

Exploring the Construction of an Integrated System of Labor Education Curriculum From the Perspective of Symbiosis Theory

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Abstract

This study starts with the concept and connotation of symbiosis theory to explore the construction of an integrated system of labor education curriculum. It analyzes the implementation subjects of labor education for college students and the content and forms of their participation in labor education. On this basis, it determines the symbiotic units of labor education for college students, selects the integrated mutual benefit symbiosis model, analyzes the symbiotic conditions and symbiotic interfaces formed by the symbiotic system, objectively analyzes the drawbacks and problems in the construction of the integrated system of labor education, and based on the inevitable requirements of the formation of symbiotic relationships, proposes the construction path of the integrated system of labor education curriculum for college students from three aspects: clarifying the responsibilities and positioning of the symbiotic units to form a school-led collaborative system; building a symbiotic unit linkage and communication platform to promote the construction of the mutual benefit symbiosis model; and constructing differentiated education and management mechanisms to create a stable and lasting symbiotic environment.

Key words: Labor education; Symbiosis theory; Integrated system construction

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In recent years, the CPC Central Committee, the State Council, the Ministry of Education, the Central Committee of the Communist Youth League, and the National Working Committee on Minors have issued documents to put forward clear requirements for labor education in primary, secondary, and tertiary schools, emphasizing that “labor education should be incorporated into the comprehensive education system”. In March 2020, the CPC Central Committee and the State Council issued the “Opinions on Comprehensively Strengthening Labor Education in Primary, Secondary, and Tertiary Schools in the New Era”, which clearly stated that we should attach importance to the role of labor education, organize labor education activities, and focus on building a labor education system. As an important part of the comprehensive development of “morality, intelligence, physical fitness, aesthetics, and labor”, labor education plays an important role in the growth and success of students. The educational theme of labor education is not only the responsibility of schools, but also the integration of various forces. This article introduces the symbiotic theory as the foundation, analyzes the symbiotic elements of labor education and its inherent conditions for symbiotic applicability, and proposes a symbiotic integrated education model to form a general pattern of mutual benefit and symbiosis among stakeholders involved in labor education such as schools, society, and families.

1. OVERVIEW OF SYMBIOSIS THEORY

The word “symbiosis” comes from the Greek language and is a concept in biology. It was first proposed by German mycologist Anton de Bary in 1879, defining it as the living together of organisms of different species. The world is composed of interconnected and interdependent

substances, so symbiosis not only exists in the biological world, but also widely exists in social systems. In the 1950s, symbiosis theory was used in the field of Western sociological research to explain the interactive relationships between interpersonal interactions in modern society, which was the beginning of the application of symbiosis theory in the field of social science. In the 1990s, Chinese scholar Yuan Chunqing applied symbiosis theory to the field of economics, proposing the three elements of symbiosis, namely symbiotic unit, symbiotic mode, and symbiotic environment. Among the three elements of symbiotic relationship, symbiotic mode is the key, symbiotic unit is the foundation, and symbiotic environment is an important external condition. The medium of interaction between the three elements of symbiosis is called symbiotic interface, which is the medium, channel, or carrier for the conduction of material, information, and energy between symbiotic units, and is the foundation for the formation and development of symbiotic relationships.

In recent years, more and more scholars have used symbiosis theory to solve problems within social systems, such as regional economic cooperation, enterprise operations, urban-rural integration issues, cultural heritage protection, rural revitalization, community grassroots governance, and medical institutions' upstream and downstream linkage. In education, symbiosis theory is applied to the construction of primary and secondary school-based teaching and research systems, school-enterprise collaboration and human paths, vocational college social services, and home-school collaborative education. Therefore, the application of symbiosis theory has broken through the scope of biology, widely applied to various social fields and achieved significant results in practice. This article attempts to apply symbiosis theory to the study of labor education, providing new ideas and methods for the construction and practical application of labor education courses.

