

Innovative Development and Practical Exploration of Blended Teaching Method in the Discipline of Labor Education

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Abstract: *In today's education field, blended learning method, as one of the educational models that combines traditional face-to-face teaching with modern online teaching, has gradually gained attention from various stages of society. Especially in the field of labor education, the use of blended learning methods is not only beneficial for enhancing teaching effectiveness, but also for the development of students' practical abilities and innovative thinking. Labor education aims to cultivate students' labor concepts, skills, and attitudes through practical labor activities. The application of blended teaching methods in labor education brings new vitality, integrating online and offline educational resources. Through online platforms, students can independently learn theoretical knowledge, and offline practice provides opportunities for theoretical knowledge to be applied in practice. Based on this, this article analyzes the innovative development value of blended learning in the field of labor education, and explores the innovative development path of blended learning.*

Keywords: blended learning; Labor innovation and development; practice.

1. Introduction

The General Secretary pointed out at the National Education Conference that we should promote the spirit of labor among students, educate and guide them to respect labor, and enable them to work hard, honestly, and creatively when they grow up[1]. The core concept of blended learning is to "teach according to their aptitude" and "apply what they learn". In labor education, this means tailoring a learning path tailored to each student's characteristics and needs[2]. Through online courses for self-directed learning, students can master knowledge at their own pace. Offline practical activities help students apply the knowledge they have learned to practice, achieving a unity of knowledge and action. This teaching mode is not only conducive to the cultivation of students' self-learning ability, but more importantly, it exercises their hands-on ability and improves their problem-solving ability through practical operations. Therefore, the application of blended learning method in practical exploration of labor education is not only a reform of traditional teaching methods, but also an important transformation in the cultivation of student abilities[3].

2. The Innovative Development Value of Blended Teaching Method in the Discipline of Labor Education

The labor education and aesthetic education in our country have obvious commonalities to a certain extent, which can be seen from the "Guidelines for Labor Education in Primary, Secondary and Primary Schools (Trial)" issued by the Ministry of Education in 2020 and the "Opinions of the Ministry of Education on Strengthening Aesthetic Education in Higher Education Institutions in the New Era" issued in 2019[5]. The overall goal of labor education is to cultivate students' implicit labor consciousness and explicit labor skills; Encourage schools to carry out rich and diverse art practice activities tailored to local conditions and school conditions, actively explore and create art practice activities with characteristics of the times, campus, students, and education.

2.1 Enrich Labor Education Resources

Traditional teaching methods are often limited to textbooks and classroom environments, while blended learning methods greatly expand the scope and diversity of teaching resources through the introduction of digital teaching tools and online learning platforms[4]. For example, with the help of virtual reality (VR) technology, students can simulate various work scenarios in a virtual environment, thereby obtaining a more intuitive and realistic work experience. In addition, blended learning also encourages teachers and students to use online resources, such as online courses and instructional videos. These multimedia resources can provide more vivid and vivid teaching content, while also facilitating students to learn anytime and anywhere, breaking through the limitations of time and space. Through this approach, labor education resources have been greatly enriched, providing students with more comprehensive and in-depth learning opportunities.

2.2 Shaping the Labor Character of Students

From the perspective of connotation, labor character is not only the mastery of labor skills, but also the cultivation of labor spirit and the shaping of labor attitude[5]. In the application process of blended learning, teachers can integrate a series of new ways and methods, such as integrating online discussions into online activities and integrating offline time into project practice, so that students can personally experience the hardships and fun of labor in practice, thereby cultivating their spirit of hard work, pragmatism, and innovation. At the same time, through online communication and interaction, students can more conveniently share their labor experiences, and teachers can also use some labor cases with deep connotations to guide students to analyze them, gradually infecting students in their thinking. In addition, blended teaching methods also emphasize reflection and summary, so that students can continuously improve themselves from the teacher during the labor process, and thus shape a comprehensive and profound labor character.

3. Innovative Development and Practical Exploration Path of Blended Learning Method in Labor Education Discipline

3.1 Online Course Development of "Labor Toolbox", Breaking through Skill Points one by one

In the current digital information age, the implementation mode of labor education is facing profound changes. Although traditional physical teaching models have irreplaceable advantages, they are often constrained by factors such as time, space, and teacher resources. In this context, the online course design scheme of "Labor Toolbox" has emerged at the right time, aiming to use carefully planned online teaching content to explain every subtle aspect of labor skills in a simple and easy manner, so that students can deeply learn and practice through online teaching platforms anytime and anywhere.

