

Exploration of the Path for Empowering Primary School Students Vocational Enlightenment through Celadon Labor Education from the Perspective of the Integration of the Five Educations

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Abstract

Under the concept of promoting the all-round development of students in the new era, labor education and vocational enlightenment education have become an important part of promoting the all-round development of students. Labor education and vocational enlightenment education are intrinsically related in terms of educational goals, content composition, and practical paths. Moreover, labor education can empower vocational enlightenment education in three aspects: vocational cognition, vocational identity, and career planning. Celadon, a non-material cultural heritage of our country, can serve as a beneficial subject for labor education due to its unique cultural connotation, historical background, aesthetic value and practical interest. At present, China's celadon labor education has a relevant practical foundation, which is of great value for the formation of primary school students' vocational cognition. However, there are also problems such as shallow collective cognition, unsystematic implementation, lack of teachers' experience, and lack of guarantee facilities. These can be further optimized by enhancing collective cognition, updating educational forms, and optimizing the "cognition - resources - practice" strategy of celadon courses.

Keywords

Labor Education, Celadon , Career Enlightenment Education ,Five-Education Integration.

1. The New Era Calls for Labor and Vocational Enlightenment Education

Adhering to the concept of Five-Education Integration is an important principle for promoting quality-oriented education in the new era and an important way to implement the fundamental task of fostering virtue through education[1]. China Education Modernization 2035, as a programmatic document for educational reform in the new era, establishes the five-education integration as the core path for cultivating socialist builders and successors and proposes to pay more attention to all-round development, vigorously develop quality-oriented education and promote the organic integration of moral education, intellectual education, physical education, aesthetic education and labor education; Strengthen labor and practical education, and build a comprehensive labor and practical education mechanism that integrates subject teaching and campus culture and connects family and society.[2] The Opinion on Comprehensively Strengthening Labor Education in Primary, Secondary, and Higher Education Institutions in the New Era emphasizes that "labor education is an important part of the socialist education system with Chinese characteristics." In the new era, with the advent of the wave of informatization and intelligence, the combination of knowledge and future careers is becoming increasingly close. The combination of labor education and career enlightenment not only expresses the commitment to education to promote the all-around development of students but also is an important force for cultivating high-quality skilled talents and promoting high-quality economic and social development.

2. The Celadon Classroom Is Rich in Labor Education Resources

Celadon culture has a long history and is rich in national spirit. From the ancient Silk Road to modern pottery innovation, celadon culture itself has an extremely strong intrinsic cultural background, and its culture and form provide rich resources for labor education.[3] Ceramic art itself, as a highly practical activity, enables people to feel the cultural background, refine the spirit of labor, and inspire patriotic enthusiasm in the process of hands-on practice and has extremely profound significance in labor practice. As an art form with unique historical and cultural value, its educational value is self-evident. In the context of a culturally strong nation, fine traditional Chinese culture plays a crucial role in the educational process. Celadon, as an important export of porcelain in Chinese history, has a certain influence both at home and abroad. Combining celadon with labor education can effectively enhance students' national confidence, cultural confidence, and patriotic feelings. Compared with ordinary ceramics, the production process of celadon is more complex and contains rich resources of labor education. Physical knowledge is involved in kiln temperature control, chemical knowledge is involved in glaze formulas, and fine arts and other disciplines are involved in artistic modeling. It has a profound interdisciplinary integration and practical nature, allowing students to deeply experience and work in each process and promote career enlightenment.

3. The Intrinsic Principles By Which Labor Education Promotes Vocational Enlightenment

3.1. There is an intrinsic connection between labor education and vocational enlightenment

There is a deep connection between labor education and vocational enlightenment education in terms of goals, contents, and ways of practice. At the goal level, labor education aims to cultivate students' labor literacy and practical ability, while vocational enlightenment focuses on the development of vocational cognition, vocational interest, and career planning ability. Both are centered on "nurturing people", with the same goal of helping students build a cognitive framework of the professional world through labor practice.[4] In terms of content, labor education focuses on the mastery of labor skills and the cultivation of the labor spirit, while vocational enlightenment guides students to understand the social function and personal value of occupations through vocational experience, case analysis, etc. The content is complementary. In terms of the practical path, the practical nature of labor education is highly consistent with the experiential needs of vocational enlightenment. Through labor education, students can transform abstract occupational concepts into concrete operations, learn professional qualities such as teamwork and time management, and practice path coordination.

