



# The Logical Starting Point, Practical Difficulties and Key Points of The Construction of The Early Childhood Labor Education Community from The Perspective of Collaborative Education among Family, Kindergarten and Society

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**Abstract:** This paper aims to explore the construction of early childhood labor education community from the perspective of collaborative education among family, kindergarten and community, and analyze the logical starting point, practical difficulties and key points of cracking. By integrating family, kindergarten and social resources, form a joint force for education and jointly promote the effective implementation of early childhood labor education. It is found that the logical starting point of the construction of early childhood labor education community from the perspective of collaborative education among family, kindergarten and society should include theoretical basis, practical needs, policy orientation and early childhood development needs. From the perspective of theoretical basis, constructivist theory, social learning theory and ecosystem theory provide solid theoretical support for community construction. At the level of social demand, the construction of early childhood labor education community is to respond to the current situation of labor education, make up for the shortcomings of a single education subject, and adapt to the needs of social development for future talent training and promote the all-round development of children. In terms of policy orientation, a series of policy documents of the party, the state and local governments provide policy guarantees for the construction of a community of early childhood labor education; Finally, the construction of a community of early childhood labor education is even more childlike. In view of these problems, this paper puts forward targeted solutions such as building collaborative consensus, improving cooperation mechanisms, integrating curriculum resources, and enriching practical activities, in order to provide useful reference for the in-depth development of early childhood labor education.

**Keywords:** family-kindergarten-community collaborative education; early childhood labor education; Educational community

## 1 INTRODUCTION

Labor education is an important part of the national education system, which plays an irreplaceable role in cultivating

children's labor awareness, labor habits and labor skills, and shaping their sound personality. With the deepening of education reform, the comprehensive educational values of labor education, such as "building morality, increasing intelligence, strengthening the body, educating beauty, and



strengthening the heart", have attracted increasing attention, and as an indispensable comprehensive education method, it can promote the all-round development of students [1]. Since the beginning of the new century, the party and the state have issued a series of policy documents, pointing out the direction for the implementation path of collaborative education in the family-kindergarten-community and providing policy guarantee for the construction of a labor education community in the new era. For example, the "Guidelines for Kindergarten Education (Trial)" (2001) clearly requires kindergartens to "work closely with families and communities to make comprehensive use of various educational resources" [2], and the "Opinions on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era" (2020) requires "families to play a fundamental role, schools to play a leading role, and society to play a supporting role" [3], which provides policy compliance for the coordinated labor education of the family-kindergarten-community. The Law of the People's Republic of China on the Promotion of Family Education (2021) will "help minors establish correct labor concepts" [4] Included in statutory education duties. It can be seen that at the national strategic level, the construction of a collaborative education mechanism has become an important path to promote the modernization of education, and the collaborative education among family, kindergarten and society has become an inevitable trend in the development of early childhood labor education. Building a community of early childhood labor education, integrating the resources of families, kindergartens and society, and forming a joint force of education will help overcome many problems in the current early childhood labor education, improve the educational effect, and lay a solid foundation for the future development of children. This paper will start from the logical starting point of the construction of the early childhood labor education community from the perspective of collaborative education among family, kindergarten and society, analyze the practical difficulties, and put forward the corresponding key points to solve them, in order to provide theoretical support and practical guidance for early childhood labor education.

## **2 THE LOGICAL STARTING POINT FOR THE CONSTRUCTION OF EARLY CHILDHOOD LABOR EDUCATION COMMUNITY FROM THE PERSPECTIVE OF COLLABORATIVE EDUCATION AMONG FAMILY, KINDERGARTEN AND SOCIETY**

### **2.1 THEORETICAL BASIS**

Early childhood labor education refers to educational activities aimed at cultivating children's labor concepts, labor skills, labor habits and labor spirit by organizing and supporting children to participate in appropriate practical and hands-on activities. For young children, labor education is not only a practical activity,

but also an educational means to promote the all-round development of body and mind. Through labor education, children can learn to respect labor, cherish the fruits of labor, and cultivate the qualities of hard work, thrift, hardship and hard work; At the same time, labor education can also improve children's hands-on ability and creativity, and promote intellectual development.

