

A Brief Exploration of Strategies for Integrating Labor Education into Primary School Chinese Teaching

Xiaoman Zhu

Longteng Primary School Group School, Tongcheng 231400, Anhui, China

Abstract: *The "Compulsory Education Chinese Curriculum Standards (2022 Edition)" takes students as the main body, pays attention to the subjective initiative of students, and attaches importance to interdisciplinary learning. Based on this, this article builds a more colorful Chinese classroom, integrates labor education to create a real teaching situation and conducts research. I hope to provide some reference for interdisciplinary learning of Chinese integrating labor education.*

Keywords: Primary school Chinese, Labor education, Interdisciplinary, Integrated education.

1. Introduction

Chinese courses are practical courses, and should focus on cultivating students' Chinese practical ability, and the main way to cultivate this ability should also be Chinese practice [1]. Chinese course construction should inherit the fine traditions of Chinese education in my country, pay attention to accumulating insights, and at the same time pay close attention to the needs of modern social development and broaden the scope of Chinese learning and application [2]. Focusing on interdisciplinary learning and the use of modern scientific and technological means is a good way. It can enable students to broaden their horizons, improve learning efficiency, and cultivate Chinese literacy that can adapt to modern society through the intersection, penetration, and integration of different learning content and methods.

At the same time, Chinese courses should be open and innovative. When learning Chinese, we should try our best to establish appropriate course goals and develop corresponding course resources based on the needs and learning habits of different regions, different schools, and different students [3]. Integrating other subject resources here and carrying out interdisciplinary integration of Chinese education and labor education can effectively improve students' practical ability. Primary school Chinese teaching and labor teaching are consistent in helping students cultivate good ideological and moral customs, establish a correct socialist concept of honor and disgrace, highlight the common ideal of socialism with Chinese characteristics, and embody the leading role of socialist core values [4]. The alignment of Chinese language education and labor education in value orientation and learning objectives gives new meaning to their interdisciplinary integrated teaching. The two can complement and reinforce each other [5].

2. Exploration of Effective Ways

2.1 Relying on Labor Education, Cleverly Setting Up Teaching Scenarios

Life is education. The classroom can also become the second front for the education of cultivating labor habits. Teachers need to arrange labor education courses for students

appropriately. In the Chinese classroom teaching, there is a text called "Little Schoolbag". When studying this text, students can be guided to organize their small schoolbags in class. In this way, not only can the hands-on ability of primary school students be cultivated, but also it can help students establish a sense of labor, cultivate labor virtues, and encourage and guide primary school students to participate in some labor within their capacity. It can greatly improve students' problem-solving ability and exercise their practical ability. When teaching this lesson, let students understand the functions of schoolbags from the aspects of the appearance of schoolbags, the inside of schoolbags, the placement of books, and the storage of pencil cases. Create a teaching situation for organizing schoolbags, from organizing schoolbags to organizing your own desks and tidying up your own rooms. Later, do some small things at home within your capacity, and then organize the large environment and classrooms. It can effectively help students develop good moral qualities. The new curriculum standard points out that primary and secondary school students should learn to cook, grow vegetables, raise poultry, and repair home appliances. From the perspective of Chinese language classroom, we need to stand in the perspective of children at all times, and children can find opportunities to work everywhere. For example, in the study of Chinese language classroom, we should grasp the opportunity of labor in real time and clarify the importance of cultivating interest in labor. When we studied "Qingping Village Life", the eldest, middle and youngest children presented a comfortable, comfortable and harmonious rural life in different labors. Although the poet did not use a lot of space to describe this picture, through the three actions of hoeing beans, weaving and lying on the peeling, we can feel the lovely and lively image of children. Then we can let the children associate what you see and feel the charm of labor in the association; we can also use pictures and lead the children to the labor practice base to feel the behavior of hoeing rice and beans, and let the students know crops, agricultural machinery and the fun of labor in real practice through scenes. Similarly, "Countryside Family" also talks about the feast of busy farming, where you grow melons and flowers, listen to the singing of the weavers, and eat together in front of the door. The scenes make the children feel that life in the countryside is so smart and beautiful. These labors are commonplace for rural children, but they are very unfamiliar

