

An Exploration of the Pathways for Integrating Farming Culture into the Theory and Practice of Labor Education

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Abstract: This article focuses on the path of integrating farming culture into the theory and practice courses of labor education. Combining the rich connotations of farming culture, this study explores its significant role in integrating into labor education, including cultivating students' labor concepts, enhancing their labor skills, and making them recognize the value of physical labor in strengthening the body. At the same time, it analyzes the current problems in agricultural labor education, such as insufficient attention, single course content and form, lack of teachers, and insufficient resource input. It also proposes specific paths, such as integrating farming culture into theoretical teaching, combining practical teaching with scientific research and local characteristics, strengthening teacher training, increasing resource input, and establishing a comprehensive evaluation system. The research believes that integrating agricultural labor into labor education has broad prospects and can provide practical support for schools to improve the quality of labor education, promote the all-round development of students, and implement relevant educational methods.

Keywords: Labour Education; Farming Culture; Agricultural Labor; Theory and Practice

1. Introduction

1.1 Research Background and the Significance of Labor Education

In recent years, the educational policy of integrating labor education with moral, intellectual, physical and aesthetic education has been vigorously advocated [1]. This move is not accidental but based on a profound understanding of educational laws and the goals of talent cultivation. As an important foundation of all-round development education, labor

education plays a multi-dimensional and irreplaceable role in students' growth process and is of vital significance for cultivating students' labor concepts, labor skills and sound personalities [2]. From the perspective of the integration of labor education and moral education, labor itself is a kind of moral practice. During the labor process, students need to collaborate with others to complete tasks, which enables them to deeply understand the connotations of responsibility, commitment and respect [3]. The combination of labor education and intellectual education also has unique value. Labor is not merely physical exertion but contains rich knowledge and wisdom. For instance, when students participate in planting activities, they need to apply biological knowledge to understand the growth patterns of plants. This process of applying and exploring knowledge in practice not only consolidates the theoretical knowledge they have learned in class but also stimulates their thirst for knowledge and spirit of exploration, fostering innovative thinking and the ability to solve practical problems, and further promoting the deepening of intellectual education. In terms of the integration with physical education, labor education provides students with more opportunities for physical exercise. Different labor activities have certain requirements for body coordination, strength and endurance. For example, cleaning and moving materials can help students exercise their muscles and bones unconsciously and enhance their physical fitness [4]. At the same time, maintaining focus and persistence during labor can also cultivate students' willpower, which positively promotes their ability to overcome difficulties and challenge themselves in physical exercise. The two complement each other and jointly contribute to the improvement of students' physical fitness. The integration of labor education and aesthetic education enables students to discover and create beauty in labor. Labor achievements themselves may have

aesthetic forms, such as the natural beauty of carefully planted flowers and plants, and the creative beauty contained in handcrafted items. During the process of participating in labor, students gradually learn to appreciate the beauty in the details of labor and experience the joy of creating beauty through labor, thereby enhancing their aesthetic literacy. Moreover, in order to make labor achievements more beautiful, students will actively think about how to improve labor methods and approaches, which to a certain extent also stimulates their aesthetic creativity.

Labor education not only enables students to master basic labor skills such as washing clothes, cooking, and simple repair skills, which are the foundation for their independent living in the future. More importantly, it allows them to understand the relationship between effort and reward through labor. When students obtain results through their own labor, such as harvesting vegetables they have grown or completing a handicraft, they will deeply feel the hardship of effort and the joy of harvest, and understand that only through hard work can they obtain what they want. Thus, they can establish correct values and outlooks on life. This kind of personal experience and insight is more persuasive and influential than mere theoretical preaching. It can make students cherish the fruits of labor more in their future life, respect laborers, face difficulties and challenges in life with a positive attitude, and grow into responsible, accountable, and well-rounded individuals [5].

1.2 The Significance and Value of Integrating Farming Culture into Labor Education

Farming culture is an important treasure of China's traditional culture, embodying rich labor wisdom, simple values and profound humanistic spirit [6]. The labor wisdom in farming culture is the precious wealth accumulated by our ancestors through long-term production practice. For instance, by optimizing the way of land cultivation, it can not only retain soil moisture and resist drought but also increase yield. Such wisdom still holds significant reference value for modern agricultural production. Incorporating this labor wisdom into labor education courses can enable students to directly perceive the creativity of labor, understand that labor is not only a physical effort but also a crystallization of wisdom, thereby stimulating their spirit of active thinking and bold exploration in labor [7].

The simple values contained in the farming culture, diligence is one of the core values of the farming culture, which reflects the ancestors' persistence and commitment to labor. They knew that only through hard work could they enjoy the joy of a bountiful harvest. The concept of frugality is also deeply rooted in the farming culture. This appreciation for the fruits of labor stems from the reverence for nature's gifts and a profound understanding of the labor process. The spirit of cooperation is also indispensable in farming production, demonstrating a high degree of collaborative awareness. Moreover, the spirit of innovation has never been absent from the farming culture. From the continuous improvement of farming tools to the continuous progress of farming techniques, it all showcases the quality of the laborers to keep pace with the times and break through for innovation. These values are exactly what labor education hopes to cultivate in students. Through the influence of farming culture, students can gradually recognize and practice these qualities [8].