Family, kindergarten and society are three important places in the growth of young children, each with different educational responsibilities. The family is the first social environment that children come into contact with, which has a subtle impact on their growth. Kindergarten is the starting point for children to receive formal education, and undertakes the task of cultivating children's basic life skills and good behavior habits. Society is an important place for children to further expand their knowledge and develop their abilities. The collaborative education among family, kindergarten and society can form a joint force of education and jointly promote the effective implementation of early childhood labor education. Through close cooperation and communication between the three parties, the coherence and consistency of labor education content can be ensured and the educational effect can be improved.

There is a solid theoretical basis for the construction of early childhood labor education community from the perspective of collaborative education among family, kindergarten and society. First, constructivist theory emphasizes that learners actively construct knowledge based on existing experience [5]. In the family, kindergarten and social environment, children participate in various labor practice activities and interact with the surrounding environment, and constantly enrich and adjust their cognition and understanding of labor. For example, children help place tableware in the family, from the initial mechanical imitation to gradually understand the rules and meanings of tableware placement, which is the embodiment of children's active construction of labor knowledge. Secondly, Bandura's theory of social learning believes that "children learn primarily by observing and imitating the behavior of others and their results" [6]. In the process of early childhood labor education, various labor education environments in the family, kindergarten and society provide children with rich opportunities for observation and learning. Children observe their labor behavior, learn labor skills and attitudes, and then internalize them into their own labor habits. For example, when children see sanitation workers cleaning the streets, they will imitate their movements and have the desire to participate in labor. Finally, according to Bronfenbrenner's ecosystem theory, children's development is influenced by the microsystem, mesosystem, outer system, and macrosystem in which they live [7]. Family, kindergarten and society constitute different microsystems of early childhood development, and home-community collaborative education is an important embodiment of the mesosystem. Only when these systems coordinate and support each other can we provide a good development environment for early childhood labor education. For example, children are encouraged to participate in housework in the family, kindergartens carry out labor-themed activities, and the society provides labor practice places, and the three



synergistically promote the improvement of children's labor literacy.

## 2.2 PRACTICAL NEEDS

In its original meaning, labor education is an educational activity with labor elements, focusing on improving students' labor literacy and promoting their all-round development [8]. The ultimate purpose and ontological value of early childhood labor education lies in comprehensive education, and to achieve this ultimate goal, it is inseparable from the effective construction of a collaborative education community for early childhood labor education in the family-kindergarten-community.

First of all, community building is to meet the needs of the current situation of early childhood labor education. At present, there are problems such as alienation of value orientation, narrowing of educational content, superficial educational experience, separation of teaching and labor, and separation of body and mind [1-9]. For example, through the participation of families, children can experience the joy and meaning of labor in daily life; Through the guidance of kindergartens, children can systematically learn labor knowledge and skills; Through the support of the community, more social practice opportunities can be provided for young children.

Secondly, community building is to make up for the lack of a single educational subject. Families, kindergartens and society have their own advantages and limitations in early childhood labor education. Families can give children the most life-like labor experience, but may lack systematic education methods; Kindergartens have professional educational resources and teachers, but the scene of labor education is relatively limited; The society has abundant opportunities for labor practice, but lacks targeted guidance for children. Building a labor education community can integrate resources from all parties, achieve complementary advantages, and provide more comprehensive labor education for children.

Thirdly, community building is to meet the needs of social development for future talent training. With the development of society, talents with labor literacy and practical ability are increasingly valued. Through the collaborative education among family, kindergarten and society, children can be exposed to diverse forms of labor in the early stage, cultivate their hands-on ability, innovative spirit and sense of social responsibility, and help cultivate high-quality talents with all-round development for the future society.

Finally, community building is the need to promote the all-round development of children. Labor education can not only cultivate children's labor skills, but also promote children's physical development, intellectual development, moral development and aesthetic improvement in the process of labor. For example, children participating in planting activities can not only exercise their fine hand movements and physical strength, but also understand the knowledge of plant growth, cultivate patience and responsibility, and appreciate the natural beauty of plants. The homeland community can coordinate labor education to help children develop in an all-round way from multiple dimensions.