to urban children. So how can we let them feel it? We can let the children check how the loofah climbs up the trellis by themselves? What are the bamboo shoots like after the rain? How do the rapidly growing ducks forage underwater? What is a weaving girl? What is her song like? Then take the children to the labor practice base to see how the ducklings swim, experience it, wash clothes by themselves, etc., and participate in labor practice activities in person. When Chinese meets labor, I believe the fun is indescribable. At the same time, when we study the text "Porters", what kind of action is "carrying"? What responsibilities do porters shoulder? You can use a small shoulder pole in class to let students feel what kind of labor activity this is. In the process of comparing light and heavy objects, let the students feel the difficulty of porters and realize the true meaning of labor. So when we study the text "Brush Li", we can use some environmentally friendly paints on the background wall of the classroom to lead students to transform some of our old classrooms. Some dirty classrooms with gaps have been produced, so that students can feel his daily work in the brush. In the process of hands-on, let the students gradually understand how difficult it is to brush the screen, so as to perceive the wisdom and diligence of the working people, and let the students do it by hand. Even the cultivation of labor skills is conducive to deepening the understanding of the text, allowing students to do beautiful things in labor, and combine language with labor in labor. Benefit from labor.

2.2 Dig Deep into Labor Factors and Build a Diversified Classroom

If we want to achieve the effective integration of Chinese education and labor education, we must have a perfect evaluation system under the scientific and coordinated curriculum design and implementation, and rely on diversified and comprehensive methods and means to pay comprehensive attention to the cultivation of students' labor literacy. As teachers, in the process of carrying out labor courses, our schools and families should work together to turn life into a large classroom of labor, let labor naturally permeate life, and use the little things in life to give children full opportunities for exploration and trial and error. For example, when getting up early every morning, we can let them dress themselves, fold the quilt, and tidy up the desk and bedding. We just need to be an admirer and encourager. In the daily labor education process, we don't necessarily have to ask children to complete it throughout the process. We should let children establish self-labor awareness in labor to the best of their ability, feel the joy of labor, develop the habit of labor, understand that labor creates a better life, and turn labor into a game in life. As a course, whether it is a Chinese subject or labor education. Labor is ultimately to be implemented in action. After studying "The Bamboo Man", we can let students make a bamboo man by themselves and have a hearty battle; after reading "The Palace Museum", we can let the children try to draw a route map for visiting the Forbidden City and have a small tour in the class simulating a tour guide. In the process of oral communication, we can discuss the class convention and post it in the exercises. We can recall the colorful activities we have participated in, such as participating in a class cleaning, a class auction, a sports meeting, a labor practice, and planting vegetables and fruits. Combining Chinese with labor, creating more abundant and

diverse labor materials, so that students can not only feel the poetic flavor of Chinese, but also benefit from labor.

In the Chinese classroom, the selection and processing of labor content also requires wisdom. At the same time, teachers also need to be more careful in daily discovery and have more resonance with students. For example, when studying the text "Country People", we can let students describe the natural scenery by drawing and talking about it, and come to our labor practice base to feel the natural scenery; when studying the text "Jinggang Mountain", we can combine the activities of our Young Pioneers and lead students to visit the Martyrs' Cemetery to review our Jinggang Mountain spirit; when studying the text "Cuckoo Bird", we can use the different results caused by the different personality characteristics of the cuckoo bird and the magpie to let students understand how difficult it is to be diligent and laziness is not desirable. You can also let the magpie fly around and find materials to build a nest, so that students can feel that it is not easy to build a nest, and then let the students build a nest by themselves, and deepen their understanding of the text in the process of hands-on construction. When studying articles such as "Laba Congee" and "Dragon Boat Festival Zongzi", we should not only collect more materials in and out of class, and restore life scenes by doing it by hand, but also focus on the excellent traditional Chinese culture, explore the elements of traditional festivals, design practical Chinese homework, and combine labor education with traditional cultural education. Students, as the main body of labor, can experience it in person, which can not only improve their labor skills, but also implement core literacy, so that food warms the stomach and labor moisturizes the heart.

In traditional Chinese classrooms, labor skills are all on paper, and ultimately fall into the use of words, phrases and sentences. Now that labor education is integrated into Chinese classrooms, we must pay attention to the labor process and the excavation of labor elements. After personal experience, students will have a deeper impression and remember it in their hearts. In this process, students' labor ability is exercised, the context of the text is clarified, and the labor quality of students is also exercised. In the article "Reed Flower Shoes" in the second volume of the fourth-grade Chinese textbook, the Bronze family is in the cold winter. After all the hardships of weaving shoes and taking them to the market to sell, teachers can design a series of questions, such as what good qualities does Bronze have? Have you had similar experiences in life? Let students think for themselves, or organize some materials, restore the labor process, let students try to weave shoes, or make other items, feel the hard work of adults, and experience the difficulty of making money. In "Deng Xiaoping Planting Trees", Comrade Deng Xiaoping pointed out: "Planting a tree is to beautify an environment, to benefit future generations, and to build socialism..." Reading the text and watching the video in class is not enough. We can also connect with the activities of Arbor Day and lead students to our labor practice base to see the growth process of a tree. Let students talk about what we should do when planting a tree? Then plant the small tree. In this process, we not only enhance emotional communication, but also learn relevant knowledge about tree planting, and understand Comrade Deng Xiaoping's excellent style.