2. ANALYSIS OF THE CURRENT SITUATION OF LABOR EDUCATION FOR COLLEGE STUDENTS

2.1 Analysis of the Main Body of Labor Education for College Students

College students' labor education is a complex, extensive, complete, and systematic system. Labor education plays an irreplaceable role in helping students succeed, cultivating labor consciousness, exercising students' practical abilities, enhancing their ability to adapt to social life, and cultivating students who are fully developed in the new era. In college students' labor education, the implementation subjects present a diversified characteristic. While schools continue to play a role in

labor education, the role of family and society in labor education is prominent. The implementation subjects are interconnected and interact with each other, playing their respective roles and undertaking their respective tasks, and jointly promoting the realization of the goal of labor education. Family plays a fundamental role in labor education. In terms of labor consciousness, through daily edification and influence, students are educated to form preliminary labor education concepts. In practice, students' life skills are cultivated from daily life, such as food, clothing, housing, and transportation. As the main body of labor education, schools play the role of cultivating students' labor concepts and forming correct labor concepts in ideological aspects. At the same time, they should scientifically set up labor curriculum systems, establish and improve labor education assessment indicators, and provide students with sufficient time and participation in labor education. In labor education, society has more resources. Governments, communities, enterprises, public welfare institutions, etc. belong to the category of society, providing students with a broader practical platform, richer practical content, and opportunities to enhance their professional skills and adapt to society. Their supporting role in labor education is prominent.

2.2 Analysis of the Content and Form of Labor Education for College Students

Based on Marxist labor theory, labor is divided into productive labor and non-productive labor, and labor education is accordingly divided into productive labor education and non-productive labor education. Considering the pertinence and feasibility of labor education content for college students, this article subdivides college students' participation in labor education from ideological education and practical education. Ideological education mainly includes labor education concepts and consciousness education, with educational content including Marxist labor theory, labor spirit, model worker spirit, and craftsman spirit, and forms including family education to cultivate students' labor consciousness, labor education courses offered by schools, and thematic class meetings and group activities. In practical education, it is divided into daily life labor education, service labor education, and productive labor education. Daily life labor education mainly focuses on the cultivation of daily behavior and basic life skills, emphasizing the strengthening of labor self-reliance consciousness in self-care, experiencing the way of running a household, and emphasizing the education dimension. Service labor education provides services for others and society, and is realized in the form of participating in public welfare activities, social practice, and labor education week, focusing on cultivating students' responsibility consciousness, service consciousness, and dedication spirit. Productive labor education is engaged in activities

that can obtain social benefits or economic benefits, focusing on cultivating students' thinking of labor gains, improving students' skills and adapting to society, and carrying out labor education activities in enterprises, communities, and families in the form of part-time jobs during holidays, professional internships, and agricultural activities.

At present, although the main body of labor education implementation is college students who have more resources to participate in labor education, college students regard labor education as a task and a requirement for graduation, not only underestimating it in thought, but also lacking enthusiasm in action. The actual content and form of participation are limited to labor education courses offered by schools, labor education week activities, public service activities, professional internships, social practices, etc. There is a phenomenon of limited participation content, narrow forms, and "a brief dip" in the labor education process.

3. THREE, THE CONSTRUCTION OF THE SYMBIOTIC SYSTEM OF LABOR EDUCATION CURRICULUM FOR COLLEGE STUDENTS

3.1 Three Elements of Symbiosis

3.1.1 Symbiotic unit

The symbiotic unit of labor education curriculum for college students is consistent with the implementation subject in terms of their inherent essence, and there is a high degree of compatibility between the two. Based on the analysis of the implementation subject of labor education for college students, this study divides society into three categories: government agencies, public welfare organizations, and enterprises, and considers families, schools, government agencies, public welfare organizations, and enterprises as symbiotic units. In symbiosis theory, the formation of symbiotic relationships between symbiotic units is determined by the qualitative parameters describing the compatibility between symbiotic units, which is the compatibility of the qualitative parameters between symbiotic units. Based on the analysis of the roles, responsibilities, and functions of the implementation subjects of labor education for college students, although there are different responsibilities and division of labor among the implementation subjects, their work "focal point" is to cultivate students' labor thinking, improve labor skills, enhance their adaptability to social life, and thus improve the quality of education in the new era, and cultivate socialist successors and builders who are morally, intellectually, physically, aesthetically, and laborally developed for the party and the country. From this point of view, the goals of symbiotic units are

convergent. Therefore, there is inherent compatibility between the qualitative parameters of symbiotic units.

3.1.2 Selection of Symbiotic Model

At present, there are some problems in the implementation of labor education for college students, such as unclear role positioning, unclear responsibilities and tasks, lack of communication and communication between implementation subjects, alienation of relationships, and lack of effective communication and communication platforms. The cooperation between symbiotic units is in an intermittent asymmetric mutualism mode, which can lead to short-term cooperation between symbiotic units, lack of stability and persistence, and easily lead to the deviation of training objectives from the main theme, the separation of training content from the essence of labor education, and the chaos of talent training system, making it difficult to achieve long-term goals.