Taking horticultural labor as an example, teachers will further refine the application practice of the "Labor Toolbox" online course. Horticultural labor includes both the cultivation and care of plants, as well as a composite labor that integrates biological knowledge, environmental science, and practical skills. With the help of the "Labor Toolbox" online course, we have broken down this composite skill into several specific skill modules such as soil preparation, seed selection and pretreatment, sowing methods, watering and fertilization techniques, and identification and prevention of pests and diseases. Each skill module is thoroughly explained through high-quality video teaching, showcasing both standardized operating procedures and explaining relevant scientific theories. During the implementation process, teachers can utilize the National Smart Platform for Primary and Secondary Schools to release a series of carefully crafted online courses. Students can access the above course resources for self-learning at any time through mobile phones, tablets, or computer devices. Taking "watering and fertilizing" as an example, the video tutorial provides in-depth guidance to students on how to scientifically develop irrigation and fertilization strategies based on the growth cycle of plants and the actual situation of the soil. In addition, interactive tests and small games are embedded in the course to test students' mastery of knowledge points and increase the fun of learning. In this way, students can comprehensively and systematically acquire various skills required for horticultural labor, and deepen their understanding and application of the learned content through hands-on practice. Applying a combination of online and offline teaching modes to labor education significantly enhances student learning effectiveness and interest, thus laying a solid foundation for the cultivation of high-quality workers in the new era.

3.2 Establishing a Remote Mentor System and inheriting Labor Skills Hand in Hand

In labor education, there may be some technically challenging technologies involved. For labor teachers on campus, their labor skills may be mainly based on labor professional knowledge, and they may not have mastered more professional labor foundations. Therefore, under the hybrid teaching framework, a "remote mentor mechanism" can be constructed, supported by advanced modern network

communication technology, so that mentors and students in different regions can communicate and exchange in real-time, thereby achieving the goal of remote teaching and inheriting labor skills. The establishment of the remote tutoring system can break the geographical limitations of traditional education methods and create a channel for students to directly communicate with industry experts. It has a significant effect on improving students' professional level and practical ability. Taking woodworking activities as an example, labor teachers can connect remote woodworking experts and students through Tencent Meeting, an online video conferencing platform. Using high-definition camera technology, experts can clearly and intuitively display various aspects of woodworking production, including wood selection, pretreatment, and even the overall design and specific production of furniture, providing comprehensive explanations and practical demonstrations. Taking the production of a simple wooden stool as an example, experts first introduce the unique properties and application scenarios of various types of wood through videos, guiding students to select appropriate wood based on the design needs of the stool. Afterwards, the woodworking expert strictly demonstrated the production process of the wooden stool according to the steps, such as wood cutting, fine polishing, and assembly of various components. During this process, if students encounter doubts about aspects such as wood cutting angle and polishing precision, they can immediately consult experts through video and receive timely answers and guidance. This mode not only enables students to learn the exquisite skills of woodworking in practical operations, but also enables them to communicate and interact with experts in real-time, thereby gaining a deeper understanding and grasp of the essence of woodworking.

3.3 Online Labor Competition Organization, Inspiring Learning Enthusiasm in Competition

As an emerging education model, online labor competitions have gradually shown their enormous potential and vitality in the field of labor education. With competition as its core concept, it uses online platforms to build a platform for showcasing and exchanging labor skills, thereby igniting students' enthusiasm for learning and fully stimulating their initiative and creativity in learning. In labor competitions, students not only have the opportunity to internalize the theoretical knowledge learned in the classroom into practical operational skills, but also have the opportunity to hone their skills and improve themselves in the competition. Furthermore, the form of online competition has successfully broken through the constraints of traditional classrooms in terms of time and space, allowing more students to transcend geographical limitations, compete on the same stage, and make common progress. Therefore, the organization of online labor competitions is not only an innovation in the form of labor education, but also a profound transformation of educational concepts.

Taking "Online Horticultural Planting Competition" as an example, labor education teachers use "DingTalk" as an online educational tool to organize and supervise various stages of the competition. In the preparation stage, the teacher shares the basic knowledge and operation manual of horticultural planting with students in the DingTalk group, so

that students can learn independently. At the same time, through the DingTalk live broadcast function, students can answer their questions in real time to ensure that they acquire basic horticultural skills. At the beginning of the competition, students carry out planting activities at the site provided for horticultural practice at home or school, and submit their planting diaries, photos, videos, etc. to everyone through the DingTalk platform, becoming their own entries. During the planting process, students actively exchange learning experiences, share learning experiences, and achieve common development goals in the nail group. Teachers can use the DingTalk platform to evaluate and guide student work in real-time, helping students improve their planting plans. At the end of the competition, the winner is ranked based on evaluation criteria such as the level of detail in the log, plant growth status, and innovation. The launch of this online horticultural planting competition not only enhances students' horticultural skills, but also cultivates their observation and recording abilities. More importantly, under the guidance of blended learning, it achieves a perfect combination of innovation and practice in labor education.

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4. Conclusion

After entering a new era, labor education has also entered a new stage of development, with many new teaching methods appearing in the vision of educators. Among them, blended learning, with its advantages, provides a new path for labor education reform. Relying on blended learning, various labor education resources can be integrated and labor education content can be enriched. Blended learning is an innovative teaching method that integrates traditional teaching and online learning, providing students with more diverse and autonomous learning paths. Although there are still some challenges in practice, it is believed that with the continuous progress of technology and the exploration and improvement of teaching models, blended learning will play a more important role in the future, creating a better learning environment and experience for students and teachers. Therefore, teachers need to deeply analyze the basic connotation of blended learning, actively explore new paths in labor education, shape good qualities in labor, and achieve the educational goal of integrating knowledge and action.

References

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