2.3 Clarify Labor Literacy and Carefully Study the Arrangement of Teaching Materials

Learning in Chinese class is not only the imparting of knowledge, but also the process of activating students' thinking, inspiring students' enthusiasm and cultivating students' labor quality. In the learning process, we must constantly improve our education methods and strategies, and transform into a teaching mode that allows students to think more independently. By guiding and leading students to do it in practice, we can make students realize that labor creates wealth and can create happiness, so that students are willing to learn Chinese and participate in actual life labor. Many students are easy to fall into a misunderstanding when studying the text "That Sunday". The "I" in this article suffered a lot of grievances because my mother did not fulfill her promise to me. Even if I finally understood my mother's difficulties, I seemed to have a little sense of loss in my heart. Then we can guide students to experience how much housework mothers have to deal with at home in a day, how long it takes to complete these housework? How much effort is needed? Guide students to perceive how much mothers have paid for their children, cultivate students to establish a correct concept of labor, and deepen their understanding and understanding of the text. The article "Mother's Love" is also about the mother's hard work to make money to support the family. Here you can design a scenario for students to experience the mother's working environment. Draw the classroom curtains, bend over and hunch your back for ten minutes, 15 minutes, 20 minutes... Just imagine, if a mother works in this way from morning to night, isn't it hard for her? Through such real scenes, students can feel the difficulty of their mothers to support their families.

In short, labor education is integrated with Chinese teaching, and interdisciplinary learning is a trend. We have gradually infiltrated labor education into Chinese teaching, but the development of more integrated education is still superficial and has not been truly implemented. We only mention that labor is not easy verbally, which may be counterproductive. If we want to carry these out, implement them, build a better platform, cultivate a correct value through practice, and organically integrate labor education with Chinese learning, there is still a long way to go. Since labor education, as a

subject, has been truly separated for a short time, the materials, texts, and teaching materials on labor education on the market are not mature enough, and the quality is uneven. Therefore, when making a choice, we need to screen more carefully, take the essence, and remove the dross. If some schools focus on creating a good platform for interdisciplinary learning and labor education, we can take this opportunity to build and compile a school-based textbook suitable for our school and the region, and effectively implement interdisciplinary learning. In the unified textbooks, although there are some similar texts in Chinese that introduce labor skills and praise labor quality, there is no complete arrangement system. This requires teachers to dig deep into the labor education resources for effective use, grasp the elements of labor, clarify the relationship between Chinese and labor, and establish better teaching goals.

On the basis of correctly grasping the requirements of the Chinese and labor curriculum standards, teachers should dig out life resources around the text theme, seize key opportunities to resonate with students, continuously enrich their reading emotional experience, and improve students' outlook on life, values, and world outlook.

2.4 Innovate Working Methods and Implement Labor Practices

Then the new curriculum standard also proposes that teachers should carefully design homework, use accurate words, express in a standardized manner, have clear requirements, and have appropriate difficulty. Combined with the characteristics of labor education, teachers should dig deep into our texts and scientifically and rationally design labor homework in the context of Chinese homework. A labor homework design should reflect the subject integration of Chinese and labor education. In previous classroom learning, we mostly used speaking, acting, and doing to let students sow the seeds of love for labor and the glory of labor in this process, cultivate a positive labor spirit, comprehend positive labor qualities, and establish a good labor attitude. After class, we can also use a labor homework to let students deepen their understanding of the text by writing and drawing, and establish correct labor values (see Tables 1 and 2).

Table 1: Integrated homework design and evaluation scale

Text	Event Design	Design purpose	Self-evaluation	Classmates review each other	Teacher Evaluation
"Small school bag"	1. Learn about books and stationery	Master the correct way to arrange stationery and develop the good habit of organizing and caring for your school bag.	☆☆☆	☆☆☆	☆☆☆
	2. Where should we put books, exercise books, pencil sharpeners, pencils, etc.?		☆☆☆	☆☆☆	☆☆☆
	3. Help the teacher pack the school bag.		☆☆☆	☆☆☆	☆☆☆
	4. Organize your own schoolbag and evaluate each other with your deskmate.		☆☆☆	☆☆☆	☆☆☆

Table 2: Integrated task design

Issues	"Flower Clock"
Observation work	Watch related documentaries such as "Plant Kingdom" and lead students to appreciate the beauty of nature.
	Lead students to visit the labor practice base, observe the postures of flowers blooming this season and try to draw them, or write an observation diary.
Practical Assignments	Try to grow a plant or a pot of flowers yourself and record its changes every week. You can record in the form of taking photos, drawing pictures, or keeping an observation diary.