## 2.3 POLICY DIRECTION

After the founding of the People's Republic of China, our country's education policy has always emphasized "cultivating socialist builders and successors with all-round development of morality, intellect, body, beauty and labor".

First, the requirements of the national labor education policy. In recent years, the state has issued a series of policy documents, which not only emphasize the important position of labor education in the national education system, but also strongly demand the construction of a new mechanism for home-school-community collaborative education. For example, "China's Education Modernization 2035" (2019) clearly proposes to "build an education system that comprehensively cultivates moral, intellectual, physical, aesthetic, and labor" and "promote the organic combination of school education, family education, and social education, and form a new pattern of education governance with the participation of the whole society" [9]

The "Opinions on Comprehensively Strengthening Labor Education in Universities, Middle Schools and Primary Schools in the New Era" (2020) clearly points out that "labor education is an important part of the socialist education system with Chinese characteristics, which directly determines the labor spirit, labor value orientation and labor skill level of socialist builders and successors", and "establish a collaborative promotion mechanism between family, school, and society to form a joint force for co-education" [3-11], while the "Compulsory Education Labor Curriculum Standards" (2022) "encourage the establishment of a collaborative evaluation mechanism between schools, families, and communities, and incorporate labor literacy into the comprehensive quality evaluation system of students" [10]. These policies provide a policy basis and guiding direction for the coordinated development of early childhood labor education by family, kindergarten and society.

Second, the promotion of local education policies. Relevant policies have also been introduced to encourage families, kindergartens and society to participate in early childhood labor education. For example, Guizhou Province's "Implementation Plan for Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era" (2021) proposes a four-in-one implementation path of labor education of "curriculum teaching integration, embedding school activities, strengthening family life, and expanding social practice", and puts forward clear requirements for universities, primary and secondary schools and kindergartens [11]. The "Several Measures for Guizhou Province to Implement and Improve the Mechanism of Collaborative Education in Schools, Families and Societies" (2023) strongly calls for "building a new pattern of collaborative education between schools, families and societies..... Help minors establish a correct concept of labor, participate in labor within their ability, improve their ability to take care of themselves and live independently, and develop an excellent character of hardship and hard work and a good habit of loving labor" [12]. These local policy documents not only further emphasize the importance of labor education, but also put forward more specific implementation requirements and specific measures according to the actual situation, providing a



policy basis for the construction of a collaborative education community for early childhood labor education in the family-kindergarten-community .

## **2.4 *CHILDLIKE EXPECTATIONS***

The construction of a collaborative education community for children in the family-kindergarten-community can not only meet children's curious and exploratory nature, but also effectively cultivate children's self-care ability and social communication ability, which truly reflects the expectations of children.

First of all, it can satisfy children's curiosity and exploration. Young children have a strong curiosity and desire to explore, and are full of interest in the world around them. Labor activities provide children with opportunities to experience and explore first-hand and satisfy their intellectual curiosity. In the collaborative education environment among family, kindergarten and society, children can be exposed to different types of labor scenarios and tasks, such as participating in cooking in the family kitchen, taking care of plants in kindergarten plantations, and participating in environmental protection activities in the community, broadening their horizons and stimulating their enthusiasm for exploration.

Secondly, cultivate children's self-care and social communication skills. Labor education helps cultivate children's self-care ability, so that they can learn basic life skills such as dressing and organizing toys, and enhance their self-confidence and independence. At the same time, in the process of labor, children need to cooperate and communicate with others, which helps improve their social communication skills and team spirit. Home-community collaboration creates more labor opportunities for children to interact with others and promotes the development of their social communication skills.

## **3 THE PRACTICAL DIFFICULTIES IN THE CONSTRUCTION OF THE EARLY CHILDHOOD LABOR EDUCATION COMMUNITY FROM THE PERSPECTIVE OF COLLABORATIVE EDUCATION AMONG FAMILY, KINDERGARTEN AND SOCIETY**

Although the construction of the early childhood labor education community has a solid theoretical foundation, which is also in line with the practical needs of labor education, and has strong policy support from the party, the state and local governments, and can also promote the all-round development of children, in the current process of building an early childhood labor education community, there are the following practical difficulties that urgently need to be broken through.