In the symbiotic theory, the integrated symmetrical reciprocal symbiotic model is the best symbiotic model, which is the most stable and efficient symbiotic model, enabling complementary advantages and mutual cooperation between symbiotic units, thus sharing resources, generating symbiotic energy, and achieving the goal of labor education. Currently, college students' labor education has initially met the conditions for realizing the symbiotic model. First, the country has formulated a strategic system for building a strong education country, explicitly recognizing labor education as an important content for cultivating well-rounded students in the new era. The implementation subject of labor education has increasingly attached importance to labor education, laying a solid foundation for the in-depth implementation of the labor education curriculum system. Second, the implementation subject's ideological recognition of the significance of labor education has been continuously strengthened. With the promotion of labor education by schools, society, and education guidance, the implementation subject has enhanced its understanding of labor education after seeing the negative performance and negative impact of contemporary college students in labor, and felt its own responsibility in the education and social dimensions of labor education. Third, the willingness and frequency of information exchange and resource sharing among implementation subjects have been enhanced. With the continuous promotion of the educational concept of "three-dimensional education", the role of family-school-community collaboration in education has emerged, and an online communication platform led by schools has been initially established. The symbiotic units exchange information resources, communicate about students' growth environment, and propose suggestions, which to some extent promotes the transformation of the symbiotic model to an integrated symmetrical reciprocal symbiotic model. However, in order to achieve the integrated symbiotic model, the roles and responsibilities

of the symbiotic units should be further clarified, a comprehensive and interconnected platform system should be established, the efficiency of information and energy exchange should be improved, and the optimal allocation of resources should be formed.

3.1.3 Analysis of the Symbiotic Environment

The symbiotic environment refers to the macro environment outside the symbiotic unit that affects the symbiotic system. It is the medium, channel, or carrier for the transmission of material, information, and energy between symbiotic units. It is the core of the symbiotic system and one of the necessary conditions for the formation of symbiotic relationships. The symbiotic environment in which the symbiotic system of labor education for college students is located is characterized by complexity, variability, and hierarchy. Complexity is reflected in the diversity of content and form of labor education, as well as the diversification of implementation subjects. Variability lies in the changes in the individual needs of college students, the recognition of labor education by implementation subjects, and the dynamic changes of positive and negative impacts in the symbiotic environment. Hierarchy lies in the degree of influence of environmental variables. According to the magnitude of influence, it can be divided into primary and secondary environments. The symbiotic units of labor education for college students inject their respective teaching facilities, equipment, teaching platforms, teaching ideas and concepts, funds, policies, and other resources into the symbiotic environment, forming a systematic, comprehensive, and linked dynamic communication interface, and building a positive symbiotic influence environment to promote the benign operation of labor education.

4. PATH TO CONSTRUCTING AN INTEGRATED SYSTEM OF LABOR EDUCATION CURRICULUM FOR COLLEGE STUDENTS

Based on the analysis of the current situation of labor education for college students, this study proposes a path for constructing an integrated system of labor education for college students by initially constructing a symbiotic system of labor education courses from the three levels of symbiotic units, symbiotic modes, and symbiotic environments.

4.1 Clarify the Responsibilities and Positioning of the Symbiotic Units, and Form a Collaborative System Led by the School

Clarifying the specific responsibilities of the symbiotic units, awakening their role orientation in labor education, and strengthening the linkage and integration

among the units are the foundation for forming a good symbiotic relationship. In the process of labor education, it is important to put the cultivation of the correct understanding of the comprehensive educational value of labor education in the symbiotic units in the first place, establish the correct concept of labor education, and strengthen the ideological recognition of collaborative education among the symbiotic units. It is necessary to further clarify the role orientation of symbiotic party members. While playing a fundamental role, families should be supporters and advocates of school curriculum settings and relevant government policies. Government agencies, public welfare organizations, and enterprises should play the role of supporters by providing different resources, serving as the carrier of social resources. Schools should earnestly take on the responsibility of playing a leading role, formulate a systematic curriculum system from different levels such as ideological education, skill training, and social practice, and educate and guide students to achieve the integration of learning, thinking, and application, and the unity of knowledge, belief, and action. Moreover, they should play the role of a hub between symbiotic units, allocate resources, communicate and exchange information. Based on the focus on student growth, each symbiotic unit should carry out college labor education in an orderly manner around the teaching objectives and curriculum content of the school, and optimize the construction of the labor education system by putting forward reasonable suggestions and opinions, and jointly participating in curriculum settings and industry-university-research projects to form a collaborative education system led by the school.