The profound humanistic spirit in farming culture serves as a spiritual bond connecting people with nature and with each other. It emphasizes that labor should follow the laws of nature rather than conquer it. The 24 solar terms are a vivid embodiment of this humanistic spirit. Based on the position changes of the sun on the ecliptic, they guide the rhythm of agricultural production. This concept of harmonious coexistence with nature enables students to learn to respect and protect nature and establish the idea of sustainable development in labor education [9]. Meanwhile, farming culture has also nurtured a strong sense of local sentiment and national consciousness. The cultivation of such emotions can enhance students' sense of responsibility towards the collective and society in labor education.

Every trace of farming culture embodies the harmonious coexistence of labor and nature, a concept that aligns perfectly with the goal of labor education to cultivate students' respect for nature and love for labor. Integrating farming culture into the theory and practice of labor education is a significant move, not only preserving and promoting traditional culture but also enriching the content and enhancing the quality of labor education [10]. Through this integration, students can not only acquire solid labor skills but also inherit the labor wisdom and values of their predecessors in the dialogue with

farming culture, thereby strengthening their cultural confidence and national pride [11]. Moreover, farming culture infuses rich cultural connotations into labor education, transforming it from merely imparting skills to an important vehicle for fostering students' well-rounded personality and comprehensive qualities.

2. The Current Situation of Agricultural Labor Education

2.1 Insufficient Emphasis on Agricultural Labor

In the current educational field, some schools have a limited understanding of agricultural labor education and have not truly incorporated it into the important agenda of the school's overall educational work. Due to the long-term profound influence of the exam-oriented education concept, these schools often place the assessment results of students' cultural courses in a more prominent position in their daily teaching activities, and even regard agricultural labor education as an insignificant supplementary educational project. In the implementation process, there is a lack of systematic planning and design as well as regular arrangements and deployments. This situation directly leads to agricultural labor education being in a marginal position in the school's entire educational system, making it difficult to fully exert its educational effect and practical value. Among the student population, the lack of attention to agricultural labor education is also very obvious. Many students, influenced by the school's atmosphere of emphasizing academic performance and neglecting labor practice, fundamentally deny the value of agricultural labor education. When participating in classroom learning, they often adopt a perfunctory attitude, and their respect for labor and closeness to nature gradually fade away.

2.2 Content and Form of the Course are Monotonous.

At the current stage, the agricultural labor education carried out by many schools shows a distinct tendency towards uniformity in the selection of educational content and the design of teaching forms. The educational content mostly remains at the basic level of fieldwork, such as weeding and watering crops, while there is a significant deficiency in the popularization

of farming culture knowledge and systematic training of labor skills. In terms of teaching organization, the collective and uniform labor mode is mostly adopted, lacking precise guidance and personalized instruction for different students, which makes it difficult to meet the diverse development needs and interest preferences of students. As a result, students' initiative to participate in agricultural labor education is hard to be effectively stimulated.

2.3 Insufficient Faculty Resources

The effective promotion of agricultural labor education cannot do without professional teachers providing guidance. However, from the current situation, many schools have obvious shortcomings in this regard, that is, they lack full-time teachers specializing in agricultural labor education. The existing teachers undertaking related teaching tasks are mostly part-time teachers from other subjects, who have systematic deficiencies in the knowledge system of farming culture and agricultural labor skills. Therefore, in the actual teaching process, it is difficult for them to provide students with professional teaching guidance. At the same time, these part-time teachers lack sufficient experience in the teaching practice of agricultural labor education, making it difficult for them to efficiently organize and promote the implementation of various teaching activities, which to a large extent restricts the actual effectiveness and teaching quality of agricultural labor education.

The implementation of agricultural labor education necessitates specific facilities and tools as fundamental resources. However, many schools currently have obvious deficiencies in resource investment in this regard. Specifically, on the one hand, schools are lacking in the construction of dedicated agricultural labor education venues. Necessary places such as farmland and vegetable gardens for practical activities are often scarce, which limits students to conducting basic labor practice activities within a very limited space. On the other hand, the number of labor tools provided by schools is insufficient and the types are relatively single, making it difficult to meet the diverse needs of students during the labor practice process. Such deficiencies in resource investment have significantly constrained the smooth progress of agricultural labor education to a large extent.

3. The Path of Integrating Faring Culture into the Theory and Practice of Labor Education

3.1 Theoretical Teaching: Integration of Fundamental Theories with Farming Culture in Classroom Settings

In the process of theoretical instruction, educators systematically integrate knowledge related to agricultural civilization into the curriculum content of labor education. During routine classroom teaching, instructors can meticulously impart to students various aspects of farming culture, including its historical development, seasonal changes, traditional farming techniques, and ecological conservation concepts, based on the specific content of the teaching materials. For instance, when explaining the growth patterns of plants, ancient Chinese agricultural techniques and wisdom can be introduced. In guiding students to establish a value system regarding labor, the core spirit of diligence, simplicity, and frugality inherent in farming culture can be deeply elucidated. Additionally, teachers can utilize multimedia materials such as images and videos to provide students with a more intuitive understanding of the rich connotations of agricultural civilization, thereby enhancing their emotional identification and exploratory interest in this cultural heritage.