This homework design can also be linked to the article "Pulling up the seedlings to help them grow" in the second volume of the system edition of the second grade. The farmer did not follow the law of the development of things, and was eager for success, which made things worse. Students can be asked to practice in person, whether it is going to the countryside to collect folk songs, experience sowing, or grow flowers and vegetables by themselves. They understand that the growth of things requires a certain process, and they must

wait patiently and take good care of them.

3. Problems and Prospects

With the improvement and in-depth development of the status of labor education, many problems have gradually been exposed. The current society's interpretation of labor education policies is not profound, the relevant publicity work is not in place, and publishing units are eager to seize the opportunity. This leads to low utilization of labor teaching materials. Secondly, it is difficult to achieve the comprehensive education goal of labor education in the new era by relying solely on labor education courses. This requires that labor education integration courses should be carried out in other subjects with predetermined logic, and they should support and complement each other. Effectively prevent the marginalization of labor education. Although there are some texts in the unified textbooks that introduce labor skills, praise labor qualities, and praise the working people, there is no complete arrangement system and coherent training system. This requires teachers to deeply explore the labor education resources in the unified textbooks, and sort and summarize them according to certain standards, grasp the characteristics of labor resource arrangement and the gradient of literacy development, and clarify the relationship between language and labor, the relationship between teaching resources and teaching goals, and the relationship between in-class and out-of-class. In the actual implementation process, due to the characteristics of the language subject, such an education policy in different schools and regions is likely to lead to the integration of labor education and the implementation of labor education in the actual teaching process. Or the one-sided and wrong understanding of labor education, ignoring the penetration of labor values and teachers not digging deep into the teaching materials, make a good text fail to produce a good labor education propaganda effect, and the final practical results cannot meet expectations, which are worth analyzing and pondering.

Furthermore, the interdisciplinary integration of Chinese and labor education is not a simple "activity platter", nor is it a simple "formal embellishment", nor is it an unnecessary "disguised plug-in". It should be a natural occurrence of knowledge connection; it is a clever seamless connection and clever application in students' questioning, analysis and problem solving; it is integrated into the connection of knowledge and the common points of knowledge.

Interdisciplinary integration is based on the knowledge section of large units. It is necessary to study the textbooks in depth, understand the connection of knowledge, and study the key points of the textbooks thoroughly? Where are the doubts of students? Where are the easy mistakes and confusion points? What should teachers focus on, and what other subjects should students learn through this knowledge point? What other subjects can be integrated to help students acquire new knowledge?

Based on the above, the exploration of the teaching model of the interdisciplinary integration of labor education and Chinese education is a long way to go. It requires us to concentrate on research, carefully consider, and boldly conduct teaching practice attempts and research. It requires

teachers to constantly update their knowledge reserves, integrate and dig deep into the teaching materials, and take children across the boundaries of subject knowledge, integrate knowledge and learn knowledge, improve their abilities, cultivate their interests, and develop habits. I believe that this exploration can make our labor education more profound and broad, allowing students to feel the importance of labor in the practice of Chinese classrooms, and contribute to the cultivation of new people of the era with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

References

- [1] Zhu Jiwen. Reflecting on labor education in kindergartens from the perspective of the new curriculum standards[J]. Trade Union Expo, 2022, (18): 49.
- [2] Shi Guanghong, Zhu Pingping. Research on subject integration teaching strategies based on learning task groups: Taking primary school Chinese teaching integrated with labor education as an example[J]. Chinese Language Construction, 2022, (20): 22-26.
- [3] Ji Hailong, Liu Zhixiao. Organic penetration of labor education in primary school Chinese teaching[J]. Language Construction, 2021, (10): 69-72.
- [4] Li Dongming. Research on the strategy of integrating labor education into Chinese teaching[J]. Chinese World (Primary School Students' Window), 2023, (12): 41.
- [5] Li Jinghong. Exploration on the integration path of primary school Chinese teaching and labor education[J]. Anhui Education Research, 2023, (28): 7-8+35.