4.2 Build a Symbiotic Unit Linkage and Communication Platform to Promote the Construction of a Mutually Beneficial Symbiotic Model

Strengthening the continuous exchange of information and sharing of resources among symbiotic units and releasing the energy of the implementation body of labor education are the keys to promoting the construction of a reciprocal symbiotic model. In the symbiotic system of labor education, the influencing factors of symbiotic relationships, the dynamic changes of resources in various symbiotic units, and the individual differences of education objects all affect the stability and longevity of symbiotic relationships to a certain extent. Therefore, establishing a fast, efficient, standardized, and dynamic linkage guarantee platform for labor education can promote effective interaction and communication among symbiotic units, integrate resources from all parties, adapt to development changes, and form a symbiotic model of mutual adaptation, mutual stimulation, mutual cooperation, and mutual evolution. In order to break the time and space constraints, a comprehensive interactive communication platform integrating interactive

communication, resource guarantee, curriculum construction, and policy support should be established, and a platform management agency should be generated from different symbiotic units according to a reasonable member ratio structure. In the operation of the platform, schools should be the center for the exchange and interaction between symbiotic units, and labor education tasks should be issued, curriculum construction and effect feedback should be collected, and resources from all parties should be integrated. A resource supply system led by government agencies should be formed, and the location and educational content of labor education bases should be released on the platform in a timely manner, which is conducive to schools organizing students to practice while families can organize students to practice independently. All parties can also release resource requirements on the platform, such as community needs for home appliance maintenance, knowledge promotion, and love teaching assistants. Schools should organize relevant majors to participate in characteristic practical activities, and transform school resources and social resources into learning resources. In short, various symbiotic units use the platform to exchange and share information and resources, continuously generate new symbiotic energy, promote the stability and continuous dynamic development of the symbiotic relationship between home, school, and society, and form a reciprocal symbiotic educational symbiotic relationship.

4.3 Build Differentiated Education and Management Mechanisms to Create a Stable and Sustainable Symbiotic Environment

In the labor education of college students, the educational objectives and educational philosophy of the symbiotic units are similar, but their educational resources, educational advantages, and forms of labor education are different. Moreover, the individualized needs of the service objects of the symbiotic units are constantly changing. In order to create a stable and lasting symbiotic environment, it is necessary to give full play to the advantages of each symbiotic unit, fully consider their differences, stimulate their endogenous motivation, and form an equal, interconnected, and win-win educational cooperation practice system. First, in the curriculum setting, it is necessary to form a "life-oriented" labor education based on family, a "curriculum-oriented" labor education led by schools, a "base-oriented" labor education supported by government agencies, a "service-oriented" labor education supported by public welfare institutions, and a "skill-oriented" labor education supported by enterprises. According to the characteristics of students in different grades, a hierarchical labor education stage should be constructed. While making good use of normal teaching time, labor education should be carried out throughout the holidays, so as to achieve

the hierarchical, systematic, comprehensive, and full-time labor education curriculum system, and further form a symbiotic environment of win-win cooperation, complementary advantages, and collaborative progress. Second, it is necessary to strengthen institutional constraints. In order to maintain the stability of the symbiotic environment, the symbiotic units should first establish standardized cooperative relationships, such as signing school-enterprise cooperation agreements, and building labor education bases in communities and public welfare institutions. It is necessary to further improve the management mechanism, evaluation feedback mechanism, assessment mechanism, and implementation supervision mechanism of labor education, and use institutional constraints to promote the implementation of activities, so as to achieve the symbiotic units in the labor education with the same direction and resonance.

CONCLUSION

Labor is both a means of human survival and an ultimate direction for human comprehensive development. Engels once profoundly pointed out that labor created man himself. Labor education is a basic education for college students' growth, which is of great significance for helping students realize their life values and cultivating young people who can take on the great task of national rejuvenation in the new era. By establishing a labor education system with integrated implementation subjects, it can effectively overcome the problems of labor education implementation subjects fighting independently, idle labor education resources, and lack of endogenous motivation in the education system, further uniting the educational forces, building a pattern of all-inclusive education, whole-process education, and all-round education, laying a solid theoretical foundation for the comprehensive and effective development of college students' labor education integration, and making it a collective consensus and unified action for the implementation subjects of labor education to cultivate morality, increase intelligence, strengthen physical fitness, and cultivate beauty through labor.

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