### **3.1 *DIFFERENCES IN IDEAS LEAD TO WEAK SENSE OF COLLABORATION***

First of all, the concept of family labor education is biased. Some parents do not have enough understanding of the importance of early childhood labor education, and there is a phenomenon of overprotection and arrangement. They believe that learning is the primary task for young children, ignoring the value of labor education to children's growth. In modern families, many parents do not let their children participate in housework, fearing that their children will be injured or delay their learning time.

Secondly, the positioning of labor education in kindergartens is vague. Some kindergartens lack a clear understanding of the goals, content and methods of labor education, and simply equate labor education with manual activities or manual labor, and fail to fully explore the comprehensive educational value of labor education. In addition, some teachers do not pay enough attention to labor education and lack initiative and creativity in teaching.

Third, the society does not pay enough attention to early childhood labor education. Some institutions and groups in society pay less attention to early childhood labor education and do not fully realize its importance to children's individual development and social future. Some public places lack labor practice facilities and activities suitable for children, and cannot provide a good labor education environment for children.

### **3.2 *THE LACK OF COOPERATION MECHANISM AFFECTS THE SYNERGY EFFECT***

First, there is a lack of effective communication and coordination mechanisms. There is a lack of normalized communication channels and coordination mechanisms between home societies, and information exchange is not smooth. When carrying out early childhood labor education activities, it is difficult for all parties to reach a consensus, resulting in chaotic organization of activities and poor educational results. For example, the kindergarten planned to organize a community labor practice activity, but due to untimely communication with the community and parents, the activity arrangement conflicted and could not be carried out smoothly.

Second, the division of responsibilities is unclear. In the early childhood labor education community, the division of responsibilities between family, kindergarten and society is not clear enough, and there is a phenomenon of mutual shirking or duplication of labor. For example, in terms of cultivating children's good working habits, families believe that this is the responsibility of kindergartens, while kindergartens believe that families should bear the main responsibility, resulting in a lack of coherence and consistency in children's cultivation of labor habits.

Third, the incentive and guarantee mechanism is not perfect. At present, there is a lack of incentive mechanism for the family-kindergarten-community to carry out early childhood labor education in a coordinated manner, and the enthusiasm of all parties to participate is not high. At the same time, there are also deficiencies in terms of financial investment and site security, which limits the development of labor education activities. For example, some kindergartens are unable to purchase





corresponding labor education equipment and materials for children due to lack of funds.

### **3.3 INSUFFICIENT CURRICULUM RESOURCES LIMIT THE QUALITY OF EDUCATION**

First of all, the labor education curriculum system is not perfect. At present, the curriculum system of early childhood labor education has not yet formed a unified standard, and the curriculum content is fragmented and lacks systematic. The curriculum objectives are unclear, and it is difficult to carry out targeted teaching according to the age characteristics and developmental needs of children. For example, there is no obvious distinction between the content of labor education for young children of different ages, and the teaching methods are relatively simple.

Second, the integration and utilization of resources are insufficient. Families, kindergartens and society have rich labor education resources, but there is a lack of effective integration and sharing between all parties. The living and labor resources in the family, the education and teaching resources of kindergartens, and various venues and enterprises in society cannot be organically combined, resulting in waste of resources. For example, the science and technology museum in the community has rich science popularization resources, but kindergartens rarely organize children to visit and study, and fail to make full use of this resource to carry out labor education.

Thirdly, the professionalism of the teaching staff needs to be improved. Early childhood labor education requires a team of teachers with professional knowledge and skills, but there is currently a shortage of relevant teachers. Teachers have insufficient theoretical knowledge of labor education and relatively lack practical experience, making it difficult to carry out labor education activities effectively. For example, some teachers cannot give correct guidance when organizing children's labor practice activities, resulting in poor activity results.