3.2 Integrating Local Characteristics into Practical Education: Research Teams Spearhead the Implementation of Project-Based Learning

Schools can, based on local conditions, make full use of characteristic resources and the local environment to carry out agricultural labor practice activities with local characteristics in the form of projects. For instance, the Longyan and Litchi Research Team of Yangtze Normal University can provide professional guidance and technical support for students, allowing them to participate in agricultural research projects such as fruit tree grafting, pollination, and fertilization, enabling them to better understand the local farming culture and development, and enhancing their love for their hometown. When organizing students to participate in agricultural labor, they can start from the plowing stage, guiding them to recognize traditional agricultural tools and learn to use hoes, plows, and other farm tools correctly. Through the processes of turning and

crushing soil, they can exercise their arm strength and coordination. During the sowing stage, by demonstrating and explaining the norms of seed spacing and soil covering thickness, students can improve their observational judgment and fine operation skills in practical operations. In the fertilization stage, combined with the growth needs of crops, they can be taught the proportion and application methods of organic and chemical fertilizers, cultivating the skill of scientific fertilization. In the weeding labor, students are required to distinguish between weeds and crops, and through repeated weeding, their patience and concentration can be honed. During the harvest season, they can be guided to master the use of harvesting tools, such as the grip and cutting angle of sickles, and at the same time, through measuring the harvest, their sense of responsibility can be strengthened. Let students participate in the entire process from sowing to harvest, gradually mastering various agricultural skills in real labor scenarios and forming systematic labor abilities. In practical courses, a campus agricultural practice base can be established to organize students to participate in agricultural labor such as sowing, fertilizing, and harvesting, allowing them to experience the agricultural process firsthand; and carry out farming culture experience activities, such as making traditional farm tools and learning seasonal customs, so that students can feel the joy of farming culture in practice.

3.3 Enhance Faculty Training to Elevate Professional Competence and Experiential Expertise

At the school level, efforts should be made to enhance the training of teachers in agricultural labor education, thereby improving their professional competence and practical teaching experience. Specifically, training programs related to farming culture knowledge and labor skills can be organized for teachers at regular intervals. Professionals from the agricultural sector and successful rural entrepreneurs can be invited to give lectures to teachers, helping them systematically master the knowledge system of farming culture and practical agricultural labor skills. At the same time, schools can also arrange for teachers to visit rural areas for on-site visits and learning exchanges, allowing them to personally experience the unique charm of farming culture and accumulate rich teaching

experience. In addition, schools can consider recruiting full-time teachers specializing in agricultural labor education to strengthen the teaching team and further improve the overall quality of agricultural labor education.

3.4 Increase the Input of Resources Appropriately

Schools should increase their investment in resources for agricultural labor education and focus on solving problems related to practical sites and labor tools. From the perspective of utilizing internal resources, schools can develop idle plots within the campus to create dedicated agricultural labor education practice bases, such as establishing campus farms or vegetable and fruit plantations, providing students with specialized spaces for labor practice. Regarding the provision of labor tools, schools can purchase necessary agricultural implements like hoes, sickles, and irrigation equipment to ensure that students can smoothly carry out various labor activities. In addition, schools can proactively establish cooperative relationships with agricultural enterprises and rural cooperatives in the region, leveraging their sites and resources to conduct agricultural labor education activities, thereby achieving collaborative sharing of educational resources.

3.5 Comprehensive Assessment of Students' Multifaceted Performance

A scientific and reasonable evaluation system needs to be established to comprehensively assess students' labor concepts, labor qualities, labor skills, labor achievements and innovative thinking. During the implementation of the evaluation, attention should not only be paid to the students' labor outputs, such as the quantity and quality of the harvested crops, but also to their specific performances during the labor process, such as their attitudes towards labor, teamwork spirit and problem-solving abilities. In terms of the choice of evaluation methods, formative assessment and summative assessment can be integrated. Through multiple approaches such as observation and recording, self-assessment by students, mutual assessment among groups and professional assessment by teachers, a comprehensive and objective evaluation of students' labor performance can be conducted. At the same time, the practical application of the evaluation results should be emphasized, and they should be included in the

important reference scope of students' comprehensive quality evaluation, so as to stimulate students' enthusiasm for actively participating in agricultural labor education activities.

4. Conclusion

With the continuous development of society and the in-depth advancement of educational reform, there is a broad prospect for integrating farming culture into labor education. In the future, with the progress of science and technology, modern means can be utilized to better integrate farming culture and labor education. Meanwhile, the integration of farming culture into labor education can also be combined with the rural revitalization strategy. By carrying out farming labor education activities, more talents who understand, love and are willing to contribute to rural development can be cultivated, injecting new vitality into rural revitalization. In addition, international exchanges and cooperation can be strengthened, and advanced labor education experiences from abroad can be drawn upon to promote the innovative development of integrating farming culture into labor education in China.

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