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