### **3.4 PRACTICAL ACTIVITIES ARE NOT ABUNDANT AND DIFFICULT TO AROUSE CHILDREN'S INTEREST**

First of all, the content of the activity is single. At present, some families, kindergartens and communities have the problem of single activity content in the implementation of early childhood labor education, resulting in a lack of freshness and challenge for children to participate in activities, and it is difficult to stimulate their interest and enthusiasm.

Secondly, the form of the activity is monotonous. At present, some families, kindergartens and communities also have the problem of monotonous labor forms in the process of implementing labor education, resulting in children's lack of interaction and sense of participation when participating in labor activities, and it is difficult to obtain pleasant experience and sense of achievement.

Third, the frequency of activities is insufficient. At present, some families, kindergartens and communities still have the

problem of insufficient frequency of activities, resulting in the lack of continuity and coherence in children's participation in labor activities, and it is difficult to form good labor habits and quality.

## **4 KEY POINTS FOR THE CONSTRUCTION OF EARLY CHILDHOOD LABOR EDUCATION COMMUNITY FROM THE PERSPECTIVE OF COLLABORATIVE EDUCATION AMONG FAMILY, KINDERGARTEN AND SOCIETY**

Based on this, the construction of a collaborative education community for young children in the family-kindergarten-community needs to solve the difficulties from the following three aspects.

### **4.1 BUILD A COLLABORATIVE CONSENSUS AND CLARIFY THE RESPONSIBILITIES OF ALL PARTIES**

On the one hand, strengthen publicity and guidance and update educational concepts. Strengthen the publicity of the importance of early childhood labor education and popularize the scientific concepts and methods of labor education by holding parent schools, teacher training, community publicity activities, etc. Guide parents to establish correct educational concepts, recognize the positive role of labor education in children's growth, encourage parents to let children participate in housework, and cultivate their labor awareness and habits. At the same time, we should improve teachers' attention to labor education, strengthen teacher training, and improve teachers' professional quality in labor education. In addition, enhance the society's attention to early childhood labor education and create a good social atmosphere.

On the other hand, clarify the responsibilities of all parties and form a joint force for education. Formulate a list of responsibilities for collaborative education in the family-kindergarten-community, and clarify the specific responsibilities of families, kindergartens and society in early childhood labor education. Families are responsible for cultivating children's basic self-care ability and labor habits in daily life, such as encouraging children to dress and tidy up their rooms; The kindergarten undertakes the task of systematically carrying out labor education courses and organizing labor practice activities in the kindergarten, and designs rich and diverse labor education content according to the age characteristics of children. The society provides various labor practice places and resources, such as museums, science and technology museums, tea mountains, farms, etc., open to children, creating opportunities for children to contact society and experience different forms of labor. All parties perform their duties and cooperate with each other to jointly promote early childhood labor education.



#### **4.2 IMPROVE THE COOPERATION MECHANISM TO ENSURE COLLABORATIVE EDUCATION**

First, establish a communication and coordination mechanism. Build a communication platform for the family-kindergarten-community, such as regular parent-teacher meetings and joint meetings of kindergartens and clubs, to strengthen information exchange and communication. Before carrying out labor education activities, discuss the activity plan together, and clarify the objectives, content and division of labor. During the activity, timely feedback on problems and adjust the activity arrangement. After the activity, conduct a summary and evaluation, share experience and lessons, and continuously improve labor education activities.

Second, improve the division of responsibilities mechanism. Relevant government departments and organizations can further refine the responsibilities of home cooperatives in early childhood labor education to avoid unclear responsibilities and prevarication. Establish a system of accountability to supervise and hold accountable those who fail to perform their duties in labor education. At the same time, all parties are encouraged to actively participate in the formation of mutual support and supervision of cooperative relations.

Third, improve the incentive and guarantee mechanism. Relevant departments and organizations may set up special incentive funds for early childhood labor education to commend and reward families, kindergartens, and social institutions that have outstanding performance in collaborative education work, and increase the enthusiasm of all parties to participate. At the same time, we will increase investment in early childhood labor education to ensure the financial needs of labor education curriculum development, teacher training, equipment purchase, etc. In addition, the government should introduce relevant policies to encourage social forces to participate in early childhood labor education and provide policy support and guarantee for collaborative education in family, kindergarten and society.