3.2. Labor education empowering career enlightenment has an inherent mechanism

Vocational cognition, vocational identity, and career planning are important links in vocational enlightenment, and labor education promotes vocational enlightenment for students. In terms of career cognition, the improvement of labor skills can promote the development of career cognition. Labor education, through systematic skills training, specifically in the case of celadon labor education, enables students to intuitively perceive the complexity and professionalism of the occupation through processes such as shaping and glazing, thereby breaking stereotypes about the occupation. In terms of occupational identity, the shaping of labor values is also the formation of occupational identity. Labor education emphasizes that "labor creates value", through the display of labor achievements, experiencing the social value and personal sense of achievement of labor, and thereby forming respect and identification with the profession,

which is crucial for the cultivation of professional identity. In terms of career planning, labor practice promotes career planning.[5] The practical nature of labor education effectively helps students explore career possibilities in real situations. Specifically, in the practice of labor education on celadon, students can discover an interest in traditional craft restoration or cultural and creative design through actual participation in celadon firing activities, and truly experience the specific work experience of the sales industry in the celadon sales activities in the celadon small store. Through multi-channel and all-around career perception, it provides directions for future career choices.

4. Celadon Labor Education Promotes The Practical Foundation of Career Enlightenment

The current celadon education has two orientations: technical training type and cultural edification type. One type is oriented towards the inheritance of skills, emphasizing the learning and innovation of craftsmanship, mainly existing in vocational and technical school curricula and folk intangible cultural heritage master-family inheritance, such as introducing multiple types of handicraft intangible cultural heritage into vocational schools and using Internet means to teach skills. [6][7] One category is aimed at the general public, including primary and secondary school students, emphasizing the infiltration of ceramic culture in ideological and political education and aesthetic education, mainly reflected in the integration of celadon culture into subject teaching and social propaganda, such as the introduction of celadon culture into art unit teaching, the integration of celadon culture into aesthetic education in colleges and universities, the integration of celadon culture into ideological and political courses in colleges and universities, and the characteristic projects of celadon culture in community education. [8][9][10][11] Among them, there have been many practices of bringing intangible cultural heritages such as celadon into the classroom, including the development and implementation of comprehensive practical activity courses for primary school porcelain art, as well as explorations of the transformation of ceramic history teaching and narrative based on the teaching model of primary and secondary school ceramics art.[12][13]

The labor education of Celadon in the sense of vocational enlightenment education lies between the two. It requires providing primary and secondary school students with labor opportunities for celadon culture exposure and celadon handcrafting, expecting students to develop vocational cognition of the production and creation of celadon and its various extended employment activities through practical activities. Chen Peng and Li Lei (2018) argue that this kind of vocational enlightenment education is not a training of specific vocational skills, nor is it targeted at specific occupations or types of education, but rather an educational process for the formation of universal vocational epistemology and values.[14] Therefore, the labor education of celadon with the significance of vocational enlightenment does not emphasize students' thorough understanding of celadon culture and their thorough learning of production techniques but rather attaches importance to students' acquisition of corresponding vocational knowledge through labor experience. This does not conflict with the various existing ceramic practical activity courses in primary and secondary schools. Vocational enlightenment and cultural skills, and skills training objectives can exist in different aspects of the same type of labor education activities with emphasis.

5. The Value of Celadon Labor Education in Empowering Primary School Students' Vocational Enlightenment

Chen Peng & Li Lei (2018) divided vocational enlightenment education into three ascending stages: universal vocational cognition education, differentiated career guidance education, and

differentiated professional planning education. Taking primary school as an example, when vocational enlightenment education is oriented towards the kindergarten and primary school stages, it is specifically manifested as the stage of universal vocational cognition education. "Vocational cognition is the understanding of an occupation and its basic information." Occupational cognition encompasses two aspects: one is the recognition of the nature of the occupation, that is, the position, significance, and role of the occupation in life, and the value of the occupation without distinction of high or low, noble or humble; On the other hand, there is an initial understanding of basic information such as the type of occupation, the elements of occupation, and the quality of occupation, which leads to the basic structure of occupational cognition.[14] Celadon labor education has positive implications for the gradual formation of primary school students' occupational cognition in terms of both culture and skills.

