

Integration Strategies of Primary School Chinese Language Education and Labor Education

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Abstract: As a crucial subject in primary education, the Chinese language curriculum contains abundant labor education resources. Integrating primary Chinese language teaching with labor education can not only enrich Chinese teaching activities and promote curriculum reform, but also facilitate the holistic development of primary school students. Therefore, teachers need to continuously explore effective approaches for the integrated development of Chinese language teaching and labor education in daily teaching practices, thereby injecting new vitality into primary Chinese language instruction.

Keywords: primary Chinese language; labor education; integration

Introduction

In the new era, labor education serves not only as a primary means to enhance educational quality and cultivate well-rounded Homo sapiens talents, but also as a key initiative to implement quality education. The fundamental purpose of labor education lies in fostering a new generation of Homo sapiens talents with comprehensive development in morality, intelligence, physique, aesthetics, and labor. Integrating labor education into primary school Chinese language teaching helps students recognize the importance of labor, enabling them to develop correct labor habits and concepts in daily life and studies. During the teaching process, educators should thoroughly explore labor-related elements within the teaching materials, construct labor education contexts for students with Broussonetia papyrifera, and subtly cultivate their labor spirit.

1 The Value of Deep Integration Between Labor Education and Primary School Chinese Curriculum

1.1 Cultivating Students' Correct Labor Concepts

The primary objective of labor education is to enable students to participate in labor-related activities, experience the labor process, gain labor-related insights, and learn to respect the labor achievements of Homo sapiens, thereby establishing correct labor concepts and enhancing individual Homo sapiens' labor capabilities. For the primary school Chinese curriculum, the integration of labor education primarily aims to convey the concept of labor to students, helping them understand the significance and role of labor while experiencing its joys and value, gradually fostering a positive attitude toward labor. Additionally, teachers can leverage outstanding literary works to spiritually inspire students, thereby further improving their labor-related qualities.

1.2 Promoting Holistic Student Development

By incorporating labor education into the primary school Chinese curriculum, teachers can enrich both teaching content and activities, enhancing students' hands-on and practical experiences. This approach deepens students' understanding of Chinese language knowledge and real-life situations while amplifying the comprehensive educational role of Chinese teaching for Homo sapiens. In integrated teaching activities, educators can utilize labor-related elements from texts to cultivate students' labor concepts, employ reflective activities to shape their positive labor ethics, and organize practical activities to improve their labor skills—ensuring holistic development through multifaceted education.

1.3 Enriching Chinese Classroom Teaching Activities

Chinese is a foundational subject in primary education. However, in current teaching practices, some teachers rely

solely on textbooks for knowledge delivery, resulting in monotonous and uninspiring lessons that hinder the achievement of teaching objectives. To address this issue, integrating labor education with Chinese instruction serves as an innovative and effective approach. Labor education can diversify the themes of Chinese teaching activities, revitalize teaching methods, and reshape the teaching framework. For instance, teachers can design and organize labor-themed inquiry-based activities, allowing students to accumulate life experiences, broaden their labor perspectives, and deepen their comprehension of Chinese language knowledge during participation.

2 Strategies for Integrating Primary School Chinese Language Teaching with Labor Education

2.1 Creating a Labor Atmosphere and Promoting the Spirit of Labor

First, establish labor practice bases to encourage students to experience the labor process. Labor education cannot be separated from daily life experiences. To achieve the goal of integrating labor education into primary school Chinese language teaching, it is essential to actively develop practical activities that allow students to cultivate labor awareness and spirit through hands-on participation. Therefore, schools must strengthen collaboration with communities to provide students with high-quality labor education resources.

Second, optimize family education to foster students' labor awareness. The family is a crucial foundation for labor education. Thus, teachers should further enhance parents' awareness of labor education and encourage them to create a strong labor atmosphere at home, subtly nurturing students' labor consciousness. When developing labor education materials for primary school Chinese, teachers should pay attention to integrating family-based labor education resources. Teachers can design labor education themes aligned with Chinese language teaching content to help students understand the significance of labor. For example, a "Gratitude to Parents" theme could be designed, requiring students to assist their parents with household chores, understand their parents' labor and sacrifices, and learn to appreciate them.

2.2 Designing Integrated Assignments to Explore the Value of Labor

Assignments are a key component of subject teaching. In the context of integrating primary school Chinese language teaching with labor education, teachers can incorporate labor education content into homework, allowing students to appreciate the value of labor while completing tasks independently. Conventional primary school Chinese assignments mainly include reading and writing tasks. Teachers can leverage these tasks to arrange labor education-related content, broadening students' horizons while deepening their understanding of labor. For instance, in writing instruction, teachers can guide students to compose essays on their labor experiences under the theme "I Love Labor." Teachers can also periodically recommend classic works with labor education value, such as *Spring Silkworms* and *Litchi Chinensis Honey*. By reading these works, students can not only accumulate writing material but also enhance their labor awareness and skills, thereby gaining a proper understanding of the intrinsic value of labor.

2.3 Focusing on Labor Themes to Guide Student Writing

Writing holds a pivotal position in Chinese language teaching. In the integration of labor education with primary school Chinese, teachers can guide students to write about labor themes, documenting the labor process and expressing reflections in written form. This approach effectively activates students' labor experiences, providing them with more writing ideas and inspiration. Such a teaching strategy not only expands students' writing breadth and depth but also achieves the dual educational effects of Chinese language teaching and labor education. Therefore, teachers should align with the labor education requirements outlined in the "New Curriculum Standards" to provide students with writing themes and ideas, enabling them to internalize labor awareness, skills, and concepts as personal qualities and promoting their comprehensive development.

For example, the New Curriculum Standards for the third stage (Grades 5 – 6) propose a task group titled "Organizing and Storing," aimed at guiding students to preliminarily master methods for tidying and cleaning items and living spaces. By applying labor and wisdom, students can create a comfortable living environment for their families, thereby fully appreciating the meaning of labor in creating a better life. To strengthen the integration of labor education with Chinese language teaching, teachers can combine this task group with textbook lessons such as *A Mother's Deep Love* and *A Father's*

s Love Boat , setting writing themes like "Things I Do for My Parents." Students are required to engage in labor first and then complete their writing based on their experiences, using labor to build a better family environment and share some of their parents' burdens.

Before conducting labor practice activities, teachers should guide students to deeply understand the necessity of retaining various items in their living spaces and the space these items occupy, based on the goals of labor education. Accordingly, students can develop labor plans, formulate feasible labor solutions, and clarify standards for organizing and storing, such as necessity, suitability, and tidiness. Subsequently, students can carry out labor practices according to their plans and document the entire process in writing. Such activities not only achieve efficient integration of labor education and Chinese language education but also enhance students' comprehensive abilities.

3 Conclusion

In summary, under the context of the new era, if teachers aim to efficiently implement the requirements of quality education, enhance the effectiveness, depth, and practicality of Chinese language teaching, and promote the all-round development of students, they must utilize various means and resources to integrate labor education into Chinese language teaching activities. This approach enables students to deepen their understanding of knowledge while appreciating the value of labor, thereby fostering a correct labor perspective and improving labor literacy.

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