#### **4.3 INTEGRATE CURRICULUM RESOURCES AND ENRICH EDUCATIONAL CONTENT**

First, build a systematic labor education curriculum system. According to the age characteristics and developmental needs of children, formulate scientific and reasonable labor education curriculum standards, and clarify curriculum objectives, content and teaching methods. The curriculum content of early childhood labor education should cover many fields such as daily labor, production labor and service labor, such as housework in daily life, kindergarten planting and breeding activities, community volunteer service, etc. Thematic teaching, project-based learning and other methods are used to enhance the fun and practicality of the curriculum and improve children's enthusiasm for learning.

Second, integrate resources from all parties and realize resource sharing. Integrate labor education resources from families, kindergartens and society, and establish a resource sharing platform. Families can provide life and labor scenarios and experiences, kindergartens can share education and teaching

resources and activity organization experience, and the society can open up various venues, enterprises and other resources. For example, the kindergarten cooperates with surrounding farms to regularly organize children to visit the farm and participate in agricultural labor, so that children can understand the growth process of crops; The community and kindergartens jointly carry out environmental protection activities, organize children to participate in garbage classification publicity and practice, and cultivate children's awareness of environmental protection and social responsibility.

Third, strengthen the construction of the teaching staff. Strengthen the training of early childhood labor education teachers and improve the professionalism of teachers. The training content includes labor education theoretical knowledge, teaching methods, practical skills, curriculum resource development, etc. Teachers are encouraged to participate in various labor education seminars and training courses to learn advanced educational concepts and teaching experience. At the same time, model workers, craftsmen, intangible cultural heritage inheritors, etc. in the society are invited to enter the kindergarten to carry out labor education lectures and practical guidance for children, enrich the structure of the teaching staff, and improve the quality of labor education.

#### **4.4 ENRICH PRACTICAL ACTIVITIES TO STIMULATE CHILDREN'S INTEREST**

First, innovate the content of activities. Families, kindergartens and communities should innovate the content of early childhood labor education and pay attention to the fun and challenge of activities. For example, some labor activities closely related to children's lives can be designed, such as handicrafts, planting, breeding, etc.; It can also carry out themed labor education activities in combination with seasonal festivals and social hotspots. Stimulate children's interest and enthusiasm through innovative activity content, and improve their participation and sense of gain.

Second, enrich the forms of activities. Families, kindergartens and communities should enrich the forms of early childhood labor education and pay attention to the interactivity and participation of activities. For example, gamified teaching can be used to integrate labor education into the game; modern scientific and technological means such as virtual reality technology can also be used to enhance the fun and interactivity of activities; Children can also be organized to participate in social practice and volunteer services to cultivate their sense of social responsibility and dedication. By enriching the forms of activities, children can gain a more pleasant experience and sense of accomplishment in the process of participating in labor activities.

Third, increase the frequency of activities. Families, kindergartens and communities should increase the frequency of early childhood labor education and pay attention to the continuity and coherence of activities. For example, labor education activities can be held regularly or labor education days can be set up to strengthen children's understanding and experience of labor; Parents can also be encouraged to guide children to participate in housework in daily life to cultivate



their labor habits and qualities. By increasing the frequency of activities, children can continue to accumulate experience, improve their abilities, and form good labor concepts and attitudes in continuous labor practice.

## 5 CONCLUSION

Building a community of early childhood labor education from the perspective of collaborative education is an important way to improve the quality of early childhood labor education and promote the all-round development of children. By clarifying the logical starting point, we recognize the importance of theoretical basis, practical needs, policy orientation and early childhood development needs in building a community. face up to practical difficulties, such as differences in concepts, lack of cooperation mechanisms, insufficient curriculum resources, and lack of practical activities; Adopting targeted solution points, building collaborative consensus, improving cooperation mechanisms, integrating curriculum resources, and enriching practical activities can effectively promote the construction of early childhood labor education community. In the future educational practice, it is necessary for families, kindergartens and all parties in society to continue to make efforts, constantly explore and innovate, create a better labor education environment for children, cultivate children's labor literacy and comprehensive ability, and lay a solid foundation for their future development.

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