Due to the unique cultural connotations of celadon, celadon labor education helps students gain a profound understanding of the nature of their occupations. Looking longitudinally, celadon runs through the living Spaces of Chinese people throughout the ages. It not only has practical value in daily life but also contains spiritual and aesthetic value in its image and description. Primary school students can feel the spirit of the literati and the style of the craftsman in the poems and songs related to it, and understand the importance and necessity of different occupations in every process from their design and promotion, thereby generating an understanding of the meaning, spirit and equality of occupations.

Due to the breadth of the porcelain-making industry chain, celadon labor education promotes students' more comprehensive understanding of occupational information. Looking horizontally, the production of porcelain encompasses various levels of typical occupations behind the supply of raw materials and equipment, product design and production, marketing and sales, etc. It can provide students with ample activity space in the daily labor education experience, and primary school students can expand the occupational information they know in the full chain of celadon labor experiences such as handcrafting, packaging design, charity sales, etc. Gradually build up one's world of understanding of the profession.

6. The Current Practical Predicament of Celadon Labor Education Practice

However, there are four imminent problems with the empowerment of vocational enlightenment by celadon labor education: First, schools and society have a shallow understanding of labor education and vocational enlightenment education and do not attach enough importance to labor education and vocational enlightenment education. It is merely a formality and the concept of all-round education that promotes the five aspects of education has not been truly established. Secondly, the implementation of labor education and vocational enlightenment in schools is not systematic. There are characteristics such as insufficient content, relatively single methods, marginalized attention, and non-independent practice. Labor and vocational enlightenment education is attached to the implementation and advancement of other school courses. Its educational goals are not clear, the implementation quality is insufficient, and there is a lack of a truly systematic celadon labor education curriculum system and innovative vocational enlightenment education and evaluation is insufficient. The development of students' vocational cognition requires the guidance of full-time teachers in activities, but the corresponding teaching staff is in urgent need of cultivation, and the corresponding evaluation mechanism with clear goals and definite orientations has not yet been established. Finally, the relevant support facilities need to be improved. The venues and funds for various labor and vocational experience activities, including celadon labor education, vary from school to school, and the results are inconsistent.

7. Optimization Strategies for Empowering Career Enlightenment Through Celadon Labor Education

The innovation and improvement of celadon labor education in practical and labor courses for primary and secondary school students is transferable and has broad development potential. In the practical path of bringing intangible cultural heritage into the classroom, celadon labor education can be promoted and implemented by improving the quality of the curriculum, innovating teaching models, and strengthening the allocation of teachers; Under the teaching goal of vocational enlightenment, celadon labor education can deepen the depth and breadth of vocational cognition through field exploration, interactive experience, role-playing, etc.

Based on the path by which celadon labor education empowers vocational enlightenment, the following "cognition-resource-practice" optimization strategies can be summarized. The first is to enhance collective cognition, and through home-school-community collaboration, strengthen the awareness of labor education and career enlightenment among all parties. Break the mindset that the main subjects are above all and the minor subjects are useless, and encourage the integration of the five aspects of education in schools under quality-oriented education for the all-round development of students. Second, update the forms of education and explore more possibilities in new business forms, new directions, and new models. Get in touch with new technologies and use feasible software to integrate VR, AR, and AI technologies with celadon labor education courses to assist students in immersive experiences; Engage with social forces, collaborate with local museums, study bases, and historical sites for joint learning, connect with intangible cultural heritage inheritance experts for assistance, provide students with more accurate, interesting and interactive educational content, and support the wider dissemination of celadon culture and the deeper immersion of vocational experience. Third, optimize the celadon curriculum, incorporate occupational elements and disciplinary characteristics, and build a full industrial chain of occupational cognition. Enrich the breadth of occupational information in the curriculum, design a series of role-playing from the upstream, midstream, and downstream of the industry, arrange hands-on experiences from the design, production, and promotion of celadon, integrate multi-disciplinary knowledge from celadon, strengthen the qualities required for occupations, and help students understand the significance of social collaborative production and occupational value creation through the enrichment of the curriculum.

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